Effectiveness of Employing the Elements of Gamification as Educational Approach in Minimizing English Language Anxiety of the Students in the New Normal

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Abstract — *This research study aimed to determine the interrelationship existing between the respondents' extent of English-speaking anxiety and their perception towards the effectiveness of gamification in developing English language proficiency specifically for Purposive Communication subject of students from Occidental Mindoro State College- Mamburao Campus. The respondents of the study were the students who took Purposive Communication subject under College of Teacher Education and College of Business, Administration and Management last 2nd Semester of Academic Year 2020 – 2021. Those were the students who took the subject under the subject teachers who used gamification in developing English proficiency as well as minimizing their English language anxiety and in achieving the subject learning outcomes. The researchers used mixed of descriptive, comparative, and correlational research designs to determine, measure and assess the respondents' demographic profile, extent of English-speaking anxiety, and perception in the effectiveness of gamification in minimizing such anxiety under the new normal as well as to test the significant differences and relationships between the variables. The researchers adapted the survey questionnaire from the study of Wan Iman Wan Salim, Vijayaletchumy Subramaniam, and Arbaayah Ali Termizi (2017) entitled, "Foreign Language Anxiety (FLA) in English Language Classroom" for the English speaking anxiety of the respondents, while the questions for the effectiveness of the gamification was adapted from the study of Saovapa Wichadee and Fasawang Pattanapichet (Year) entitled, "Enhancement of Performance and Motivation through Application of Digital Games". The survey questionnaire is composed of three parts: part 1 for the demographic profile; part 2 for the extent of English-speaking anxiety; and part 3 for the effectiveness of gamification in minimizing English language anxiety as perceived by the respondents. For the scoring, 4-Point Likert scale was used. While for the validity testing of the survey instrument, we can consider that the instrument is valid for it was adapted from standard questionnaires of published research studies. On the other hand, pilot testing was conducted to other students of English subjects of College of Teacher Education and College of Business, Administration and Management to test the reliability of the possible results. The study revealed that Majority of the students belonged to the age group of 18-20 years old. In terms of sex, men dominated the female respondents. While, in terms of course, the highest number of participants is from the College of Business Administration and Management. The students' level of fear in terms of communication apprehension is 2.94, 3.07 in fear of negative evaluation and 2.94 in fear of language class. Overall, the respondent's anxiety level has a total mean of 2.92 which has the verbal interpretation of "Great Extent.". It was found out that there is no significant relationship between the respondents' demographic profile and their perception in the effectiveness of gamification in minimizing their English speaking and likewise between the respondents' extent of English-speaking anxiety and their perception in the effectiveness of gamification in minimizing their English-speaking anxiety.*

Keywords— *Gamefication, English Language and Neew Normal Education.*

I. INTRODUCTION

Many countries, specifically in the Philippines despite of being one of the countries with proficient English skills would like to maintain. The government has then devised ways on how to make Filipinos, the global Filipinos. It paved way to the establishment of the Executive No. 210, a policy to strengthen the use of English language as medium of instruction in the educational system. The law mandated the use of English by different learning institutions as to Department of Education (DepEd) which has issued the DO 36, Series of 2006 in provision and pursuant to the aforementioned law that is also mandated to institutions under Technical Education and Skills Development Authority (TESDA), and the Commission on Higher Education (CHED) under Section 7, Article XIV of 1987 Philippine Constitution) wherein English shall be the utilized by the aforementioned educational institutions in the teaching-learning process.

Nonetheless, despite the seemed to be lacking and insufficient.as there are manifestations that there are a lot of problems involving the proficiency of Filipino people in English language. The fear the language is evident in simple speaking activities and oral activities seemed to be stressing and a burden to the students and the people of the Philippines as a whole. According to (Milan, 2019), even the professionals such as teachers have this anxiety and with different level compared to the students. It can be deemed that one of its causes is the feeling of being comfortable of using the mother causing fear and anxiety to become a part of every English-speaking scenarios which his leads to the emergence of different approaches that may be utilized in the process of teaching.

Furthermore, ways and strategies in teaching matters. It is one way on how to address the difficulty of the students in the second language. There are some researches regarding

enhancement of skills in the second language as well as better language acquisition. This research provided techniques and one that has caught the researchers' attention is the employment of gamification as an educational approach to minimize English speaking anxiety. Based on research, the employment of gamification is one effective way of battling the problems brought by English speaking anxiety. According to (Garland,2018) the use of gamification typically had a positive effect and can increase motivation and learning as long as it is properly and appropriately used in second language education as games are considered as common aspect of both the classroom, as well as many peoples' lives. In line with this, teachers do employ games in some form or another in the classroom. However, the methods for doing this varies from the individual and setting which then brought the idea of "gamification" which (Kapp, 2012) defined as "using game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems. This means that adapting the game elements in the teaching-learning process may become an aid to the arising problem with regards to the anxiety in second language as this technique is seemed motivating and can make the students enthusiastic to the thing that they firstly perceived fearful.

II. METHODS

This research study generally aimed to determine the interrelationship existing between the respondents' extent of English-speaking anxiety and their perception towards the effectiveness of gamification in developing English language proficiency specifically for Purposive Communication subject of students from Occidental Mindoro State College-Mamburao Campus, specifically, it aimed to Determine the demographic profile of the respondents in terms of age; sex; and program. To Measure the respondents' extent of English-speaking anxiety as to Communication Apprehension, Fear of Negative Evaluation, and Fear of Language Class. Assess the respondents' perception in the effectiveness of gamification in developing English language proficiency under the "new normal" in terms of Motivation; and Technique, Also, to test if there is a significant difference between the respondents' demographic profile and their perception in the effectiveness of gamification in minimizing their English-speaking anxiety. Test if there is a significant relationship between the respondents' extent of English-speaking anxiety and their perception in the effectiveness of gamification in minimizing their English-speaking anxiety. Propose recommendations in addressing the English-speaking anxiety of the students.

The present study was based on the digital game-based learning theory suggested by Prensky (2001) with his 12 engaging elements of digital game concept and a gamification model, MDA known as mechanic, dynamic and aesthetic which is proposed by Hunicke et.al, was employed to design the activities used in English proficiency test preparation class.

This theory is suited to this study since gamification since it has been argued that gamification is a fun and enjoyable way to support Learning English as a Second Language and bridge the gap between students' learning and educational practice. And, gamified student works provided enjoyable, engaging,

motivating, and enjoyable learning experiences. Gamification also targets content language learning, engagement, motivation, and satisfaction.

The framework that guided the research study is the IV-DV (Independent and Dependent Variables) format. Figure 1 shows the three main variables of the study. The independent variables are the demographic profile of the respondents as to age, sex and program as well as the extent of English-speaking anxiety as to communication apprehension, fear of negative evaluation and fear of language class. While the dependent variables is the effectiveness of gamification in minimizing English language anxiety as perceived by the respondents in terms of motivation and technique. On the other hand, the ray that connects the independent variables going to dependent variables signifies difference and relationship between the variables.
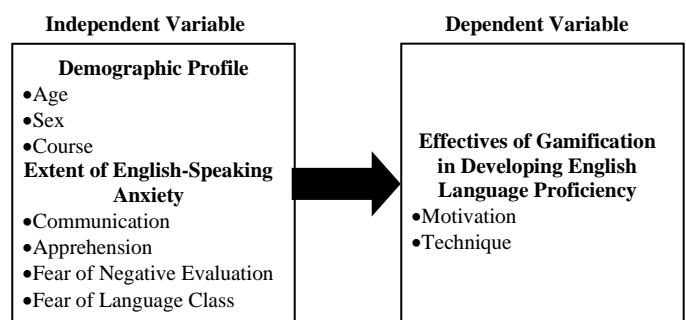

Figure I. Research paradigm of Effectiveness of Employing the Element of Gamification as Educational Approach in Minimizing English Language Anxiety of the Students in the New Normal.

The respondents of the study were the students who took Purposive Communication subject under College of Teacher Education and College of Business, Administration and Management last 2nd Semester of Academic Year 2020 – 2021. Those were the students who took the subject under the subject teachers who used gamification in developing English proficiency as well as minimizing their English language anxiety and in achieving the subject learning outcomes. The researchers used mixed of descriptive, comparative and correlational research designs to determine, measure and assess the respondents' demographic profile, extent of English-speaking anxiety, and perception in the effectiveness of gamification in minimizing such anxiety under the new normal as well as to test the significant differences and relationships between the variables.

For the research instrument, the researchers adapted the survey questionnaire from the study of Wan Iman Wan Salim, Vijayaletchumy Subramaniam, and Arbaayah Ali Termizi (2017) entitled, "Foreign Language Anxiety (FLA) in English Language Classroom" for the English speaking anxiety of the respondents, while the questions for the effectiveness of the gamification was adapted from the study of Saovapa Wichadee and Fasawang Pattanapichet (Year) entitled, "Enhancement of Performance and Motivation through Application of Digital Games". The survey questionnaire are composed of three parts: part 1 for the demographic profile; part 2 for the extent of English speaking anxiety; and part 3

for the effectiveness of gamification in minimizing English language anxiety as perceived by the respondents. For the scoring, 4-Point Likert scale was used which was presented below:

TABLE I. Points, intervals, and interpretations of Likert scale for the extent of English-speaking anxiety and the effectiveness of gamification.

Point	Interval	Interpretation	
		Extent English Speaking Anxiety	Effectiveness of Gamification
1	1.00 – 1.50	Very Great Extent	Very Effective
2	1.51 – 2.50	Great Extent	Effective
3	2.51- 3.50	Little Extent	Somehow Effective
4	3.51 – 4.00	Very Little Extent	Not Effective at All

While for the validity testing of the survey instrument, we can consider that the instrument is valid because it was adapted from standard questionnaires of published research studies. On the other hand, pilot testing was conducted to other students of English subjects of College of Teacher Education and College of Business, Administration and Management to test the reliability of the possible results.

Moreover, the statistical treatments to be used in this study are frequency, percentage, mean, T-test and Pearson Product Moment Correlation Coefficient to interpret the results coming from the survey questionnaire. T-test will be used to test if there is significant relationship between the respondents' demographic profile and their perception in the effectiveness of gamification in minimizing their English-speaking anxiety. While Pearson r was employed in testing the significant relationship between the respondents' extent of English-speaking anxiety and their perception in the effectiveness of gamification in minimizing their English-speaking anxiety.

III. RESULTS AND DISCUSSION

The succeeding table presents the respondents' profile and their assessment on the Extent of English-speaking anxiety and perception in the effectiveness of gamification in developing English language proficiency under the new normal.

TABLE II. Respondents' demographic profile in terms of age, sex and course.

Profile	Frequency	Percentage (%)
Age		
Below 18 years old	0	0
18 – 20 years old	218	96.89
21- 25 years old	6	2.67
26 – 30 years old	1	0.44
Above 30 years old	0	0
Sex		
Male	124	55.11
Female	101	44.89
Course		
Bachelor in Elementary Education	34	15.11
Bachelor of Science in Business Administration	102	45.33
Bachelor of Science in Office Administration	89	39.56
Total	**225**	**100**

Table II suggests that majority of the students belonged to the age group of 18-20 years old followed by age bracket of 21-25 years old and those who belonged in the age bracket of 30 years old which has the percentage of 96.89, 2.67 and 0.44 respectively. In terms of sex, men dominated the females as it has 51.11% while female comprises 44.89% of the respondents. Meanwhile, in terms of course, the highest number of participants is from CBAM, BSOA and then CTE, having the percentage of 45.33, 39.56 and 15.11 respectively. Overall, the study utilized a total number of 225 respondents.

TABLE III. Extent of English-speaking anxiety of the respondents as to communication apprehension.

Indicator	Mean	Interpretation
I never feel quite sure of myself when I am speaking English in my English class.	2.51	Great Extent
I don't worry about making mistakes in English class.	1.18	Little Extent
It frightens me when I don't understand what the lecturer is saying in English.	2.96	Great Extent
I start to panic when I have to speak without preparation in my English class.	3.75	Very Great Extent
I would not be nervous speaking in English with native speakers.	1.92	Little Extent
I get upset when I don't understand what the English lecturer is correcting.	3.10	Great Extent
I feel confident when I speak using English in my English class.	1.90	Little Extent
I can feel my heart pounding when I'm going to be called on in my English class.	3.54	Very Great Extent
I get nervous and confused when I am speaking in my English class.	3.08	Great Extent
I get nervous when I don't understand every word the English lecturer is saying.	2.93	Great Extent
I feel overwhelmed by the number of rules you have to learn to speak English.	2.97	Great Extent
I would probably feel comfortable around native speakers of English.	1.91	Little Extent
I get nervous when the English lecturer asks questions which I haven't prepared in advance.	3.84	Very Great Extent
Composite Mean	**2.74**	**Great Extent**

(Scale: 4.00 – 3.51 Very Great Extent; 3.50 – 2.51 Great Extent; 2.50- 1.51 Little Extent; 1.50 – 1.00 Very Little Extent)

Table III presents the extent of English anxiety of the students with regard to communication apprehension. From the given indicators, the data have drawn the students become extremely anxious when they are asked questions which they have not prepared in advance garnering a mean of 3.84 which is verbally interpreted as to "Very Great Extent" and on the other hand, the students least perceived indicator is Item Number 2 having only a mean of 1.18 which is they do not worry about making mistakes in the English class. Overall, it got a mean of 2.74 which is interpreted as to "Great Extent."

From this, it can be drawn that the students get to fear language class especially if there are unanticipated speaking situations to which the students weren't able to prepare beforehand. This could also mean that the students are more likely to rehearse and/ or practice the speaking situation. Also, it can be said that the students want to have at least an ample amount to prepare and compose themselves before the English class. Such circumstances is supported by the study of (Motasham & Farnia, 2017) who said that these indicators cause respondents' anxiety because they are afraid of having

no opinion or information about current topics, being unfamiliar with the environment, being asked immediate questions or giving an impromptu presentation, having difficulty remembering appropriate vocabulary, being laughed at when they speak, and the instructor's behavior. Other reasons given included an inability to respond appropriately to the teacher's question.

Furthermore, the following reasons for their anxiety emerged: being unprepared, fear of making grammatical mistakes, a lack of practicing speaking language, being graded for speaking activities, worrying about pronunciation mistakes, perfectionism, not understanding the teacher's words, and not allowing enough time to prepare for speaking. The presence of self-doubt is also associated with English speaking.

Similarly, (Lababidi, 2015) stated in his study that it was vocabulary that made a difference when speaking it is due to a lack of sufficient vocabulary reported to be a great trap on the way to achieve a fluent speech and also the insufficiency of word power while others stated that they had problems remembering the words while grammar is another linguistic difficulty as a lack of grammatical knowledge and practice made them markedly uncomfortable when speaking English Another factor identified in the study is pronunciation, which causes them to be distracted when speaking.

In contrast, the data revealed that the students are not concerned if they make mistakes when speaking the language or if they become upset when corrected. This means that, despite their difficulties in speaking the language, the participants do not fear making mistakes and being corrected because it is something that can help them grow and even be good in terms of English, which is supported by the study of (Debreli and Demirkan, 2016) contradicts the preceding studies and reveals that language learners generally had a low level of speaking anxiety and that factors such as difficulty in pronunciation, being asked immediate questions by the teacher, and not understanding the question asked by the teacher result in their English speaking. Furthermore, it can be deduced that the results are positive in nature because they indicate that the students are unconcerned about making mistakes, and the respondents may have interpreted this as room for improvement. This finding is supported by the findings of (Hieu, 2011), who stated that making mistakes is neither wrong nor bad because students can learn from their mistakes.

Generally, according to according to (Indrianty, 2016), students' communication apprehension, or the pressure of speaking in public, has created uncontrollable anxiety in the body and the inability to speak clearly, leading them to do everything possible to avoid speaking in English.

Table IV presents the extent of English-speaking anxiety of the students in terms of fear of negative evaluation garnered a weighted mean of 3.07 which is also interpreted as to "Great Extent."

Based on the responses from the respondents, it appeared that the indicator that highly contributes to such fear is that they do not worry about making mistakes in English classes. This means that fear is a counterpart of worry, as the students

fear; the presence of being worrisome takes place. On the other hand, with a mean of 3.88, the students perceived themselves afraid that the other students will laugh at them when they speak in English that is maybe caused by intimidation that causes them to feel inferior and fear of being negatively evaluated by peers and teachers, particularly when they make mistakes. In other words, respondents tend to have low self-confidence and a high level of self-consciousness when speaking the language because they believe there are many people who can do better than them and are concerned about the judgment, they may receive from those who hear them speak the language.

TABLE IV. Extent of English-speaking anxiety of the respondents as to fear of negative evaluation.

Indicator	Mean	Interpretation
I don't worry about making mistakes in English class.	1.19	Very Little Extent
I keep thinking that other students are better in English language than I am.	3.02	Great Extent
It embarrasses me to volunteer answers in my class.	3.23	Great Extent
I am afraid that my English lecturer is ready to correct every mistake I make.	3.74	Very Great Extent
I always feel that the other students speak English better than I do.	3.27	Great Extent
I feel very self-conscious about speaking English in front of other students.	3.20	Great Extent
I am afraid that the other students will laugh at me when I speak English.	3.88	Very Great Extent
Composite Mean	**3.07**	**Great Extent**

(Scale: 4.00 – 3.51 Very Great Extent; 3.50 – 2.51 Great Extent; 2.50- 1.51 Little Extent; 1.50 – 1.00 Very Little Extent)

This lends support to the research conducted by (Rafada & Madini, 2017) who revealed that there are many causes of English speaking anxiety as to competitiveness and classroom atmosphere, as well as the study of (Kayaoglu & Saglamel, 2013) which stated that there is a presence of speaking anxiety due to the fear of failure in front of others, competitiveness, and fear of making mistakes, and which (Saurik, 2011) added that that in line with the fear of negative evaluation, the fear occurs in circumstances that the students have to speak in front of a familiar audience and/ or examiner.

In general, (Agata, A., Wardhani, Putri, & Drajati, 2019) stated that students in a speaking class experience fear of being negatively evaluated, with some of the factors being such fear as a lack of preparation before performing the speaking activity, the energy from the audiences, and the possibility of a negative evaluation from the instructor, and such fears arise practicing speaking skills, particularly in different social contexts, and a lack of practising English. Furthermore, they are nervous to communicate because they are afraid of being negatively evaluated, which affects the image or self-identity they have formed in their native language.

According to the research of (Pesce, 2011), the teacher must create a friendly and open classroom environment. It is hoped that by doing so, shy students will feel more comfortable making mistakes while learning. Students will no longer be concerned about their poor pronunciation and

grammar. As a result, they are willing to speak up in their public speaking class.

TABLE V. Extent of English-speaking anxiety of the respondents as to fear of language class.

Indicator	Mean	Interpretation
It wouldn't bother me at all to take more English classes.	3.83	Very Great Extent
During English class, I find myself thinking about things that have nothing to do with the language.	1.19	Very Little Extent
I don't understand why some people get so upset over English classes.	3.15	Great Extent
In my English class, I can get so nervous I forget things I know.	3.76	Very Great Extent
Even if I am well prepared for my English class, I feel anxious about it.	3.17	Great Extent
I often feel like not going to my English class.	3.13	Great Extent
English class moves so quickly I worry about getting left behind.	3.16	Great Extent
I feel more tense and nervous in my English class than in my other class.	3.25	Great Extent
When I'm on my way to English class, I feel very sure and relaxed.	1.80	Little Extent
Composite Mean	**2.94**	**Great Extent**

(Scale: 4.00 – 3.51 Very Great Extent; 3.50 – 2.51 Great Extent; 2.50- 1.51 Little Extent; 1.50 – 1.00 Very Little Extent)

Table V presents the results from the respondents' fear of language class; it got a mean of 2.94 which is verbally interpreted as to "Great Extent." Based on the tallied responses, Item Number 2 became the least graded by the respondents to which it describes students finding themselves thinking about things that have nothing to do with the subject. Meaning, the students are focused on learning which is positive. On the other hand, the very highest item graded by the participants is Item Number 1 which is not being bothered by taking more English classes. From this, it can be drawn that the students may willingly attend extra classes that would help them in developing and/or enhancing their skills in English because the more the students get exposed to speaking class and practice, the better and the more chances they have.

Also, it can be drawn that taking other English classes will not be as burdensome as perceived by the participants. This may be due to the students' desire to have enough time and opportunity to participate in English classes, particularly in speaking situations that can truly help them improve and develop their English-speaking abilities. It can also be deduced that the students are looking for extra participation in English speaking situations because they believe that practice will help them improve their overall English language speaking skills. That is because, according to (Mahmud, 2017), low or uneven participation contributes to students' English-speaking anxiety, as it is sometimes observed in the classroom that only one student speaks for an extended period of time. As a result, other students do not have enough time to speak, implying that the teacher does not provide each student with enough participation in class to challenge them to use the language.

Overall, with regard to the English-speaking anxiety of the participants, the fear of fear of negative evaluation got the highest mean with 3.07, followed by fear of language class

with a total of 2.94 and lastly, communication apprehension with a mean of 2.74 and with a total mean of 2.94 which is to a great extent.

TABLE VI. Extent of English-speaking anxiety of the respondents.

Indicator	Mean	Interpretation
Communication Apprehension	2.74	Great Extent
Fear of Negative Evaluation	3.07	Great Extent
Fear of Language Class	2.94	Great Extent
Composite Mean	**2.92**	**Great Extent**

(Scale: 4.00 – 3.51 Very Great Extent; 3.50 – 2.51 Great Extent; 2.50- 1.51 Little Extent; 1.50 – 1.00 Very Little Extent)

TABLE VII. Effectiveness of gamification in developing English language proficiency in terms of motivation.

Indicator	Mean	Interpretation
When gamification in class activities will be employed, I will:		
Enjoy studying English.	3.78	Very Effective
Actively participate in the activities of the course.	3.12	Effective
Think the given tasks are not too difficult.	2.90	Effective
Very satisfied with the given course.	3.15	Effective
Feel confident that I will do well in the course.	3.01	Effective
Deem that the content of the course is useful to me	3.14	Effective
Deem that the content in this course will motivate me to learn.	3.83	Very Effective
Deem that activities in the course capture my attention	3.19	Effective
Deem that the course can develop my language proficiency.	3.21	Effective
Deem that the amount of work in the course is suitable.	3.14	Effective
Composite Mean	**3.25**	**Effective**

(Scale: 4.00 – 3.51 Very Effective; 3.50 – 2.51 Effective; 2.50- 1.51 Somehow Effective; 1.50 – 1.00 Not Effective at All)

Table VII shows the result of the perceived effectiveness of gamification in minimizing the students English-speaking anxiety and how it contributes to their learning motivation. Based on the tallied responses, it was found out that it has a mean of 3.25 which it is verbally interpreted as to "Effective." This means that gamification as a learning approach in teaching English is effective in terms of boosting the learners' motivation.

From the indicators, they have perceived less that the given task will be difficult despite that got the lowest mean of 2.90. It means, through the use of gamification, the students do not have much burden with regard to learning. Instead, they are learning and enjoying at the same time without compromising with their anxiety. Also, it can be stated that most likely through gamified activities it makes them enjoy learning the language by providing engagement to the participants, and the content with gamified contexts motivates them as well. On the other hand, it was carried out from the results that gamification gives them the motivation to learn (Item No. 7.) This means that gamification gives the respondents the motivation and enthusiasm in learning a subject matter specifically English.

Generally, in terms of motivation, it can be stated that gamification helps them develop language proficiency, most likely through gamified activities that broaden their

vocabulary, it makes them enjoy learning the language by engaging the participants, and the content with gamified contexts motivates them as well. Instead, these extrinsic motivators can be incorporated into activities and used to reinforce students' intrinsic motivation and behaviors (Landers, 2014).

As a result, depending on how gamification is used and incorporated, it can both intrinsically and extrinsically increase learner motivation. Landers and Landers (2014), on the other hand, have demonstrated that gamification, as long as its elements are carefully applied, can influence the behavior and attitude of learners, which can lead to positive effects on intrinsic motivation, implying that gamification is useful as long as it is properly utilized.

TABLE VIII. Effectiveness of gamification in minimizing English language anxiety in terms of technique.

Indicator	Mean	Interpretation
This technique made the course more fun.	3.20	Effective
I like competition in this technique.	1.89	Somehow Effective
This technique increased engagement with the class.	3.19	Effective
This technique increased my interest in the lessons.	3.86	Very Effective
This technique enabled me to learn better.	3.29	Effective
This technique is suitable for the language class.	3.27	Effective
I want this technique to be used in other courses.	3.24	Effective
Composite Mean	**3.13**	**Effective**

(Scale: 4.00 – 3.51 Very Effective; 3.50 – 2.51 Effective; 2.50- 1.51 Somehow Effective; 1.50 – 1.00 Not Effective at All)

Table VIII presents the effectiveness of gamification in minimizing English speaking anxiety as a technique. Evidently, it is an effective approach since it garnered a mean of 3.13.

Based on the results, it is drawn that the students do not have the thing for competition with the use of this technique. This is because the students are more in learning and not as a mean of competition despite the usage of leader boards every activity.

Meanwhile, majority of the respondents said that the technique increased their interest in the lessons. This is because of the use of gamified contexts in learning. Due to the advancement of technology which gave birth to games that the students enjoy, gamification is one form of technique that is employed in the teaching-learning process. This gives the students to become interested especially to the next levels and chapters with varied difficulty that gives them the curiosity and interest and the students look forward to earning badges as well. It can be concluded that gamification increases interest in lessons. This may be due to gamified contexts making a topic more enjoyable and easier to learn than when it is done in the traditional manner. This also allows them to learn more independently and to develop critical and higher order thinking skills. This could imply that gamification elements in any form (e.g., avatars, leader boards, and so on) can help students overcome their anxiety while enjoying learning in English.

This claim is supported by the study of (Goehle, 2013), who stated that digital games create a good learning environment that is also perceived as engaging by students. Furthermore, it was stated that greater participation results in greater knowledge gain. Lee and Hammer (2011) made a similar claim, claiming that digital games can be used to stimulate learning because they influence mental and social conditions, especially now that students are accustomed to using a variety of technologies on a daily basis. According to the researchers, gamification can be used on a regular basis because it has been shown to be effective in previous studies.

TABLE IX. Effectives of gamification in developing English language proficiency.

Indicator	Mean	Interpretation
Motivation	3.25	Effective
Technique	3.13	Effective
Composite Mean	**3.19**	**Effective**

(Scale: 4.00 – 3.51 Very Effective; 3.50 – 2.51 Effective; 2.50- 1.51 Somehow Effective; 1.50 – 1.00 Not Effective at All)

TABLE X. Difference between respondents' demographic profile and their perception in the effectiveness of gamification.

Profile	Effectiveness of Gamification	Correlation Coefficient	p-value	Interpretation
Age	Motivation	0.134	0.045	Significant
	Technique	0.064	0.341	Not Significant
	Overall	0.128	0.056	Not Significant
Sex	Motivation	0.004	0.952	Not Significant
	Technique	0.084	0.210	Not Significant
	Overall	0.067	0.318	Not Significant
Course	Motivation	-0.047	0.485	Not Significant
	Technique	-0.039	0.565	Not Significant
	Overall	-0.058	0.388	Not Significant
Overall	**Overall**	**0.022**	**0.737**	**Not Significant**

Level of Significance = 0.05

Table X presents the relationship between the respondents' demographic profile and their perception in the effectiveness of gamification. It is depicted in the table that the relationship between the students' profile in terms of age and their perception in the effectiveness of gamification as to motivation ($r = 0.134$, p-value=0.045) was significant. But as a whole, the relationship between the students' profile and their perception in the effectives on gamification was not significant.

The result implies that there is no significant relationship between the respondents' demographic profile and their perception in the effectiveness of gamification. Thus, the null hypothesis is accepted. This means that the students' assessment towards the effectiveness of the gamification in learning English is not related to the students' sex and enrolled courses. But as the students' age increases, their perfection on the effectiveness of gamification may increases too or vice versa. The results suggest that there is no bearing between the students' demographic profile with their perceived effectiveness of gamification.

TABLE XI. Relationship between the respondents' extent of English-speaking anxiety and their perception in the effectiveness of gamification.

Extent of English-Speaking Anxiety	Effectiveness of Gamification	Correlation Coefficient	p-value	Interpretation
Communication Apprehension	Motivation	0.011	0.874	Not Significant
	Technique	-0.072	0.280	Not Significant
	Overall	-0.049	0.460	Not Significant
Fear of Negative Evaluation	Motivation	-0.082	0.223	Not Significant
	Technique	-0.115	0.086	Not Significant
	Overall	-0.134	0.045	Significant
Fear of Language Class	Motivation	-0.25	0.710	Not Significant
	Technique	-0.049	0.467	Not Significant
	Overall	-0.049	0.225	Not Significant
Overall	**Overall**	**-0.126**	**0.059**	**Not Significant**

Level of Significance = 0.05

Table XI presents the relationship between the respondents' extent of English-speaking anxiety and their perception in the effectiveness of gamification. It is interpreted in the table that the relationship between the students English speaking anxiety in terms of fear of negative evaluation and their perception in the effectiveness of gamification (r = -0.134, p-value = 0.045) was significant. But as a whole, the relationship between the students' extent of English-speaking anxiety and their perception in the effectiveness of gamification (r = -0.126, p-value = 0.059) was not significant.

The results imply that there is no significant relationship between the respondents' extent of English-speaking anxiety and their perception in the effectiveness of gamification. Thus, the null hypothesis is accepted. This means that students with high extent of English-speaking anxiety may assess the effectiveness of gamification in learning English differently. But those who have high extent of fear of negative evaluation may assess gamification as ineffective or vice versa. The results suggest that extent of their English-speaking anxiety has no bearing with their perceived effectiveness of gamification.

IV. CONCLUSIONS

The following are the conclusions of the study based on the gathered, analyzed and interpreted data.
1. Majority of the students belonged to the age group of 18-20 years old followed by age bracket of 21-25 years old and those who belonged in the age bracket of 30 years old which has the percentage of 96.89, 2.67 and 0.44 respectively. In terms of sex, men dominated the females as it has 51.11% while female comprises 44.89% of the respondents. While, in terms of course, the highest number of participants is from CBAM, BSOA and then CTE, having the percentage of 45.33, 39.56 and 15.11 respectively.
2. The students' level of fear in terms of communication apprehension is 2.94, 3.07 in fear of negative evaluation and 2.94 in fear of language class. Overall, their anxiety

has a total mean of 2.92 which has the verbal interpretation of "Great Extent."
3. There is no significant relationship between the respondents' demographic profile and their perception in the effectiveness of gamification in minimizing their English speaking and likewise between the respondents' extent of English-speaking anxiety and their perception in the effectiveness of gamification in minimizing their English-speaking anxiety.

V. RECOMMENDATIONS

From the findings and conclusions of the study, the researchers humbly offered the following recommendations:
1. Teacher factors are important in addressing English language anxiety. They may be able to create a stress-free environment for students to become free in speaking the second language without fear of being judged when they make mistakes, as well as find ways for students to collaborate in the classroom in order to avoid feelings of intimidation and inferiority to one another.
2. The effectiveness of using gamification elements may vary. In a given time frame, the teacher may use different elements (e.g., points, badges, progress bars/progression charts, performance graphs, quests, levels, social elements, and rewards) more frequently and for a longer period of time.
3. Diverse techniques may increase students' curiosity, motivation, and enthusiasm for learning English while also decreasing their language anxiety.

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