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Dedication

In the name of Allah, Most Gracious, Most Merciful

I would like to dedicate this master's dissertation

To my guiding star and pillar of strength in this life,

my source of happiness, safety, love

and everything,

Mom and Dad,

May God safeguard them and elevate them as a crown upon our heads.

a mi corazón,

alla mia vita,

To me,

the cutest and softest creature ever.

To my pretty sister and handsome brothers,

May they be endowed with boundless success in all their endeavors.

To my precious children

To my husband and partner in the adventure of dissertation writing

I extend my sincere gratitude to our esteemed teacher, **Dr. Lassoued Sabrina**, for her invaluable assistance and guidance during this challenging journey. Additionally, I am deeply appreciative of **Dr. Kribes Amina** for her mental and emotional support, and for always being extremely kind to us. I love and appreciate you, now and always.

May all who come across this dedication offer their prayers for Palestine,

invoking peace, justice, and compassion for our sisters and brothers there.

Bouameur Radja

Dedication

In the name of Allah, the Most Merciful, and many blessings and peace upon the noblest of messengers. First and foremost, I extend my deepest gratitude to Allah for guiding me through this journey. I also want to acknowledge myself for believing in my abilities and persevering, even during moments of downs.

I am immensely grateful to my parents for their unwavering support and belief in me throughout this journey. My heartfelt thanks also go to my beloved sisters and brothers

A special thanks to my husband and children

To my esteemed Friends and all who accompanied and supported me on my academic journey.

May all who come across this dedication offer their prayers for Palestine, invoking peace, justice, and compassion for our sisters and brothers there.

Toubal Samira

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Abstract

The present study aims at examining teachers' and learners' attitudes towards the use of gamification as a tool to enhance pupils' learning motivation in English as a Foreign Language (EFL) context. With the increasing emphasis on innovative teaching strategies, gamification is highlighted as a potential means to boost learner motivation and engagement. Employing a mixed-methods design, the research gathers qualitative insights through the interview with English language teachers at Boukhili Middle School, Guelma and quantitative data via learners' questionnaires. The interviews provide an in-depth understanding of teachers' experiences, perceived benefits, and obstacles, while the questionnaires reveal trends in pupils' attitudes toward gamified learning. Results indicate that both teachers and learners view gamification positively, appreciating its capacity to create a dynamic and enjoyable classroom environment. This confirms the hypothesis discussed at the beginning of the research which states; if EFL teachers use appropriate gamification in EFL classroom, it would enhance EFL learners' motivation. Finally, this research suggests several pedagogical implications concerning the use of games as a pedagogical tool to create a positive learning environment that can directly impact learners' motivation and will to engage in EFL learning.

Key words: Gamification, Learning Motivation, EFL teaching and learning

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

FFL: Foreign Language Learning

FLT: Foreign Language

SL / L2: Second Language

TL: Target Language

EL: English Language

FT: Foreign Teacher

TEFL: Teacher of English as a Foreign Language

LCP: Learner-Centered Pedagogy

TCP: Teacher-Centered Pedagogy

ZPD: Zone of Proximal development

GBL: Game-Based Learning

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French Summary

Arabic Summary

General Introduction

Teaching English as a Foreign Language (EFL) is a challenging task, especially for young learners. To overcome this, instructors should find ways to engage learners and motivate them. Gamification is a preferred method for teaching vocabulary knowledge. Instructors should focus on effective methods that meet learners' needs, including interaction and engagement. Motivational methods can boost learning for middle school learners, particularly third-year English language learners. Conventional teaching methods can be problematic, as they lack practice opportunities. Gamification can help address these issues and improve vocabulary knowledge acquisition. The study explores the use of motivational techniques in gamification in EFL classes, its effectiveness in pedagogical teaching, and its application in vocabulary instruction, highlighting the potential of creativity and motivational strategies in improving classroom learning among third-year middle school pupils.

Moreover, it investigates Algeria's use of educational games to teach vocabulary skills in English Language environments, highlighting the positive and interactive learning experience. EFL instructors' perceptions of gamified learning enhance pupils' motivation, interest, and teaching performance. Gamified vocabulary training improves retention and learning compared to conventional instruction. Quantitative data is collected from 30 third-year students to evaluate the effectiveness of games in teaching vocabulary and their motivation and engagement. The sample is chosen due to the extensive vocabulary syllabus.

This dissertation comprises three chapters, focusing on the theory of gamification, its connection to vocabulary skills, and the necessary conditions for its implementation. It also discusses the form and game plan for vocabulary teaching and the teacher's behaviors and strategies for implementing gamification in teaching. Chapter two discusses the use of gamification and GBL in English Language Learning (EFL) classrooms to combat learner demotivation. Chapter three details the research design, methods, participants, data collection

instruments, results discussion, and limitations of the study. The chapter also covers interviews and questionnaires for data collection.

1. Statement of the Problem

The advances in teaching methods and approaches have changed instruction techniques by adding, removing, or adopting new techniques to improve the teaching-learning process. The old techniques are relevant to the macro context of teaching and learning, evidently they are not suitable for digital natives who favor the micro context. The traditional instructions are based on long lessons, composed of too many items, and need long periods to be tackled and this can impede the learners' acquisition of information in language learning knowing that the attention span and the cognitive load are relatively limited. In addition, the focus on the teacher as the only source of knowledge reduces the learner's creativity and autonomous learning. To bridge the gap between needs and the available techniques, digital natives seek to learn in a micro-learning context, opening doors for instructors to teach micro learning context, opening doors for instructors to teach micro context; where lessons are divided into small steps, allowing the learners to be exposed to the suitable amount of knowledge. For their cognitive load to process effectively. The present research sheds light on gamification as a micro-learning technique used to optimize teaching and learning English as a Foreign Language.

2. Aims of the Study

This research aims to explore EFL teachers' and pupils' attitudes toward the use of gamification as a tool to enhance motivation, evaluate the effectiveness of gamification and to provide recommendations for the effective integration of gamification into EFL classrooms. Moreover, it attempts to answer the following questions:

1. What are the EFL teachers' and pupils' attitudes towards the effectiveness of gamification in motivating pupils?

2. What are the benefits of using gamification in EFL classrooms?

3. Research Questions

To investigate the effectiveness of using game elements at the middle school level, this research seeks to answer the following questions:

1. How does gamification impact the motivation of third-year middle School pupils in learning English?

2. What are pupils' attitudes and perceptions toward gamified learning activities?

3. What are teachers' perspectives on the effectiveness of gamification in motivating students?

3. Research Hypothesis

In this study it is assumed that EFL teachers and learners have a positive view towards the use of gamification in the educational setting, they believe it optimizes the needs, teaching and learning process at the middle school level. Hence, the hypothesis: H1: If EFL teachers use appropriate gamification in EFL classrooms, it would enhance EFL learner's motivation.

The null hypothesis states that there is no relationship between gamification and motivation development. Thus,

H0: EFL teachers use appropriate gamification in EFL classrooms it would not enhance EFL learner's motivation.

5. Research Methodology and Design

5.1. Research Method and Data Gathering Tools

This study necessitates a mixed methodology, that consists of quantitative and qualitative at the middle school of Boukhili Abdel Madjid in Guelma. At first, a

questionnaire is assigned and answered by 30 EFL pupils, to collect information about their views on using gamification in education. Then, a semi-structured interview is carried out with 3 EFL teachers, in order to obtain in-depth data about their views concerning using gamification, adding to what extent this technique can be integrated into their teaching process.

5.2. Population and the Sample of the Study

Three English teachers and thirty third-year middle school pupils from Boukhili Abdel Madjid Middle School in Guelma are selected as a sample. The primary reason for addressing this sample is that, in comparison to other levels, their comprehension and practice of the gamified tasks are helped by the course book's wealth of vocabulary and their level of English language cognition and awareness. Additionally, their availability, ability, and willingness enable deeper conversations and deeper understanding of the subject. However, the participation of educators made it possible to gather trustworthy opinions from seasoned participants in this field.

6. Structure of the Dissertation

Three chapters comprise the dissertation's theoretical section, which is the literature review, and the practical section, which is the fieldwork. In two chapters, the first section provides a general overview of the two variables. The first chapter discusses the definition, principles, and typical strategies of gamification in education. The theoretical framework and earlier gamification research follow. The concept is explained in detail in the second chapter, which focuses on motivation in EFL contexts and how it aids in language learning. The questionnaire and interview are then reported, examined, and discussed in the third chapter, which makes up the dissertation's practical section. It concludes with suggestions and pedagogical implications that might direct further research.

Chapter One: Literature Review on Motivation and Engagement in EFL Classroom

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Introduction

Learning and motivation are interrelated processes. In other words, achievement stems from motivation in various domains such as education, career and personal growth. Recent research provides that the motive factor is an important contributor to learners' study especially second or Foreign Language Learning. In the context of Algerian education, French as a second language, is found both in the formal context such as schools, and informally at home, in the street and even in day-to-day communication. This contrasts with the English language which is considered a Foreign Language (FL) found only in formal school contexts. Algerian middle schools are comparable to an English primary school and motivation can enable and permit the learning process; yet, without motivation, it will have a negative effect on pupils' learning and will render their involvement and interaction in an EFL classroom challenging. Lack of motivation can be derived from a number of internal and external sources; teacher attitude and instructional strategy can be among the reasons that may result in decreasing EFL pupils' motivation.

The present study claimed that FL instructors need to move from their old and traditional methods of instruction to modern ones in which the previous researchers suggested a method of learning based on the use of teaching games to address the classroom activities; it referred to the gamification approach. This chapter provides a review of motivation and its importance in FLL, it depicts the detrimental side of a lack of motivation on pupils' development in language and presents the teaching-learning approach outlined above and its effectiveness in enhancing students' activity in EFL classrooms and enhancing their academic achievements.

1.1. Definition of Motivation

The most important aspect of language learning is motivation, which has been articulated by numerous academics from various angles. According to Dornyei (1998), motivation is a "process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate the action, or until the planned outcome has been reached" (p.118). Harmer (2001, p.68) describes it as "some kind of internal drive that encourages somebody to pursue a course of action". Brown defines it as "an inner drive, impulse, emotion, or desire that moves one to a particular action"(1987, p.114). As stated by Keller (1983), "Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect" (p. 389). As stated by Kissau (2006), "motivation was conceptualized in the context of L2 learning as the extent to which the individual effort or trying to learn the language because one wants to do so" (p.76). Because it is linked to people's needs, personalities, and behaviors, the term "motivation" is difficult to define. It is used to explain why people take certain actions in order to fulfill their desires because it gives them guidance on how to do so. Furthermore, a person's motivation can be characterized by a variety of factors. Bankier and Wright concur, stating that "motivation is seen as a dynamic quality which changes over time" (2012, p.44). "To be motivated is to be moved to do something," according to Ryan and Deci (2000). Accordingly, someone who lacks motivation or inspiration to take action is referred to as unmotivated, while someone who is inspired or driven to achieve a goal is referred to as motivated (p. 54). In other words, whereas the unmotivated person lacks these feelings, the motivated person feels inspired and excited to achieve a goal.

1.1.1. Types of Motivation

During the teaching and learning process, pupils may behave differently and individually. These actions can all be divided into a wide variety of categories. According to Su and Cheng (2015), people can have four different kinds of motivations. Hence, the concept is divided as follows:

1.1.1.1. Intrinsic Motivation

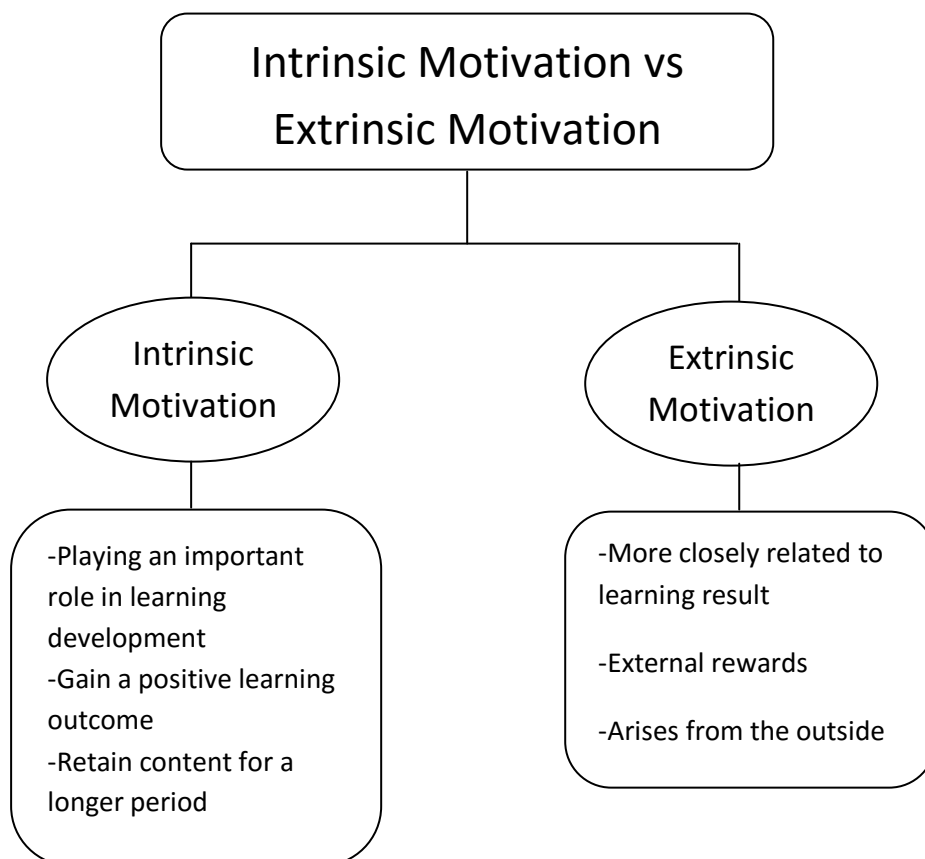
Deci and Ryan (1985, p. 39) defined intrinsic motivation as "motivation to do an activity because that activity is enjoyable and satisfying to do." From Deci and Ryan's point of view, intrinsic motivation happens when learners' innate interest and curiosity propel their learning. Such a learning fountain of motivation is likely to flourish if the learning environment is full of challenges, sources of stimulation, and self-determined context (Deci and Ryan, 1985, p. 245). To put it another way, intrinsic motivation is the desire to engage in activities that people find enjoyable and to participate in behavior for reasons of personal enjoyment. For instance, doing something for its own sake rather than in anticipation of an external result is still a crucial concept that captures the innate human tendency to learn.

1.1.1.2. Extrinsic Motivation

A behavior that is prompted by an outside reward is referred to as extrinsic motivation. According to Decia and Ryan (1994; p.275), extrinsic motivation is defined as "behavior that the individual performs to receive some extrinsic rewards such as getting good grades, being praised by the teacher or avoiding punishment." This means that the learner completed the task in an attempt to achieve a specific goal, such as rewards, avoiding punishment, or meeting school requirements. In other words, pupils are extrinsically motivated if they are driven to complete an assignment by outside pressures or benefits rather than because they enjoy the task.

Figure 01

Intrinsic Motivation VS Extrinsic Motivation

**1.1.1.3. Integrative Motivation**

The desire to be a part of the target language community, that is to say, the learners' curiosity about the people who speak a particular language and culture in order to interact with them is what characterizes it. Gardner and Masgoret (2003, p.126) define integrative motivation as: "a willingness to identify at least somewhat with another language community", which highlights that learners' favorable sentiments towards the other language's community serve as integrative motivation.

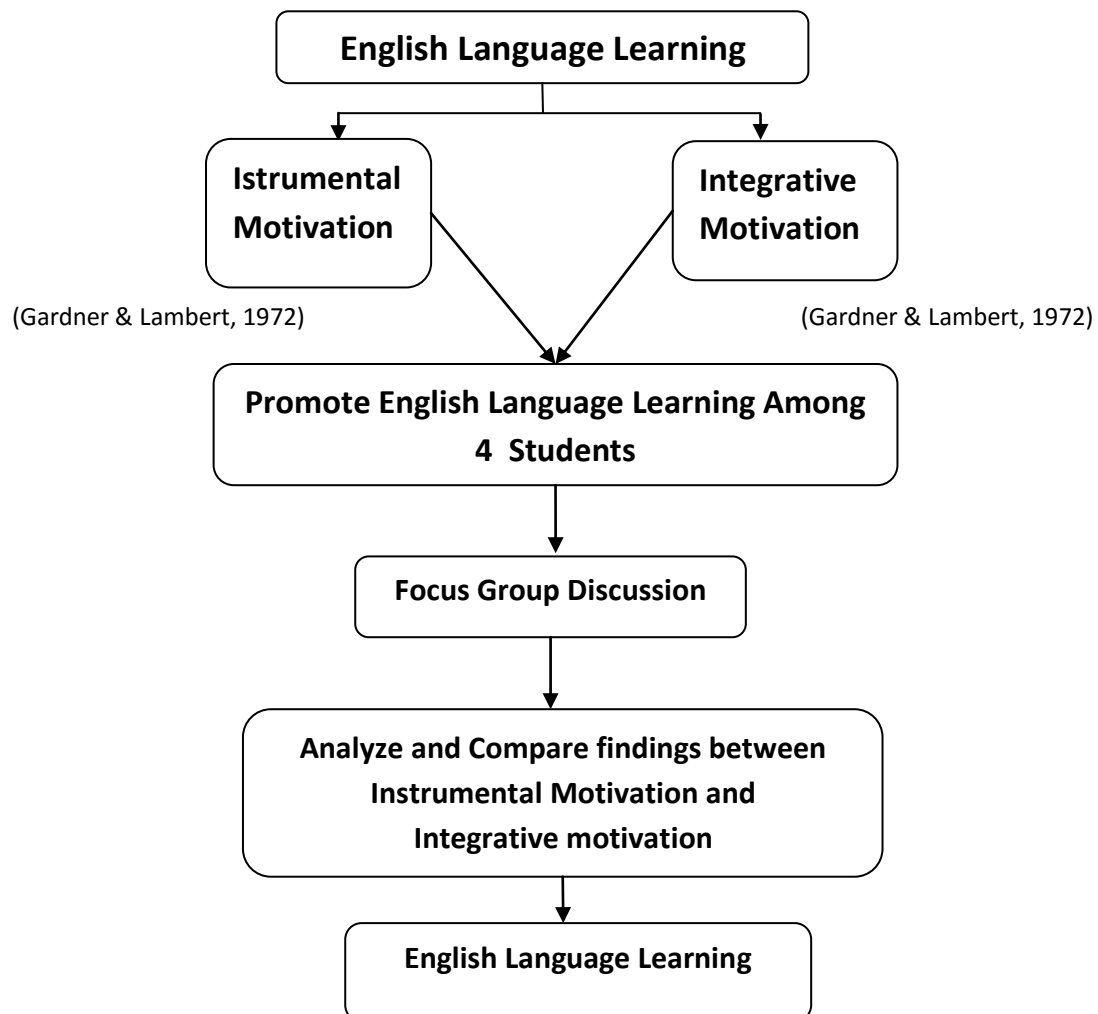
1.1.1.4. Instrumental Motivation

Gardner (1985) defined instrumental motivation as the motivation to learn a language for utilitarian purposes such as career advancement or educational achievement, defining it as "learning a language because of someone or less clearly perceived utility, it may have for the learner."(p. 203).

According to Atef and Munir (2009, p. 80), "Learning a language because of someone or less clearly perceived utility it might have for the learner, while integrative motivation refers to learning a language because the learner wishes to identify himself with or become integrated into the society of the target language." This type of motivation is known as learning a language for instrumental purposes, i.e., performing the task of learning for functional purposes rather than for enjoyment.

Figure 2

Conceptual Framework of the Research



1.1.2. Motivation in Foreign Language Learning

The process of learning English can be difficult, particularly when it comes to motivation, which determines the learners' involvement, perseverance, and effort in order to become proficient in the language. It has an impact on certain aspects of learning a foreign language. The vast majority of educators are aware that pupils arrive in class at varying stages of readiness for learning. Researchers refer to this preparedness as motivation.

Motivation determines a pupil's willingness to engage in class activities, perseverance in overcoming obstacles to learning, time and effort invested in honing their English, and overall language proficiency. Additionally, according to Dörnyei (1990, p. 9), instrumental motives are helpful up until junior school, but "one has to be integratively motivated in order to get beyond this point, that is, to "really learn" the language." Tasks are the primary element in boosting motivation, which determines success or failure in any learning situation, even though the majority of educators and researchers have discovered that the learning environment is a significant factor that can significantly affect learners' engagement.

1.1.3. Role of Motivation in Learning English as a Foreign Language

The significance of motivation in learning a foreign language has been underlined by researchers on numerous occasions. According to Lennon (1993), "the most single significant factor affecting the ongoing development of oral proficiency" is motivation (p.41). Furthermore, motivation is "the combination of efforts with the desire to achieve the goal of learning that language," according to Gardner (1985, p. 10), who also defined motivation as a necessary component of learning a particular language. Additionally, as one of the four language skills, reading, writing, speaking, and listening, motivation aids the learner in the development of vocabulary, grammar, and pronunciation. Therefore, a successful educational process requires learning motivation. Motivating pupils to work hard and maintain their interest in the language of study is essential because it forces them to reflect deeply, improves their perception of the material, and helps them retain it. Since motivation is the main factor in learning a foreign language, it should be noted that motives always relate to an individual's inner desires, which is why a student feels the need to learn a foreign language.

1.1.3.1. Role of the Foreign Language Teacher

By providing an analogy to the majority of researchers' hypotheses, Madrid (2002) clarified motivation. Every researcher concurred that one of the main factors that can inspire pupils is their teachers. According to Dörnyei (2001), it is how students view the instructional strategies used with them. By using a variety of entertaining techniques, teachers can inspire their learners. Establishing a calm and welcoming atmosphere in the classroom is crucial. The majority of students possess the content, but their lack of confidence prevents them from doing so. Teachers with positive attitudes may inspire their pupils. A teacher is a facilitator, mentor or guide. Teachers need to teach them regarding the culture of the language as well. That will get the students eager to learn or to know something about the language. According to Brophy (1998), "The simplest way to ensure that students expect success is to make sure that they achieve it constantly" (Brophy, 1998, p. 60). Oxford and Shearin (1994) provided five examples of how teachers can inspire their students. They looked at the motivation behind learning a foreign language. Teachers need to be aware of the precise reason why students are learning and encourage them to reach their goals. They must teach the learners how to overcome obstacles and accomplish their goals. They can demonstrate to the students the advantages of learning a language. Students may become more motivated and goal-oriented as a result.

1.1.4. The Importance of Motivation in Foreign Language Learning

Since motivation is thought to be the factor that determines the amount of effort and attention put into the process, it is crucial for success in learning a foreign or second language. According to Rehman, Bilal, Sheikh, Bibi, and Nawaz (2014, p. 254), motivation is "an important factor that has a positive influence in any educational learning process, especially in learning a second language." This emphasizes the idea that motivation is the

most potent force that propels pupils to pursue higher education, persevere through a protracted learning process, and attain proficiency. Furthermore, according to Dornyei (2001a, p. 2), motivation is the most important factor influencing the process of learning a foreign language because it propels the learner to accomplish his goals. "It has a very important role in determining success or failure in any learning situation," the majority of educators and researchers concur.

Additionally, motivation is absolutely essential for both teaching and learning a foreign language like English, so both students and teachers need to be motivated to succeed academically.

1.1.5. Impact of Motivation on English Language Learning

The best element for learning English as a foreign language is motivation. Because of their interests and level of effort, pupils achieve differently. Those who are motivated to learn the language are very successful learners. They therefore make a greater effort to accomplish their goals. "The simplest way to ensure that learners expect success is to make sure that they achieve it constantly," states Brophy (1998), Brophy (1998, p. 60). The acquisition of foreign languages is explained by the complicated idea of motivation. Motivation must be viewed as a complex system in order to fully understand its role in the process of learning a second language. The integrative motive that influences learning a second language is one example of such a complex. According to the integrative motive construct, attitudes and motivation are crucial for learning a second language. They are able to forecast the level of success each person will have learning a foreign language. Therefore, motivation is a key component that effectively influences and plays a significant role in learning a second language.

1.2. Learner Engagement

Confirmatory links between pupil learning engagement and academic achievement had previously been established by prior research. According to Shulman (2002, as cited in Barkley, E. F., 2010, p. 04), involving students in the learning process is the first step in the learning process. That is, without learners' motivation and engagement, learning would not take place. As demonstrated by Barkley (2009, as cited in Barkley, E. F., 2010, p. 05), "engaged students really care about what they're learning; they want to learn."

The term "learner engagement" has many different meanings. According to Trowler (2010), for example, even though the terms "engagement" and "participation" can be used interchangeably, engagement is a more understandable term that calls for more affective and cognitive input. Additionally, according to Marks (2000 as cited in Trygstad, P., 2010, p. 09), student engagement is "a psychological process, specifically, the attention, interest, in According to his definition, engaged learners are more interested in their studies, which improves their academic achievement. More precisely, engagement is thought to be the result of motivation and active learning being coordinated at the same time. According to Barkley (2010, p. 07), "motivation and active learning work together synergistically, and as they interact, they incrementally contribute to increase engagement. "vestment, and effort learners expend in the work of learning."

Therefore, in order for pupils to become engaged, teachers should work to inspire them and give them the tools they need to maintain the same level of enthusiasm throughout the learning process. The first is that participation is not restricted to classroom environments (Trowler, V., 2010, p. 07). In fact, it can be demonstrated while engaging in a classroom activity, but it may also happen during extracurricular school activities. Second, "the quality

of effort pupils themselves devote to educationally purposeful activities that contribute directly to desired outcomes" is what is meant by engagement.

1.2.1. Relationship between Motivation and Class Engagement

To learn effectively in school, learners need to be engaged in the material and highly motivated. They must be highly motivated and interested in their class in order to achieve this. To achieve this, it is necessary to first assess the pupils' motivation levels and then plan activities that will encourage their active engagement in class. In order to encourage pupils to participate in class, teachers need to assess their motivation levels and use strategies like gamification. Pupils' motivation and success are strongly predicted by their level of engagement. Additionally, a student's motivation for learning is demonstrated by his willingness to participate, his need to learn, and his will to succeed (Bomia, Beluzo, Demeester, Elander, Johnson, & Sheldon, 1997, p. 294).

Figure 3

The Relationship between Motivation and Class Engagement

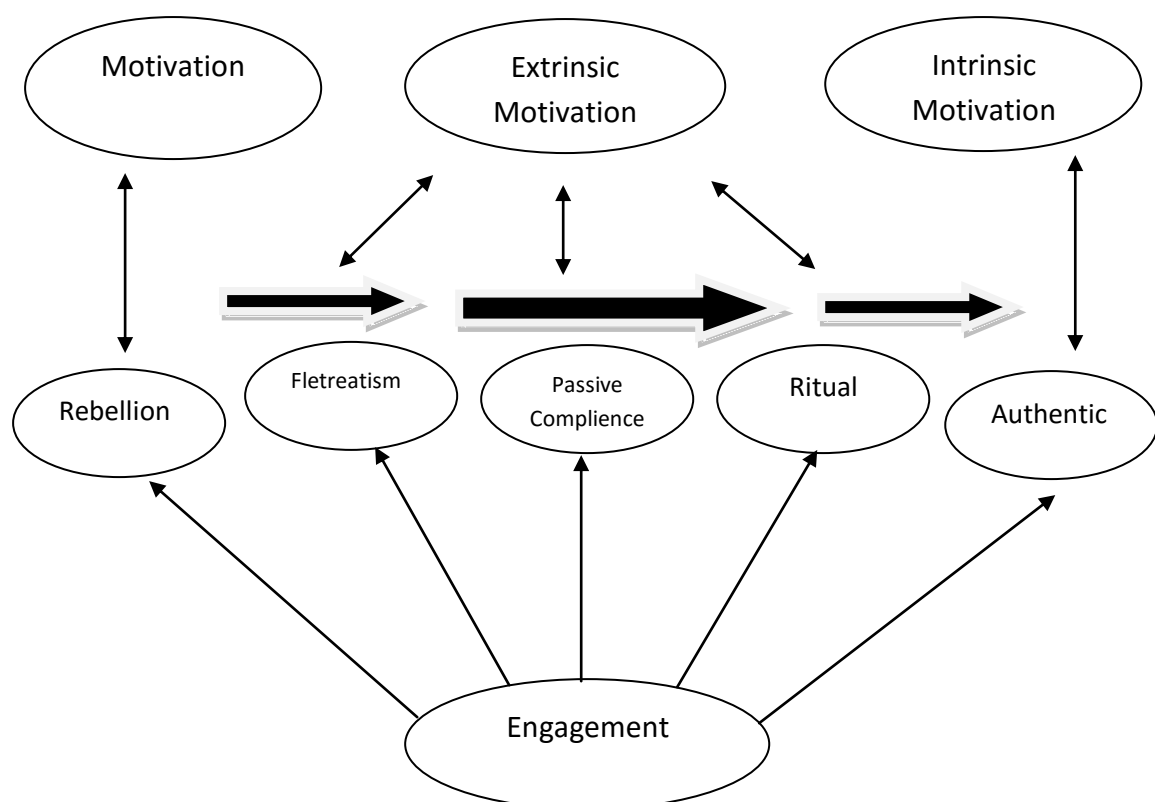


Figure 3 illustrates the relationship between pupils' motivation levels and their level of participation in class. Learners who lack motivation attend classes at the level of rebellion, those who are motivated by outside forces attend classes at the levels of retreatism, passive compliance, and ritual engagement, and those who are motivated by internal factors attend classes at the level of authentic engagement. Developing pupils' intrinsic motivation is now the most crucial thing to do in this situation.

1.3. Classroom Interaction

According to Wagner (1994, p. 8), an interaction is "a reciprocal event that requires at least two objects and two actions." When these things and occurrences naturally affect one another, interaction takes place. In other words, interaction happens when there is a reciprocal effect from sending and receiving messages in order to have a conversation between at least two people. Additionally, interactions take place in the classroom between the pupils and the teacher or between the learners themselves. Furthermore, citing Taylor, L., & Parsons, J., 2011, p. 09) makes the assumption that pupil interaction is limited to both class members and school personnel (i.e., teachers and students). Rather, he believes that learners' engagement and interest in the field can be increased through frequent engagement with "faculty researchers outside the confines of the curriculum and to develop meaningful relationships with them. "As an essential component of the teaching and learning process, interaction has been given a prominent position.

1.3.1. Relationship between Motivation and Classroom Interaction

The structure and content of social interactions or classroom behaviors both influence and are influenced by pupils' motivation. One of the key concepts in motivational research is student engagement, or the propensity to participate behaviorally, emotionally, and cognitively in class activities. Accordingly, engaged students put in more effort, feel happier,

and pay closer attention to class lessons than less engaged pupils (Fredricks, Blumenfeld, and Paris, 2004). Additionally, involvement has been linked to favorable pupil outcomes, such as improved grades and fewer dropouts (Connell, Spencer, and Aber, 1994). Teachers have a big influence on their pupils' motivation and interactions, even though pupils are highly motivated themselves.

1.4. Lack of Motivation

Motivation is a system that supports the learning process and has been studied in the context of foreign language acquisition. Since they are driven, have good pronunciation, and have a high sense of self-worth, some learners in the classroom are animated and engage with their teacher. However, some people exhibit low motivation, lose interest and willingness during the lesson, and refuse to participate or offer ideas, all of which are thought to be barriers to language learning. They may be demotivated for a variety of reasons, primarily anxiety, which is a condition that affects people who are learning a foreign language and manifests as nervousness, apprehension, or a fear of public speaking. The second is shyness, which occurs when a student is sensitive to criticism from teachers and remarks made by peers. Thirdly, they are overly tense due to a lack of confidence, which is a unique problem for beginners. Then, the phrase "nothing to say" and other internal or external factors that lead to inadequate feedback or communication

1.4.1. Reasons for Pupils' Lack of Motivation in EFL Setting

There are factors that can determine whether a pupil's language generation is successful or not. According to numerous researchers, there are a wide range of causes for EFL pupils' lack of motivation and involvement. Trong Tuan has added the following details (2012, p. 432).

1.4.1.1. Psychological Factors

The psychological component demonstrates the pupil's passion for the language. A learner will naturally experience low self-esteem and a sense of alienation from the school environment once they are studying in a class where their emotions, such as stress and anxiety, are disrupted. This is because of their prior status, which will make them less motivated. Anxiety has an impact on the FL's performance, which demotivates the learners. As a result, pupils' attitudes towards the language have an impact on their motivation, anxiety, and achievement. Whereas, highly motivated learners often demonstrate increased confidence, persistence, and language awareness, which may contribute to improved pronunciation and communicative performance. Self-efficacy has an impact on FLL because pupils who can manage their TL can perform well, accept responsibility for their mistakes, and become more enthusiastic. In contrast, pupils who lack self-efficacy are unable to learn because they are under pressure from FL's obstruction.

1.4.1.2. Teacher's Attitude

According to Vaquez (1988:248), "the teacher's interest in his pupils is having positive impacts on their attention, participation, and attitude in the classroom." "Learners' perceptions of whether the teacher cares for them have meaningful effects on their performance and behavior." In order to provide his students with the opportunity to accomplish their goals and to have a successful and inspiring classroom, the teacher must look out for them. Pupils will be more motivated and engaged when the teacher is humorous and uses a straightforward approach to simplify and explain the lesson. They will also feel more comfortable participating. Additionally, this will foster a challenging environment between them, and they will all want to refine their concepts and ideas. Additionally, they will neglect to fear of the teacher's remarks, or fear of doing something wrong. Weaver and Cotrell (1987).

1.4.1.3. Parental Factors

"The results show that participants were eager to continue learning English because of their family members' positive attitudes". Phan (2010, p. 167). According to some researchers, parents are the fundamental element that can help students learn because they can offer them both material and moral support. As a result, we observe that students have an impact on their surroundings, particularly at home, and that they become automatically involved when they realize how important their parents are. "Parents are the first to provide values, engagement (i.e., love), and autonomy support". Phan (2010, p.59). This means that when students feel that their home is a good place to learn, when they feel that their parents love them and provide for their needs and wants on a regular basis, and when parents surprise their children with a gift when they receive a good or even a bad grade, it will motivate them to work harder and harder to get an excellent grade so they can receive the reward.

1.4.1.4. Classroom Factors

When pupils collaborate in pairs during class, they share ideas and thoughts and support one another in feeling comfortable and confident, which allows them to join without fear or tension and speak freely. Self-study is difficult, according to (Phan 2010). As a result, it is evident that classmates are the best supporters of one another. They can help one another to become more productive, participate in class, and have a positive impact on the students' ability to create new things and accomplish their goals. Additionally, it makes the classroom an inspiring place where the facilities and surroundings also affect the motivation of the students. These elements have less to do with the instructor and more to do with the surroundings, including the size of the classroom, the configuration of the desks, the demographics of the students, the circumstances, the classroom's technological learning resources, the climate, weather, etc. Both teachers and pupils will benefit from a more

welcoming and motivated environment if these issues are recognized and attempted to be addressed. Additionally, students' current learning outcomes are influenced by their prior learning experiences. They would typically learn how to succeed in their later years if they had been able to be good pupils earlier. Furthermore, the knowledgeable background is derived from their prior educational experiences.

1.4.2. The Relationship between Lack of Motivation and Academic Performance

Pupils' academic performance is correlated with their motivation. Academic performance is defined as either a positive or negative educational achievement derived from the given topic. While the academic performance of unmotivated pupils may fall short of a specific educational level, that of motivated learners results in good academic output. According to Al-Zoubi and Younes (2015), studying-induced fear is the most frequent reason for subpar academic performance. Furthermore, motivation is impacted by unfamiliarity with the FL and a lack of knowledge about skill acquisition, and academic performance will reflect this as well. Additionally, the elements influencing the student's performance have an impact on one another in terms of the student's motivation level; if the student's motivation is high enough to perform well.

The motivation rate is lowered by three different kinds of factors. They are social, psychological, and biological. The pupil's performance level and academic success will be altered if those causes are present. The significance of learning and its advantages in one's life, whether academically or otherwise, were demonstrated by research conducted by the National African of School Psychologists. Pupils who are motivated and interested in reading, performing, and producing a desired academic outcome were validated by the study.

Conclusion

Researchers have tried to explain the motivation process and its critical role in students' learning given how crucial motivation is to learning a Foreign Language successfully. Dornyei explained that there are two types of motivation: the first is to learn a Foreign Language, and the second is to persevere through the tiresome and occasionally excruciating process of learning it (1998, p.117). Additionally, there will be pupils with different motivations in every class who can affect this process and show a higher or lower level of interest in learning English. The best way to meet these motivational types is for teachers to understand how students are motivated, and the best way to learn a Second Language is to use motivational strategies that engage students. However, educators must be conscious of the impact they can have on the motivation of Second Language learners. Pupils are therefore inspired to learn a Foreign Language in a reasonable amount of time, which is engaging for them.

The literature on motivation as a process and its connection to FLL has been reviewed in this chapter. It gives an overview of the importance of participation and class interaction in a learning environment. Additionally, it outlines the issue of low motivation, particularly when learning English as a foreign language. It explains the factors that lead to pupils' lack of motivation. Additionally, it shows how learning, motivation, language proficiency, and academic achievement are all interrelated. The importance of the prevalence of different elements of learning English as a Foreign Language, including motivation, classroom interaction, enjoyment, and amusement, was conveyed by the literature. Both teachers and students can benefit from this study since it identified the necessity and necessity of motivation, as well as bringing awareness about its importance in the success of the learning process.

Chapter Two

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Introduction

In recent years, technological change has become integral to modern educational systems. English language teaching has shifted from teacher-centered to learner-centered approaches, with gamification emerging as a strategy to enhance engagement and motivation. EFL teachers are attempting to capture the learners' attention, especially adolescents, through the Game-Based Learning approach. With the advancement in all aspects of human life, the teaching of English as a foreign language (TEFL) has equally seen changes with the shift from teacher centered technique to learner centered technique employing the use of gamification in the teaching learning process. In regard to the above objectives, gamification is receiving rapid growth popularity as means of enhancing motivation to learners through providing change, whether behavioral or cognitive, at different levels and areas. The current chapter aims at presenting some theoretical background on the utilization of games in the teaching-learning English as a foreign language, it also touches on the Game Based Learning and covers the application of technology via gamification and its impacts in learners' participation and engagement through productive and receptive learning abilities (listening, speaking, reading, and writing). Additionally, it explains the different elements of gamification: dynamics (mechanics and components) and offers the conditions for the implementation of educational games. Finally, this chapter addresses the use and the role of educational games and their effectiveness in relation to gamification on vocabulary, grammar, and overall language acquisition even though learners' motivation and engagement.

2.1. Defining Gamification

2.1.1. Brief History about Gamification

Before diving into the applications of gamification in the world of education, it is first essential to define what gamification entails. Games and gamification (also known as gameful design) are not the same (also known as gameful design) are not the same thing, as Deterding, Dixon, Khaled, and Nackle explain (2011, pp. 9-15). The term was coined by the British consultant (Nick Pelling, 2002). Gamification was, in Pelling's words, a deliberately ugly word to describe "applying game-like accelerated user interface design to make electronic transactions both enjoyable and fast". While the origin of the term may be in dispute, gamification has evolved both since Bartle and Pelling respectively developed their ideas. Just like its provenance, gamification does not have one specific accepted definition. Very broadly gamification can be defined as the use of game elements and game techniques in non-game contexts. (Burke, 2014, p. 5)

The Gartner group specifically defines gamification as "the application of game mechanics and experience design to digitally engage and incentivize individuals to reach their objectives" (Burke, 2014, p.6). Many use Deterding's (2012) definition which stands for "applying game design elements in non-game contexts" (p. 14).

Table01

Definitions of Gamification

Adapted from: Spanelis et al., 2016, p.4

Definitions of Gamification	
(Pelling, 2011, p.1)	Applying game-like accelerated user interface design to make electronic transactions both enjoyable and fast
(Zicherman and Cunningham, 201, p. xiv	The process of using game-thinking and mechanics to engage users
(Deterding et al., 2011, p. 1)	The use of game design elements in non-game contexts
(Burke, 2012, p. 1)	The use of game mechanics and game design techniques in nongame contexts to design behaviors, develop skills or to engage people in innovation.
(Werbach and Hunter, 2012, p. 26)	The use of game elements and game-design techniques in nongame contexts.
(Huotari and Hamari, 2012, p.19)	A process of enhancing a service with affordances for gameful experiences in order to support user's overall value creation

2.1.2. Gamification in Education

Algerian education policy encourages instructors to be more adaptable in pedagogy and to embrace methods and techniques that engage the 21st-century student. EFL instructors hold differing opinions toward gamification in general. Their perceptions are based on their sense of this new phenomenon, along with their experience and knowledge. Additionally, there exists a broad gap in literature discussing gamification in the Algerian classroom.

Gamification techniques are still considered a novelty, but some of their elements, such as rewards, competition, and points, are already being used as extrinsic motivational factors to enhance learners' engagement and motivation as Caponetto, Earp and Ott (2014) analyzed 119 publications with gamification in the title between 2000 and early 2014 with the confirming result that 75 percent define gamification as the application of gaming mechanics

and tools in non-game environments and make a clear boundary to game-based learning. Ramirez and Squire, (2014). Besides, Gamification has historical antecedents, Groh (2012, p39) states that, gamification is “applying game design elements in non-game contexts.” This is to assist the users perform better, improve and engage. Origin of the term Gamification is a word that was coined in the 2000s and it was originally used in industry (Groh, 2012, p39).

It was described by Muntean (2011) who writes that “gamification is not the fact of building a game. That is, of making education more fun and engaging, without undermining its credibility” (p. 328). In other words, gamification is about bringing elements of games—such as points, badges, or levels—into non-game settings to facilitate motivation and engagement without sacrificing the integrity of learning material. Again, gamification was defined by Deterding (2012) as: "applying game design elements in non-game contexts" (p. 14).

Moreover, Miller's definition aims at connecting gamification with the specific context, i.e., the following educational definition "using game-based mechanics, aesthetics, and game thinking to engage people, motivate actions, promote learning and solve problems" as quoted in (Miller, 2013, p. 196). So, a new and prominent art form in contemporary education is gamification, and learners nowadays become accustomed to games and game-related features on a daily basis. If those experiences were well planned and the mechanics were properly implemented, gamification might very well offer the pedagogical change that the current generation of learners needs to succeed. Teachers and educational researchers have to keep coming up with innovative teaching strategies for the evolving learner.

2.2. Game-Based Learning VS Gamification

Playfulness has been introduced into the learning process to help students develop their cognitive, behavioral, affective, and sociocultural engagement in the classroom. Moreover it

is the major contributor in both game-based learning and gamification. This concept existed and developed earlier before it became part of the learning and teaching process. (Plass, Homer, and Kinzer, 2015, p. 258–283). Detering, et al (2011, p.9-15) believe that gamification refers to the application of games for several purposes that are not related to gaming context, Also it is used mostly to increase users' engagement, behavior, and performance. Likewise game based learning, it is a playful activity used for learning and teaching aims like; the use of games to learn and memorize new vocabularies.

Salen and Zimmerman (2003) describe a game as, “a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome” (p.80). That is to say, games have the ability to deliver powerful emotional experiences as well as immediate, direct, and explicit feedback. . However, games are instructional aids when they are used explicitly in the classroom. Finding the similarities and characteristics between gamification and game-based learning is the first step in differentiating the two.

According to Kronisch's (2016) report , a “game” is defined as: “any interactive activity that the persons engaging in it are experiencing as playful”. Furthermore, both gamification and game-based learning (GBL) possess the attributes of amusement and pleasure. In educational settings, gamification and game based learning are distinct concepts; nonetheless, they overlap and share game features that bring playfulness to a serious context—the classroom. Serious games, on the other hand, are complete and designed for objectives other than amusement. The term "edutainment" was used to describe a learning environment where students learn via amusement and playfulness (pp. 2–3).

Table 2:

Comparative Analysis Table

Comparaison	Gamification	Game-Based Learning
Purpose	Uses Games like features in a non-game context, to make it more fun and engaging	Involves actual game play, with defined learning outcomes to fulfill learning objectives.
Objective	Motivate	Educate
Benefits	-Instant feedback -Prompting behavioral change	-Fast strategic thinking, Problem solving -Hand-eye coordination development
Examples	Gimkit, Classcraft, Class Dojo, Duolingo, Kahoot!	SimCity , Civilization , Minecraft, Portal

2.3. Related Terms: Serious Games and Educational Games

Gamification refers to the application of game elements in non-game contexts (Deterding et al., 2011), whereas serious games are full-fledged digital games designed for educational purposes (Michael & Chen, 2006). Licorish et al. (2018) to begin with, a game can be defined as a physical and/or mental competition played according to some rules, the only aim of which is to entertain or have fun for the player(s). Games are currently one of the most pre-dominant forms of entertainment and a new mode of interaction and communication. Game is derived from the Latin word “Ludus” denoting learning as well as play, they are therefore related to problem-solving activities that are framed by game mechanics (or game rules). Learning games enhance the process of learning "educational games and gamification in particular are held to support the development of students' cognitive, motivational, emotional and social outlook" (Licorish et al., 2018, p.20). Serious

games try ever harder to explore the potential of games, intrinsic engagement and interest of the players with a view to helping them achieve other learning goals that is a field where there are more effective uses of serious games.

A serious game can potentially enhance the user's experience through multimodal interaction (de Freitas and Liarokapis, 2011). This is possible in a number of different contexts such as education. The general agreement of most studies is that digital serious games incorporate diverse media, which can be a combination of text, graphics (Consolvo et al., 2008) , animation (Lin et al., 2006) , audio (Yim & Graham, 2007) , Haptics (Arnab et al., 2011) , etc. Furthermore, we sense that the "serious" in serious games is a result of their purpose to impart some messages or inputs, whether it is knowledge, skill, or basically some content to the player. This means that the player is exposed to an environment offering a content coming from a know-how or experience. This experience is with respect to the serious game's context such as education. Based on this, we define serious games as an application having three components: experience, entertainment, and multimedia.

2.4. Pedagogical and Historical Background

Education has searched for an alternative approach from traditional methods, and standardized test scores are generally given priority over fostering a love of learning. This can result in effective but not personalized learning for every child. A new approach presumes that passion is the way to profound learning and that the enjoyment of learning is a critical component in enabling young people to meet their academic and life aspirations. The Mind Shift Guide to Digital Games and Learning enhances this view by discussing the pros and cons of game deployment at school. The guide provides fundamental ideas on game design, deployment, and measurement for learning. Combining research and hands-on advice, the guide includes case studies of teachers who have successfully applied games in

their classrooms. This combination of theory and practice is meant to encourage teachers and parents to employ games to improve the learning environment among children.

Interactive learning is at the heart of education, and games promote active engagement, research finds. They offer complex problems that challenge the students in an enjoyable and meaningful manner. New or beginning teachers can begin to incorporate game-based instruction by starting with common games, such as social games or board games, relating them to lesson plans to make learning fun and engaging. Teachers also make use of computer games deliberately with a view to fulfilling educational objectives or even team up with online communities for game-based learning.

New educational material, including tutorials, assists teachers to incorporate games and manage game play efficiency. Others might make use of sandbox-type computer games to ensure project-based learning or produce their own games, even involving students as well to ensure optimal cooperation and critical thinking. This interaction with students has the potential of turning them into educated stakeholder who in turn are educating others, bringing out the collaborative potential and innovation in the classroom. Teachers require resources and time to reflect and translate their ideas into practice effectively. (Shapiro, 2014,p.4)

2.4.1. Evolution of Games in Language Education

Game-based learning (GBL) is an emergent and radical form of learning driven by the student's changing needs and mindsets over time. Marc Prensky (2001) argues that today's learners especially people under the age of 36, are behaviorally and cognitively distinct from earlier generations due to the fact that they have grown up under an atmosphere of digital media. These "generations of games," to call them by his own designation, "have, in their intellectually-oriented way of thinking and in their interests, very different minds from their parents and, indeed, all previous generations" (Prensky, 2001, p. 6).

Traditional methods of teaching are more and more unsuitable for these learners. Traditional learning within the institution, both school and business education, is typically dull and decontextualized. Prensky cites the deplorable state of web-based instruction, where "completion rates are terrible, often less than 50 percent" and where the majority of web-based training has eliminated "the only thing universally liked about training the ability to get out of the office" (Prensky, 2001, p. 3). Today's students demand interaction, and boredom is one of the major obstacles to learning success. As Prensky rightly explains, "The reason most kids don't like school is not that the work is too hard, but that it is utterly boring". (p.5)

Computer games offer a seductive solution by marrying play and learning. Learning through games "is not a matter of using games to review and reinforce," but of using them to "primary (i.e. sole) learning of quite difficult subjects" (Prensky, 2001, p. 8). Through well designed computer games, students engage in "stealth learning," where they acquire and build capabilities and know-how without actively knowing that they are learning something (p. 7).

Two instances prove this evolution. The Monkey Wrench Conspiracy used a Doom-like computer game to teach advanced 3D CAD software to engineers. Its effectiveness depended on infusing urgency and drama into the learning process: "We would create a way to engage jaded engineers, let them have a whole lot of fun while they learned" (Prensky, 2001, p. 11). Similarly, Insider, developed by PricewaterhouseCoopers, taught younger auditors about financial derivatives through a narrative-based, interactive space, drawing on the trainees' experience with gaming conventions.

Prensky points out that "learning training and schooling is finally shaking off the shackles of pain and suffering which have been attendant upon it so long" (2001, p. 4).

Digital Game-Based Learning is no more of an innovation in method than it is a response to a cultural and generational demand for germane, engaging, and effective learning.

2.4.2 .Technology Integration in Language Learning

Jamalova (2024) stated that technology is critical in education, particularly in the study of English at school. In recent years, there has been a substantial transition in the use of technology in English language instruction, from a passing fad to an established practice. The transition includes new methods, such as online classrooms and interactive technologies that improve the learning environment. Technologies such as interactive software and multimedia materials improve language education by increasing involvement and catering to varied learning styles. The age of technology provides open and adaptable English training options. Nonetheless, concerns remain about how schools and teachers will adopt this technology. More research is needed to understand how current technology will affect English training and teaching in the future. Existing research emphasizes the broad impact of technology on language instruction. (p.138)

Walsh (2020) proved that technology plays significant role in boosting student participation. It has been recognized that there is a tendency toward blended learning, and its benefits in dealing with different learning styles. The impact of technology on student motivation and language proficiency has been a source of study concern. Garcia and Lopez (2020) as cited in Jamalova (2024), discovered in their study that technology-facilitated language learning significantly boosts learners' motivation, which aids in language skill development. They discovered that interactive language learning websites boost students' competency, particularly vocabulary and grammar. However, difficulties such as the digital divide and a lack of access to technology might impede these benefits, and proper teacher preparation is required to ensure that they pay off. The study emphasizes the advantages of

incorporating technology into English instruction, but also emphasizes the need to address access and training issues. (p.138)

2.4.3. Pedagogical Transformations to Learner Centered Approach

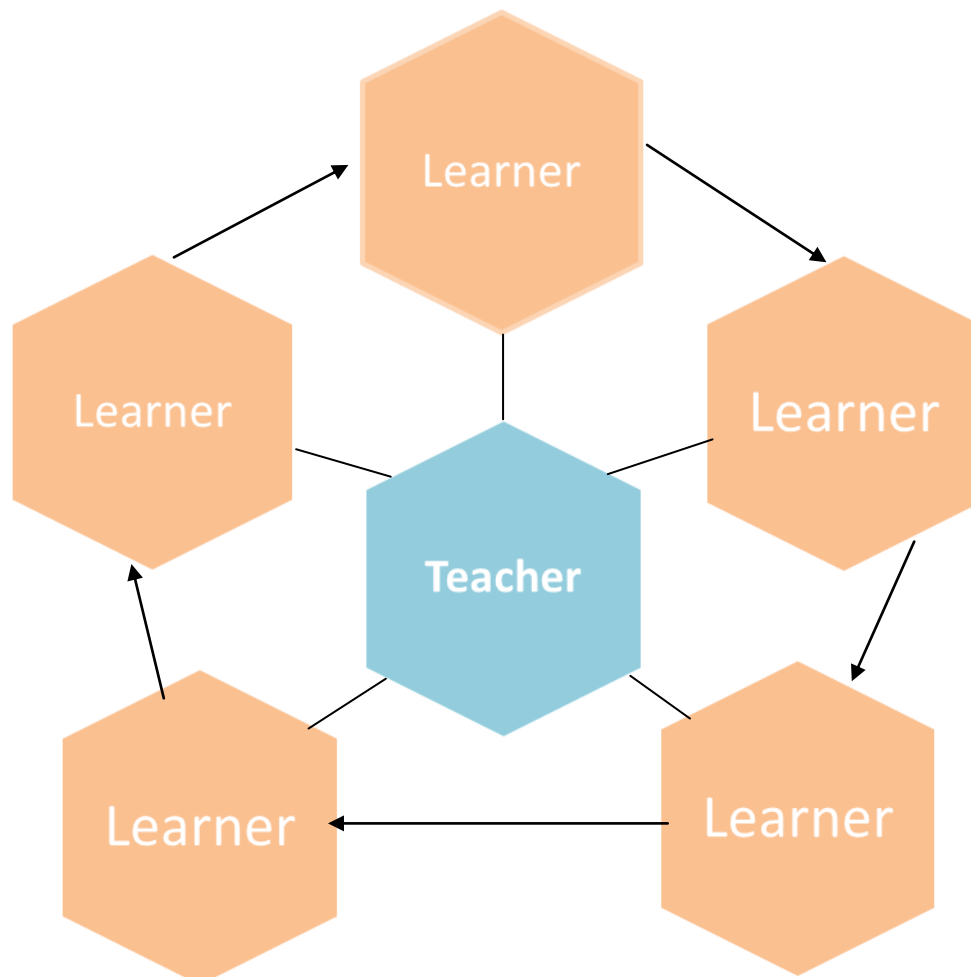
The integration of student-centered learning and technology within the classroom has been the topic of numerous studies and continues to be the driving force for curricular changes within the existing, new, and developing health care education curricula (Keengwe, Onchwari, and Onchwari, 2009). As teaching instruments, games are extremely useful -they have the ability to make the topic of instruction more fun and are especially well-suited to address problem-solving and concepts.

Learner-Centered Pedagogy (LCP) refers to a generic pedagogic style of teaching and learning intended to place the learner at the centre of learning, as opposed to Teacher-Centered Pedagogy where learners take a passive stance and allow teachers to pour knowledge into them. Learner-centered pedagogy creates an environment that speaks to the heart of learning. It encourages students to deeply engage with the material, develop a dialogue, and reflect on their progress (Weimer, 2002). It represents a shift away from the “sage-on-the-stage” mentality and puts the students’ learning at center stage (King, 1993). As students gain greater access to information, it is the educator’s role to guide the application and assimilation of that information into real-world problems.

The foundation of learner-centered teaching is rooted in a constructivist framework of learning theory. Constructivists postulate that humans are perceivers and interpreters who construct meaning from new and prior experiences (Jonassen, 1991). Instructional design should therefore focus on providing tools and environments for helping learners interpret the multiple perspectives of the world in creating their own world (Karagiorgi&Symeou, 2005).

Figure 01

Interactive Learning Model between Teacher and Learners



2.5. The Mechanisms and Principles of Gamification

The following is drawn from a distillation of a variety of academic literature, as cited in Perrotta et al. (2013, p.1) and Shapiro (2014, p.20), the best learning games are always fun. Play them yourself and ask yourself if you are having fun. No matter how advanced your knowledge of the topic is, a good game should be fun. Good games also challenge intuitively.

In fact, that's part of why games are so powerful for learning: learners are naturally inclined to figure out and master the rules of a game. First, the elements of the game are formed by the mechanics in the way that defines how a learner's actions will be effective and mechanics is the name given by game designers to the collection of rules and structures that create the game play itself.

In properly designed learning games, the topic is always incorporated into the mechanics themselves. Learning the gameplay mechanics and learning the subject matter are one and the same. Poor games will attempt to merely paste a subject onto a pre-existing game mechanic. The greatest learning games teach in the same manner that effective teachers teach: They don't trick students into being interested, they help students find actual enjoyment in learning a subject. Then, principles which can be highlighted as following:

1. Intrinsic motivation: Gaming is intrinsically motivating because overall it's something that one does willingly. So, gaming for learning is best situated in the invitation and persuasion and not compulsion, context.

2. Learning through intense enjoyment and "fun": Some authors suggest that games might be a means of putting learners in a "flow." Flow is a condition of awareness in which a person has control over his actions and fully engaged in the action he is performing.

3. Authenticity: in games is the simulation of genuine learning processes ingrained within some settings and practices, situating contextual skills over abstract concepts in traditional pedagogy. Such good gaming can be fantasy recreations or real occupations.

4. Self-sufficiency: and independence. Gaming sparks investigation and curiosity. The interests can branch out from the game to its surroundings, e.g., computer programming, writing, art, music, and study in fields such as science, history, or mythology.

5. Experiential: learning. Experiential learning is a very ancient and very ancient and powerful education concept that goes back to the revolutionary work of John Dewey. Many have claimed that gaming provides a cheap alternative to learning through doing in real-world situations.

'Gamification' is another recent approach which focuses on the use of game design elements in other contexts instead of using games alone. 'Gameplay' involves organizing information and concepts as rules, activities, decisions, and consequences for active learning. Games enable students to learn through doing and simulation rather than traditional school methods like texts and assignments.

2.5.1. Gaming Elements

Gaming elements such as points, badges, leader boards and others are widely used in educational settings. Because learning is a difficult process that requires motivation and persistence, most gamification platforms use these elements to keep the learners interested and motivated all the time.

2.5.1.1. Badges and Leaderboards

➤ Badges

Badges are a graphical indication of the accomplishments players achieve once they have achieved a particular target or milestone within the game. The badges not only recognize and reward players depending on their capability and effort but also boost their motivation and interest (Haaranen, Ihantola, Hakulinen, & Korhonen, 2014).

Apart from individual acknowledgment, badges also incorporate a social component. They enable players to present their achievement to others, developing a culture of both community and wholeness. If turned to learning, badges spot experience in precise

teaching goals or acknowledge active involvement and attendance. Just like the meaning of levels, badges also show a reflection of achievement, giving pupils an idea of their advancement and explaining their part in the learning process (Botra, Rerselman, and Ford, 2014). Besides, badges can encourage critical thinking and problem solving, as learners may need to figure out how to earn a particular badge, by enhancing the learning process.

➤ **Leaderboards**

Leaderboard is among the gamification design elements, and the goal is to improve productivity, participation and learning. The simplest leaderboard simply displays a high score list, and ranks users on relative achievements, compared with peers by some measure (Butler, 2013). When used in education, students can look at their ranking on the leaderboard and see how their own performance stands relative to peers within the class.

2.5.1.2. Points, Levels and Progress

➤ **Points**

Are one of the most applied game mechanics in gamification, they are a way of Reward awarded to the Player when he finishes the main action on each step of the Gamification Flow, and can be limited in the quantity of points or free score, where it doesn't have any limit of points, therefore the Player may independently increase his Score in the flow step execution time. Points provide the students with the feedback by qualitatively showing the feedback for learning activities. Within a system introduced by Kim et al [14], the students received realistic missions from their instructors. The rewards that the students received upon successful completion of these missions were points.

➤ **Levels**

The aim of having levels in the gamification is to divide its contents into distinct and manageable steps i.e. the higher the level the learners' have to complete, the harder and longer they have to commit themselves into achieving the provided quest (Nah et al., 2014). As such, according to Barata et al. (2013), application of the levels as one of the gamification components into the gamified course has also effectively reduced grade disparities between students and allowed them to perform better on the test.

The improvement of the students' outcome was assumed through proper use of levels as one of the gamification factors that are indicators of progress that can direct and improve players' performance i.e. possibly through establishing a concrete connection between player determination in the completion of the task and their reward, through establishing concrete performance goals (Mekler et al., 2013).

➤ **Progress Bar**

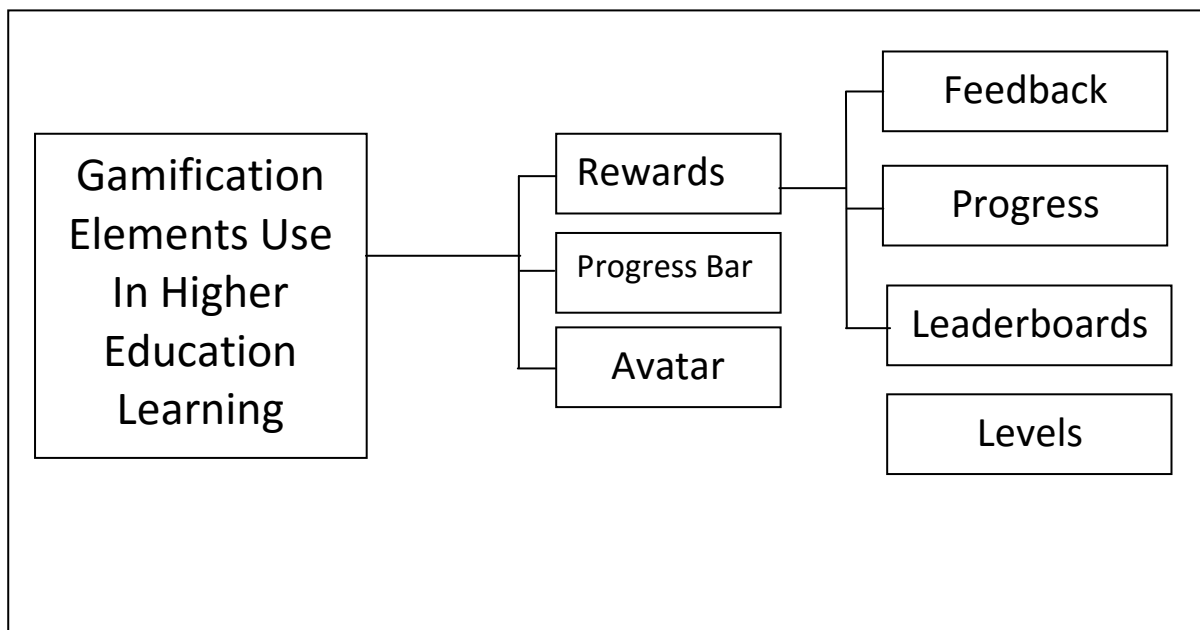
In the learning environment, tracking progress towards targets is very important in games because it allows the students to view the tasks that are yet remaining which is a prerequisite to be fulfilled for achieving success. This makes them encouraged to proceed and engage in the subsequent learning activity because students will make use of the progress bars to help them track their enhancement and achievement, and they progressed with their advancement. Moreover, through imagining the success of a student, experience points system and progress bar also attempts to allow students to improve their individuals' sense of accomplishment and ability. (Glover, 2013)

Learning gamification and games are guided by a number of pedagogical as well as psychological principles designed to optimize engagement, motivation, and achievement of learning. They differ based on assumptions made by researchers such as Perrotta et al.

(2013) and Shapiro (2014), among many others. The intention behind the following diagram is to outline the key concepts, mechanisms, and design features of such strategies:

Figure02

Gamification Learning Elements in Education



2.5.1.3. Feedback and Rewards

Difficulty is basically associated with feedback, and it is at difficulty that the students need feedback. Feedback in serious game design needs to be informative, timely and composed of positive, corrective, and affirming. Points, stars, and badges are extrinsic rewards for a game. Although designers attempt to use intrinsic motivation, evidence shows that extrinsic rewards work well in boring content, especially for compliance

training. Such incentives should be matched to effort and used to the extent, ideally on a 50% uncertainty rate to allow that motivation is maintained (Donovan & Lead, 2012, p.13-14).

2.5.1.4. Narrative and Avatars

The use of narrative in games makes it easier for players to learn and achieve goals, adding meaning and context to the experience. It has characters, obstacles, challenges, and resolutions. Avatars are also used in business serious games to change behavior, and evidence proves they work. It is preferable to have one motivation avatar and one expert avatar instead of having only one avatar for both roles because students learn and become more motivated. Avatars in healthcare allow for behavior models to be created for players to learn and emulate (Donovan & Lead, 2012, p.14).

2.5.2. Collaboration, Competition and Social Networks Involvement:

Fullan (2016) writes that, Social networks enable users to communicate, cooperate, and interact with one another. Social networks enhance the learning confidence of students through exposure to best practices trigger more personalized, active, and collaborative learning. They also induce a positive attitude towards their use in education. The most important features of social networks in learning are participation, collaboration, communication, and creativity. Various digital media tools are identified, such as writing and posting (Twitter, blogs), media sharing (YouTube, Instagram), social networking (Facebook, LinkedIn), and communication (email, Skype, WhatsApp) software. Interactions with social networks should be founded on learners' acquaintance with the setting and being capable of communicating (pp.169-193).

2.5.3. Theoretical Foundations in Language Teaching Reformulation

Game-based learning is based on different theories of learning that explain how learners learn best. Constructivist theory, sociocultural theory, and reflective game design all explain how games can be utilized to support language learning through stimulating participation, interaction, and meaningful practice. The following section outlines these foundational theories:

2.5.3.1. Constructivist Learning Theories

In Vygotsky's (1978) work, Constructivism is a learning approach where students are in charge of their own learning by connecting new knowledge to what they already know. They learn, hypothesize, and make choices as they would when they play computer games. Serious games offer safe environments for learners to experiment, learn from failure, and succeed independently. Jean Piaget's constructivist theory is central to constructivism and influences game-based learning, emphasizing that cognitive development is a result of adapting to novel experience. Also, Lev Vygotsky's social constructivism identifies the social nature of learning. Vygotsky's Zone of Proximal Development (ZPD) suggests that learners need appropriate support, or scaffolding, to learn tasks before they can learn independently (p. 86).

2.5.3.2. Sociocultural Theory and Interaction in Language Learning:

According to Topçiu and Myftiu (2015), sociocultural theory provides a comprehensive perspective on learning that places a strong focus on meaning as the focal point of instruction. This philosophy suggests teaching knowledge or abilities in their entirety rather than in pieces. Throughout their learning process, the students are viewed as active meaning-makers and problem-solvers. The significance of communication between assignments, instructors,

and students is emphasized by sociocultural theory. They point out that interaction is the key to learning and that pupils pick up skills with the help of teachers or other people. (p. 173)

2.5.3.3. Game Design Principles that Work with Second Language Acquisition

Most teachers want to use games in the classroom but feel overwhelmed by the many options available. Limited preparation time and students' feedback make it hard for busy teachers to find new methods. Not adapting their teaching styles means missing chances to engage students. Teachers aim to enrich learning but struggle to balance interaction and academic rigor when selecting games. Similar to choosing literature, they must find games that are enjoyable and meaningful, rather than just visually appealing. It's essential to focus on games that are truly engaging for students and participation is necessary for language acquisition, which involves interaction with others during the learning process. In other words, Ellis (2000) believes that the social cultural theory of learning starts not through interaction but during interaction. Children finish a task with the help of another person, learn it and then are able to do the same task alone. In this way, the social interaction is a support to intermediate learning. According to Ellis, the social cultural theory supports the idea that successful interactions are those, during which children are helped to finish new tasks, (Shapiro, 2014, p.19).

2.5.4. Use of Gamification in Language Learning Contexts

As cited by Shapiro (2014, p.36-37), Swark, a middle school teacher, incorporates digital games into her classroom to engage students in learning language. She avoids games that are similar to hidden worksheets, believing that they do not actually engage children. Like Zack Gilbert of Illinois, she sees educational merit in some off-the-shelf games, provided teachers are imaginative. One such game she mentions is Professor Layton and the Curious Village, which combines reading and mathematics in an entertaining way. Swark states that most

puzzles are like her worksheets. She also refers to Prodigy, which is a mathematics game that is played in a wizard world, although she hopes that math is integrated more. She points out how the games meet her requirements of the curriculum. (Shapiro, 2014, p.30)

2.5.4.1. Vocabulary and Grammar Teaching Gamification

Wilkins (1972) stated that vocabulary is one component that connects the four abilities of speaking, listening, reading, and writing. Additionally, understanding a word comes in two forms: receptive (hearing and reading) and productive (speaking and writing). There has been a growing recognition that learning a foreign language necessitates a thorough understanding of its vocabulary rather than its grammar. "You can say very little with grammar, but you can say almost anything with vocabulary" (pp.111-112). He also argues that beginners frequently communicate with single words; they can usually express meaning without having learned grammar. The learner should be well conscious that it is the biggest weapon he may have in hand to function in his education and his life as well "without vocabulary nothing can be conveyed" (pp.111–112).

2.5.4.2 Interactive Games for Speaking and Listening Skills

Hadfield (1984) believes that in the modern age, communication skills, especially speaking and listening, are vital to succeed in school and in society. There is a limited time between middle school when the students have to master these skills, and this requires interactive pedagogy. Language games can be used for enhancing listening and speaking skills and making learning fun. This essay discusses how language games are effective in improving the listening ability of middle school students. Listening exercises could perhaps be an effective method of practicing this skill.

By incorporating games into listening, instructors may avoid boring their students and engage all of them. For instance; the instructor says a word while throwing a pen, a student who is chosen randomly must catch the pen and say a word beginning from the last letter of the word the instructor has said, then he throws the pen to a classmate, this activity promotes turn-taking and vocabulary recall through an interactive game mechanic.

Games encourage participation with interactive motions, so that learning is better retained increase cooperation, problem-solving, and creativity. Also, all the games need to be practiced through talking and communication; they aim at fluency where one is not criticized much what motivates them to communicate without fear of their errors. There are types of language games linguistic games aim at speaking correctly and playing communicative games aim at fluency. For instance, dictations shouting game where any two pairs work dictations can be far apart from one another so that they will have to shout in order to be heard over their classmates who will also be shouting (pp.4-5).

2.5.4.3. Interactive Game for Reading and Writing Skills

There has been some observation among teachers that students' writing is influenced positively, particularly among boys. Students are more likely to write on something they can relate to. The kids also read more independently within the game context. One of the teachers saw students easily read instructions to solve puzzles. An English teacher saw students silently reading and taking notes on the game. Reading beyond the game has also been on the rise, with children doing their homework and attending class, which indicates that students are engaged as cited by Futurelab (2010, p.40- 41).

Besides Futurelab, Nation and Macalister (2020) explained that "reading is a source of learning and a source of enjoyment" (p. 49), in combination with Reading surely leads to wisdom (Sadiku, 2015) and is an interactive process in meaning construction (Shihab, 2011,

p 209-218). Likewise, with the writing itself, Sadiku (2015) indicated that "writing is a gem to pick" (p. 31), because whoever has a good writing skill will always achieve victory when presenting it.

2.5.4.4. Forms of Gamification in Foreign Language Classroom

The application of games in the FL classroom is related to the number of students, time and materials available for instruction. The teacher should consider these factors while making a selection of the types of games in an attempt to make the games effective on EFL learners. The following are different types of gamified activities. (Wright, 2006, p.3), as cited in Zemmit (2015):

➤ Pair work

Is used to make acquisition of English better because co-acting with a partner reduces tension and fear. Students are braver while uttering the target language, while pair games enhance speaking competence by imitation.

➤ Group work

Group work is necessary in some games-based activities. When four students work together they exchange game directions and answers using the TL. Their discussion helps them exchange ideas and complement each other's short coming. Group play facilitates cooperation among students.

➤ Individual work

Playing individually increases self-efficacy as students focus on winning, which boosts competition.

2.6. Effects of Gamification into the Learning Process

Within active learning methods, games have acquired a lot of importance as teaching and learning resources in the Foreign Language classroom. According to Suh et al. (2018), gamified vocabulary learning apps increased retention among EFL learners by 22%. Of course, gaming technologies have a direct influence on learning and the potential of modernizing the landscape of education in this new digital era” (Zainuddin et al., 2020, p.13). Undoubtedly, “implementing language games into the learning process will bring variety, break monotony, enliven classes, and motivate students to work” (Zarzycka-Piskorz, 2016, p.34).

Following Hartt et al. (2020), gamification has developed as a new method that allows students to engage in active learning and increase their motivation and enjoyment for learning new content (p.589). As Anak and Hua (2021) indicate, “the goal of incorporating gamification into education is to present a more engaging, attractive, and effective learning experience for the student” (p.105). Some students may be demotivated to learn a second language mainly because of their previous experiences, lack of interest, or the type of methodology used to teach the language. For that reason, “gamification offers L2 learners a fun, interactive, and non-threatening learning environment” (p.105).

In the same way, game-based learning can “increase student motivation, emotional involvement and enjoyment” (Hartt et al., 2020, p.589). Therefore, both gamification and game-based learning are “very popular mobile and technological trends that use game elements to promote desired behaviours and drive corporate learning outcomes” (Zainuddin et al., 2020, p.1). Nonetheless, do they really mean the same?

Among its positive effects, Shaaruddin and Mohamad (2017) highlight that it creates a positive learning environment and encourages participation, it allows direct interaction

between the teacher and the students, it promotes an open-minded ideology, it enhances communication, students learn to respect each other's opinions, and they engage with the learning activities (p.2312). However, "most students do not succeed to function as active learners unless they are provided with active learning opportunities" (Ghilay&Ghilay, 2015, p.11).

Additionally, "it is a challenge to keep students' motivation, engagement and concentration over time in a lecture" (Wang &Tahir, 2020, p.1). In light of this situation, Amores (2020 suggests that these new methodologies are the instrument through which students learn knowledge, attitudes and skills, which contributes to developing competences.

2.6.1. Enhancement of Language Fluency and Retention

Retention of language is the process of memory and maintenance of language skills over time as a condition for communication and learning. Maintenance through regular practice, exposure to native speakers, and exposure benefit language retention to a great extent. Periodic rehearsal and usage of vocabulary, grammar, and conversational skills are easy means of enhancement. For instance, in learning English, viewing films with subtitles, repeated exposure to native speakers, and using spaced repetition software to drill into themselves the reality that to know the language is to be able to remember the language so that they can use the language effectively and freely in different contexts (Sitzmann, 2011, pp. 489 -528).

2.6.2. Comparative Studies with Traditional Approaches

Education has undergone tremendous changes to accommodate the students and society. The article presents a comparative analysis of traditional and modern ways of teaching, their merits and demerits towards effective pedagogical practice. Traditional ways of teaching are

teacher-centered with emphasis on lectures, memorization, and multiple-choice testing, where the progress of the students can be easily monitored but may contribute to passive learning and may not be appropriate for various learning needs. Contemporary pedagogy, however, is student-centered, promotes team work, collaboration, and use of technology, which enhances collaboration and critical thinking but can inadequately convey essential content and is dependent on technology. Using both methods could be an equalized learning process.

2.7. Challenges and Obstacles

In-service training programs often overlook the integration of game-based pedagogy, leaving teachers without adequate time, resources, or institutional support (Klopfer et al., 2009, pp. 18–19). The most frequently observed challenges are:

➤ Curriculum

- Teachers' inability to decide how a specific game would be included in the curriculum.
- Inability to include playing of the game in the daily time frame, generally through 45-minute courses.

➤ Game Related

- Difficulty by teachers in obtaining accuracy and appropriateness of game material.
- Irrelevant or distracting game material from the curriculum, which could not be cut.

Attitudes

- Having a hard time persuading other school education stakeholders of the value of the value of the game in the classroom.

Teacher Support:

- Lack of enough time for teachers to learn the game and decide on best practices with it.

- Lack of proper training and support for effective use of games in the classroom.

Assessment

- Standard tests are not typically suited to game-based learning, so new models and methods have to be developed.

As previously mentioned, due to the popularity of games and the fact that there is potential for learning here, so much more work has to be conducted in an effort to develop the nature, influence, approach and outcomes of this form of teaching (Groff, Howells, & Cranmer, 2010,p.20)

2.7.1. Pointsification, Risk of Superficial Motivation

Gamification became popular in the 2010s, and it was soon adopted by teaching professionals as a tool to bring the motivational power of games into an educational setting. The quick adoption of gamification, however, leads to misapplying the idea, in the way that employing points and rewards will be enough. Gamification in education requires comprehensive planning and game-thinking to the design of the learning space. The simple addition of badges and points is thus an abuse of the gamification concept, which has been criticized as pointsification. This abuse has ambiguity and inconsistent results because research carried out through pointsification is still commonly described as gamification ,pointsification can therefore be seen as a distinct concept whose only focus is in the use of points and rewards aimed at motivating students, while gamification may involve a general game-thinking approach. (Sailer, Hense, Mayr, and Mandl, 2017, pp. 371–380)

2.7.2. Technological and Institutional Barriers

Every account of education games' potential has inventoried the barriers to creating and deploying them. This narrative began with children's computer software in the eighties and nineties. Schools were then, as they are today, wary of accepting new things and are, wary of

accepting new things and did not have room to make space for new technology to flourish. Unstable markets risked investment in learning games, and understanding successful patterns of play for learning was murky. Making successful games is still tricky. However, we have knowledge and experience that hold out the potential for innovative learning games. It is important to understand the barriers so they can be dismantled through concerted effort by funders, developers, schools, parents, and kids. Some, but not all, of the barriers are:

Curriculum Specifications

Schools have been hesitant to end textbook use or buy education technologies that aren't well matched to state standards or those that haven't been demonstrated to be effective. This has caused curriculum standards to "lock in" the curriculum with no potential for new adoption.

Attitudes

Parents' and teachers' negative attitudes towards video games are based on inadequate media coverage of the quality of games.

Logistics

Educators struggle to fit game play into school schedules. Computers are too controlled at some schools for games to be a part of the curriculum. Mobile games are thwarted because mobile devices and phones generally are not allowed.

In-Service Teacher Support

There are hardly any teachers who are familiar with games in the classroom, and in-service programs don't take this factor into consideration. Teachers lack incentive, time, or assistance to try to make this occur.

Assessment

While games can make higher-order skills teaching easy, these are typically outside the scope of the standardized tests. New models of assessment need to be created such that games fit within the performance-based culture of schools.

Evidence

Despite progress, insufficient studies exist to conclude that educational games are effective. Attitudes and barriers will thus take time to change.

Uses of Games

Models showing how games can be used within different curricular experiences are needed since few models currently exist.

Limited Perspective

People will generally have a narrow view of the variety of games that exist, casting narrow expectations of the potential that games have for engaging students.

Social and Cultural frameworks

Social and cultural conceptions of learning and play are currently making it challenging to introduce education games. Social and cultural beliefs shift slowly and may be the biggest barrier for educational games (Klopfer, Osterweil, and Salen, 2009, pp.18-19)

2.8. Future Directions and Research Gaps

Although the results of gamification research are overwhelmingly positive, some researchers are cautious due to the prevalence of uncontrolled groups, researcher bias, poor measurements, and short exposure times. Future studies should address limitations in prior

gamification research, including short exposure periods, measurement biases, and small sample sizes (Egenfeldt-Nielsen, 2006, pp. 184–213). As much as games are popular for learning, their nature, effects, strategies, and implications are worth examining. School leaders are adopting more game-based learning, with an awareness of its possibilities for learning. They are creating new developments in schools and making existing developments effective and fun. Some are tracking closely effects on things like Brain Training and writing. They are also considering how to better inform parents and involve them at events. Leaders are also considering staff training and obtaining staff and student input on directions going forward. (Egenfeldt-Nielsen, 2006, p. 184-213)

Conclusion

Finally, this chapter also provides an overview of gamification and game-based learning in relation with learning English as Foreign Language (FL). According to our research, we highlighted aspects of gamification, the need for implementing it in the classroom, and its effectiveness in learning vocabulary. In the course of the gamification strategy study, we concentrated on the teacher, as much as gamification application is involved in teaching EFL. Furthermore, it identifies demotivating factors for students and illustrates the connection of learning, motivation, and academic success. In addition, Gamification is shown to foster motivation and class participation, stressing the need for many aspects like entertainment and fun in learning English. Lastly, this chapter aimed to demonstrate the theories of gamification enumerating their impact in motivation, interest, and learning abilities, without omitting raising the issue of gamification in the Algerian educational system.

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Chapter Three: Field of Investigation

Introduction

The earlier chapters highlighted the theoretical aspect of the current research work. This chapter presents the empirical component of the study. It outlines the research methodology, describes the data collection tools, and presents an analysis of the findings.

This chapter focuses on determining the effectiveness of gamification technique to increase middle school pupils' motivation particularly Foreign Language Learning. The purpose of carrying out this research is not merely to identify the positive factor of game learning, in order to study its relationship with the academic achievement of the students, but also to broaden the scope of game-based pedagogy at middle school, with reference to a mixed-method design which is followed in the research. This chapter is discussing the validity of the gamification approach among foreign language performance at Boukhili Abdel Madjid middle school in Guelma. Hence, the objective of this study is to determine teachers' and learners' perceptions concerning the impact of using games in learning English and proving the benefits of gamification in education as higher than an entertainment material.

3.1. Research Methodology

3.1.1. Research Design

This study employed a mixed-method design, combining qualitative interviews and quantitative questionnaires to investigate the effects of gamification on learners' motivation.

It is regarded as a suitable methodology for investigating the gathered research data and gives our study the instruments needed to measure the impact and effect of the independent variable. The researcher can obtain additional information and learn about other people's

knowledge of the study material by using the first data collection tool, which is an interview prepared for English language teachers and a questionnaire created for the pupils that serves as the second data collection instrument.

3.1.2. Tools of Data Collection

Two distinct instruments were employed: a semi-structured teacher interview and a structured pupil questionnaire. These tools were designed to elicit data on participants' perceptions and behaviors related to gamification and to enhance response reliability. It is important to note that instruments for gathering, measuring, and analyzing data on the topic are known as data collection tools. First, qualitative data is used to inform the questions that will be asked of the English language teachers at Boukhili Abdel Madjid Middle School in Guelma, and to collect the opinions and information of teachers that will be helpful in moving forward with the process to see how they perceive the use of gamification to enhance vocabulary learning in EFL instruction. The development of this research will be made possible by the teachers' reflections. Second, a questionnaire is used to collect quantitative data from the same third-year middle school students. This is done in order to confirm the validity of the research hypothesis and to find out how motivated and involved the learners are during the implementation of the gamified process, as well as how they responded more.

3.1.3 Population of the Study

The purpose of this study is to test the hypothesis among middle school learners and teachers. Since the researcher is unable to study the entire population, it is important to select a suitable sample, which is also known as a sample that should contain an appropriate number of respondents. As a result, the representative informants must be appropriately selected by the researcher based on certain qualities and characteristics that they must have, i.e., in accordance with the research design. "In statistics and quantitative research methodology, a

sample is a set of individuals or objects collected or selected from a statistical population by a defined procedure," as stated by Peck Roxy et al. (2008, p. 8).

Boukhili Abdel Madjid Middle School is the model middle school in accordance with this definition. Thirty third-year learners for the 2024–2025 academic year and three teachers of English language made up the study's population. Third-year pupils were selected because their course contains a large number of vocabulary words that we are concerned about. In contrast to other levels, we considered their cognitive and English language proficiency, which aids in their comprehension and performance of the gamified tasks. Additionally, participants were chosen for this study based on their willingness, ability, and availability. Participants were assured that their responses would be used for scientific purposes and that their participation would remain private and confidential. Their involvement made it possible for us to gain interesting information and explore deeper into the conclusions.

3.2. Pupils' Questionnaire

The questionnaire is frequently used to collect participant responses for statistical analysis. According to Gault (1907), it is a tool used to collect feedback from respondents. He defines it as follows: "is a research tool consisting of a set of questions (or other forms of prompt) to elicit information from respondents" (p.14). In this instance, the second method used was quantitative data collected in the classroom through a questionnaire. The research problem hypothesis will either be accepted or rejected by the quantitative technique since it converts data into quantifiable figures that can be measured using descriptive analysis.

3.2.1. Sample

The questionnaire is designed to gather data from third year middle school learners at Boukhili Abdel Madjid middle school in Guelma. The sample is composed of 30 pupils aged between 13 to 15 years old. The target population was selected on purpose because they are referred to as juniors that is, they are supposed to have benefited from learning English from games-that is, they are aware of the impact of using games while learning English.

3.2.2. Description of Pupils' Questionnaire

Ten (10) close-ended questions about general knowledge and opinions on the use of gamification in teaching English as a foreign language are presented in Appendix B. Each question offers a set of predefined answers, such as "Yes/No" or multiple-choice options, making it easy and quick for pupils to complete.

3.2.3. Data Analysis and Interpretation

The analysis relied on a mathematical formula in which the participants represent 100% (30 participants), and software is required to compute the numbers and percentages of the frequency for the purpose of presenting the results. The number of 100% possible answers is multiplied, and the result is then divided by the number of participants. In this study, thirty third-year pupils at Boukhili Abdel Madjid Middle School in Guelma, are given a questionnaire. Since there are 12 male and 18 female participants, all between the ages of 13 and 15 years, the numbers of male and female students cannot be compared, as shown in the table below:

Table 01:

Pupils' Gender

Gender	Students number	percentage
Males	12	40%
Females	18	60%
Total	30	100%

The answers given by the respondents are categorized according to the questions and the results were as follows:

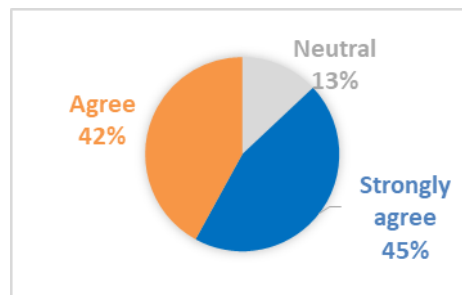
➤ **Motivation**

The purpose of questions 1 and 2 is to ascertain whether gamification increases pupils' participation in the lecture and motivates them to learn more about the subject. The following are the results:

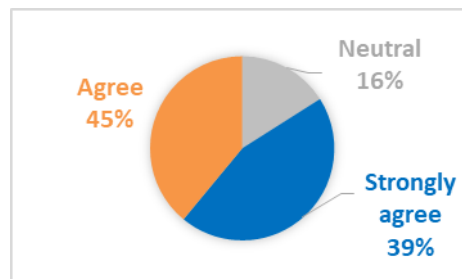
The majority of learners (42 percent agree, 45 percent strongly agree) think that they are even more engaged when teachers use gamification in the classroom. At the same time, gamification prompts them to learn more following a wrong response. Aside from that, gamification of knowledge repetition enhance pupils' ability to retain lessons for extended periods of time and motivates them to actively engage in group activities (39% strongly agree and 45% agree in question 2). As a result, pupils learn more efficiently and the quality of instruction increases.

Figure 1:

Question 1: Gamification makes me interested in the lesson.

**Figure 2:**

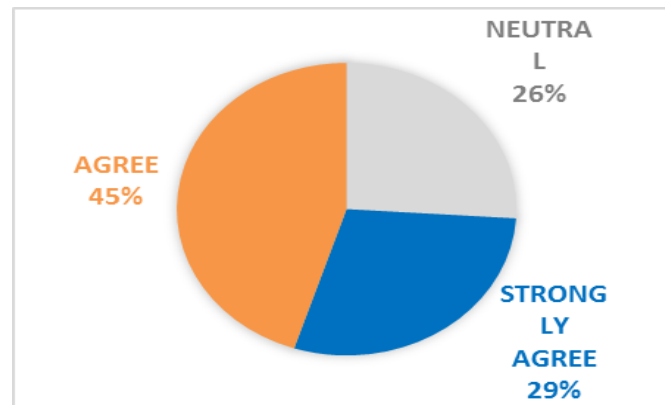
Question 2: Gamification motivates me to seek more knowledge about the lesson.



The third question aims to ascertain how interested pupils are in competition. According to the results, the majority of learners (45%) desire to outscore their peers by earning the highest grade. The pupils use their critical thinking and problem-solving abilities to solve the problems in the best way possible during this process. This suggests that learners are prepared to demonstrate their academic prowess through suitable gaming pastimes.

Figure 3:

Question 3: Gamification makes me want to win challenges with my classmates.



➤ **Attitude**

Pupils are asked to rate their confidence in gamification and whether they enjoy it in questions 4, 5, and 6 of the questionnaires. According to the majority of learners (56%) who responde to questions 5 and 6, gamification increases their confidence in the classroom. This highlights that playing educational games in groups can help pupils develop their teamwork skills in addition to helping them memorize the material. It helps learners feel less anxious when they are solving problems on their own and when they are giving a presentation in class.

Figure 4:

Question 4: I like lessons that include gamification.

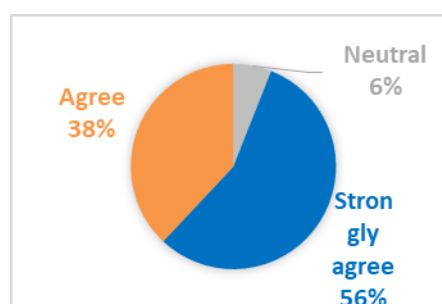
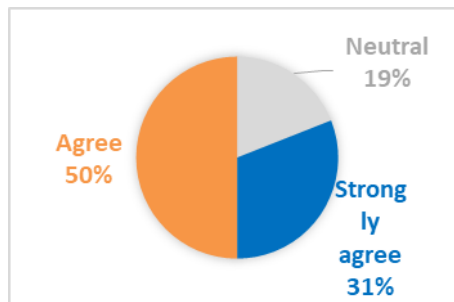
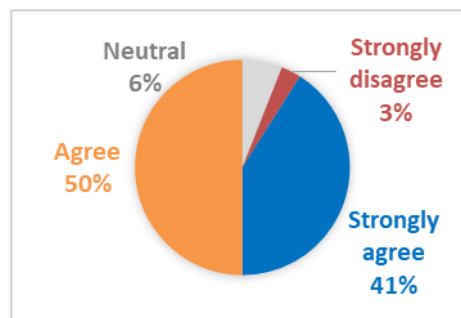


Figure 5:

Question 5: Gamification makes me feel confident.

**Figure 6:**

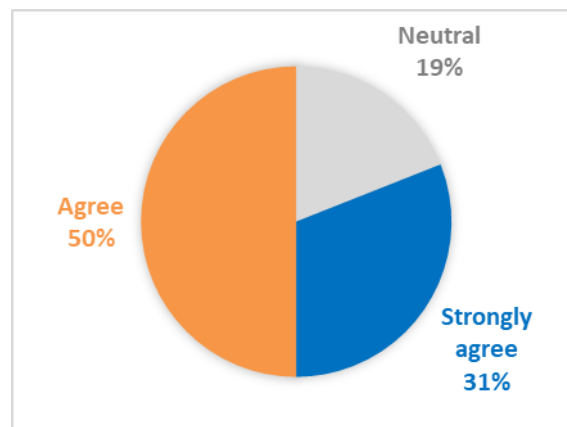
Question 6: Gamification makes me participate in group work.



After completing the challenge, the seventh question in the questionnaire sought to determine whether pupils think gamification is helpful for their learning. 31% of the learners strongly agreed and 50% of the pupils agreed that gamification gives them immediate feedback without requiring a lot of work. After that, learners can address their own ignorance outside of the classroom.

Figure 7:

Question 7: Gamification gives me instant feedback.

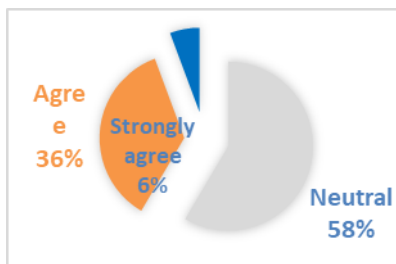


➤ **Classroom atmosphere**

The questionnaire's eighth question enquires as to whether or not all of the learners are eager to take part in gamification activities. 73% of the pupils are excited about gamification, and the majority (47%) strongly agreed. Activities with technical elements attract a lot of attention because learners in the twenty-first century are members of Generation Z, a generation that loves technology.

Figure 8:

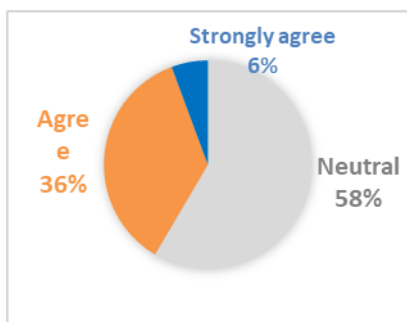
Question 8: Gamification makes all pupils want to participate.



The ninth question in the questionnaire asks if gamification makes learning more fun in the class room. 41% of pupils say they are excited about gamification, and the majority (47%) strongly agreed. Gamification gives learners the opportunity to be entertained in a secure environment in addition to helping them to reinforce their knowledge.

Figure 9:

Question 9: Gamification brings joy to the classroom.

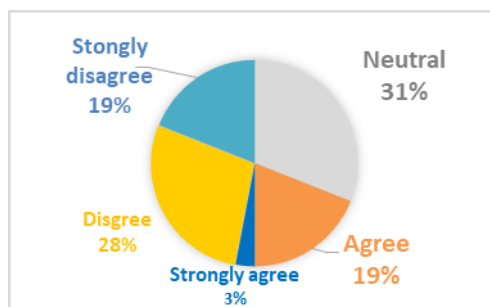


The purpose of Question 10 in the questionnaire is to determine whether gamification's game-based appeal is causing disruptions in the classroom. The following are the results of the pupils, 31% give a neutral response, while 19% agree and strongly disagree. This implies

that in addition to the advantages of gamification, teachers will inevitably run into problems with classroom management, especially in settings with a high learner population.

Figure 10:

Question 10: Gamification makes the classroom out of control.



3.2.3.1. Analysis of the Results and Findings from Pupils' Questionnaire

The results indicate that pupils at Boukhili Abdel Madjid Middle School have positive and favorable opinions of teachers who use gamification in the classroom. Because it encourages learners to participate in the learning process and delve deeper into the lesson content, gamification has numerous positive effects on the educational process. Due to these considerations, the study suggests that curriculum designers and teachers incorporate this pedagogical approach into the English curriculum, and that teachers be prepared to do so.

Gamification, however, has the potential to cause disruptions in the classroom environment. It should be noted that in order to carry out these activities in the classroom without interfering with other pupils' classes, the teachers will need to exercise caution when it comes to classroom management. Finally, there are certain restrictions on this study. The study only includes a moderate number of participants to gather data in percentages for each question. Therefore, more research on the subject of gamification is required, along with

additional participants and alternative approaches, to fully determine whether gamification is beneficial to the majority of pupils.

3.2.3.2. Summary of Results and Findings from Pupils' Questionnaire

The researcher can measure the pupils' motivation before and after using the game-based activities with the help of the second tool, which is a quantifiable instrument that depends on the use of a questionnaire. The study concludes that middle school pupils' motivation, engagement, and EFL classroom interaction are impacted by gamification as learning and teaching process. The results recommend using games as a contemporary method to address learners' lack of motivation and disinterest. Ultimately, the findings are defended, discussed, and explained to conclude the study on the value of the gamification technique and its effectiveness with EFL pupils.

3.3. Teachers' Interview

3.3.1. Sample

According to Gillham (2000), an interview is “a conversation typically between two, but it is a conversation in which one person—the interviewer—is asking questions for a specific purpose of the other person—the interviewee” (p. 1). The primary aim of interviewing teachers is to collect data based on their practical experience with gamification, focusing on its methods, implementation, and effectiveness as a teaching and learning strategy. The goal is to evaluate its impact on pupil motivation in learning English as a Foreign Language.

The interviews are conducted at Boukhili Abdel Madjid Middle School and involved three English as a Foreign Language (EFL) teachers with varying levels of professional experience.

The first teacher has 7 years of teaching experience, the second has 5 years, and the third has 23 years. Each interview is audio-recorded by the researcher and guided by ten open-ended questions, which are included in Appendix A. All responses are collected anonymously to ensure confidentiality.

3.3.2. Description of the Teachers' Interview

Between April 17th and April 27th, 2025, a series of interviews are conducted at Boukhili Abdel Madjid Middle School in Guelma. The interviews take place in the teachers' room, where each teacher is interviewed individually in a relaxed and friendly atmosphere that ensure their anonymity. The interview consists of ten open-ended questions and lasted between 30 to 60 minutes, depending on each participant's level of engagement and the depth of their responses. Despite the teachers' demanding schedules, face-to-face interviews are prioritized to capture not only verbal responses but also non-verbal cues such as body language, which contribute to a more comprehensive understanding of their perspectives.

3.3.3. Data Analysis and Interpretation

After collecting, organizing, and analyzing the necessary data, the findings will be interpreted to uncover underlying facts and potentially enrich existing knowledge with new insights. The first method employed is the qualitative analysis of data obtained from open-ended interview questions. This approach aims to explore the teachers' attitudes, beliefs, and experiences in depth, thereby offering a comprehensive understanding of the topic under investigation. Given the nature of qualitative data, exploratory analysis is deemed the most suitable technique, as it allows for the synthesis and interpretation of information through both descriptive summaries and visual representations, supported by appropriate software tools.

3.3.3.1. Analysis of Results and Findings from Teachers' Interview

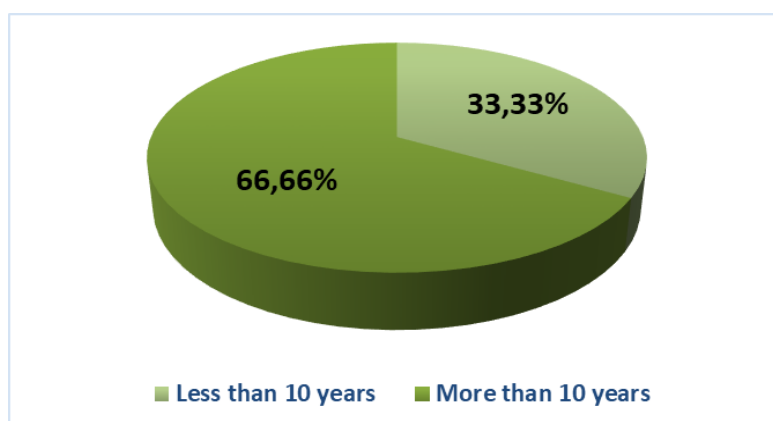
Since we need to establish certain findings, this section discusses the analysis of the qualitative data from the interview that is used in the research study. When conducting this interview, teachers' responses are analyzed thematically to identify recurring perceptions regarding gamification's pedagogical impact. Ten open-ended questions about how to enhance gamification in the learning process have been answered by instructors. The results are as follows:

Question one: How many years have you been teaching English in middle schools, and can you briefly outline your teaching experience in the field?

Actually, this question is divided into two parts, and hence it has two goals. As far as, the first part is concerned, the aim behind it is to find out the period being taught by each teacher. According to the results, the teachers have different teaching careers and occupations, as shown in the following figure:

Figure 11:

Instructors' Teaching Experience



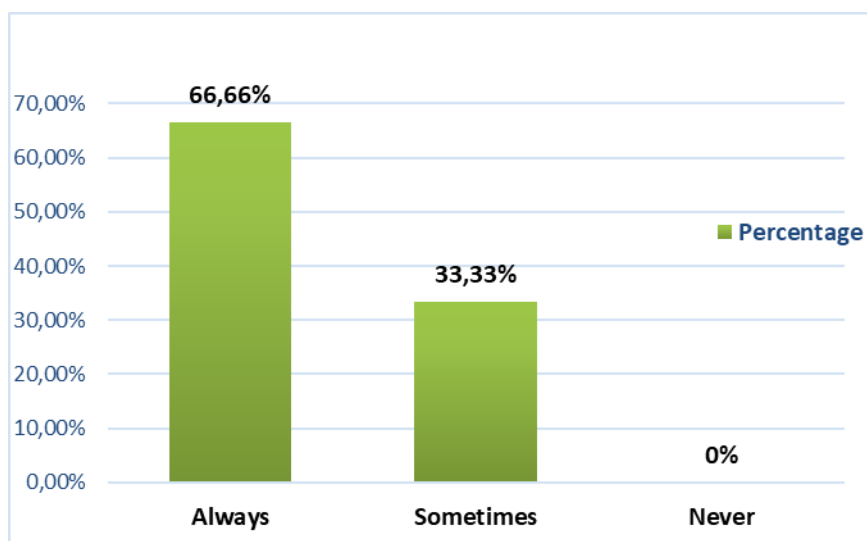
Due to their varying teaching experience, which range from five (05) to twenty-three (23) years, the results indicate that the instructors who are interviewed can be divided into two (02) categories. Teachers with less than ten (10) years of teaching experience are in the first group, which includes two (02) instructors with seven (07), five (05), and a rate of 66.66%. The second category, with a percentage of 33.33%, is for instructor with more than ten (10) years of teaching experience and twenty-three (23) years of teaching experience. Figure 11 demonstrates that most instructors have prior EFL teaching experience.

Question Two: Have you ever attempted to use gamification elements or tools in your English teaching? If so, please provide examples of how have you done this?

The question is asked to determine the interest level of the teachers in incorporating gamification features in their English language teaching. Most of the teachers interviewed confirmed that they are using gamification tools continuously. According to the responses, every teacher who is interviewed incorporates elements of gamification into their teaching methodology. Due to their enjoyment, two (02) teachers have always used games in their classes (66.66%), while one (01) teacher uses games in her class occasionally (33.33%). Because they think that their pupils are more engaged when playing games, most gamification collaborations are based on instructional styles. For example, most use gamification tools like Word-Bricks, crossword puzzles, word searches, flashcards, and reorganize words or sentences. However, another teacher occasionally employs games due to time constraints or apprehension about making every learner participates. The following figure describes the rate of using gamification:

Figure 12:

The Rate of Implementing Games



Question Three: If you have used gamification in your teaching, what have you observed or found in terms of pupils' language learning and retention?

The purpose behind raising this question is to understand the different perceptions of teachers regarding the gamification and the advantages of gamification in their vocabulary learning process. The teachers testified that they observed game aspects having a positive effect on learners' vocabulary acquisition and retention.

According to the interviewees' responses, the three (03) teachers have noticed the same thing and also think that gamification makes learning more effective and interactive, this is because games have a more positive and significant impact on learners' enthusiasm for the English language. All educators are of the view that gamification inspires and motivates pupils because it creates an engaging and meaningful learning environment. According to one teacher, gamification helps pupils develop their critical thinking and problem-solving abilities so they can fully comprehend the material and learn in a comfortable environment. They

interact, collaborate and learn new vocabulary and memorize them. It makes learners remember the words in a more real way. Gamification seems to be an extremely effective tool for boosting pupils' learning and memorization.

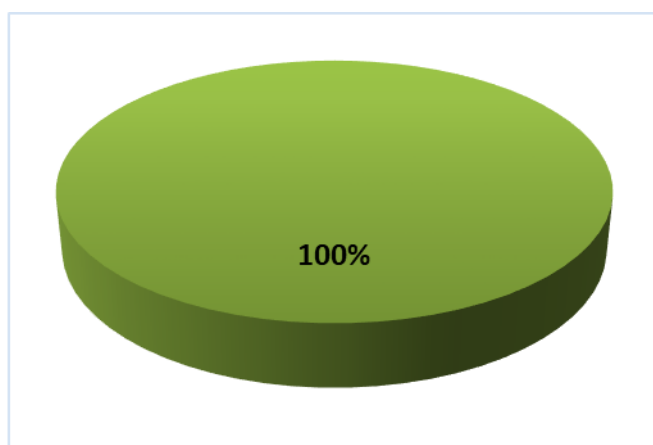
Question four: Do you believe that the use of gamification in education as a method of enhancing EFL learners' can be utilized to improve language learning outcomes and have a positive impact on pupils' interest and engagement?

This question is raised to explore the different perspectives of the teachers as they integrate gamification in their teaching and the impact it has on learners' outcomes, interest and motivation.

According to the information obtained from the teachers who are interviewed, gamification is a successful strategy for improving EFL pupils. Three (3) educators agree that gamification improves learners' motivation, engagement, and performance, which helps them become more adept at solving problems and learn in an engaging and dynamic environment.

Figure 13:

The Effectiveness of Gamification



Learning is made fun and interesting through games, and that might inspire pupils to keep learning English words enthusiastically. By turning practice of EL into a game, the pupils will be motivated to take part actively, rewarded, learn and know the words better.

Question Five: What have been the challenges that you have faced in the application of gamification?

The purpose behind asking this question is to find out about the challenges that the teachers may encounter while teaching English words. So, the solutions for the problems can be determined. All the teachers interviewed clarified that it is hard for their pupils to spell and pronounce the words.

The answers to this question demonstrate that every English teacher deals with a variety of problems that can make vocabulary lessons difficult. The first problem that the three (03) teachers encountered is incorrect word pronunciation and spelling. This implies that the comprehension of words may be impacted by this issue. Lack of vocabulary is a major contributor to the second problem that two teachers out of three (2/3) face. How can pupils practice and acquire vocabulary knowledge if they don't have enough of it? The third difficulty is that one out of three teachers' learners suffers from a fear of making mistakes, which is caused by a fear of being judged. The second challenge, is that the context isn't always appropriate for vocabulary learning. Two out of three (2/3) were also concerned about this; they may have trouble using the right words in sentences. Learners' unfamiliarity with the sociocultural system is the third and last obstacle. Only one out of three (1/3) instructors' students face this difficulty.

Question Six: Do you have access to resources to implement gamification?

The intention to ask this question is to understand the types and the way how teachers use gamification for teaching English in classrooms. The fact that all three educators use websites to accomplish gamification, suggest that there are plenty of resources available. Competitive games, team quests, avatar creation, and virtual rewards that showcase diversity and inventiveness are examples of gamification tactics. Using well-known and easily accessible websites is advised when using Word wall, Class craft, and Kahoot. Even shy pupils are encouraged to participate actively when avatars and badges are used. Grammar, speaking, and comprehension are all integrated into the activities in a fun and encouraging manner. A variety of gamification tools are available to the interviewed teachers, who are making good use of them to aid in English language acquisition. Their methods are having a beneficial effect on students' engagement, motivation, and skill development.

Table 02:

Integration of Teachers' Use of Gamification Tools

Interviewee	Gamification Tools used	Activities Implemented	Skills Targeted	Impact/Outcome
A	Wordwall	Vocabulary games (match-up, quizzes) team challenges	Grammar Vocabulary	Enhances vocabulary Reinforce grammar through competition
B	Classcraft	Language Quest with avatars Grammar/speaking missions, digital badges	Grammar speaking	Encourages participation, even from shy students, levels up avatars
C	Kahoot Reading Treasure Map	Reading and grammar quizzes, story-based Reward system	Reading, comprehension grammar	Makes revision fun; motivates with reward and map progression

Question Seven: Do you use the whole session or a part of it to implement gamification?

The three interviewees represent a range of gamification strategies and educational policies. All of the interviewees agree that using games is beneficial, and they do so for both pedagogical and pragmatic reasons (time, class, size, personal convenience).

All of the interviewees stress keeping game time brief, despite variations in frequency and length, indicating that they wish to strike a balance between having fun and keeping their attention in class. Their experience shows that although games can facilitate learning, their use is challenging due to things like large class sizes and background noise. Teachers can use

games more frequently and more successfully if they have better classroom conditions or receive professional development.

Question Eight: From your experience, what are your suggestions regarding the incorporation of gamification in EFL teaching?

This interrogation aims to explore some ideas for improving the teaching process in order to create a productive learning environment and make teaching English easier.

According to the question's results, EFL teachers offer some recommendations for the effective application of gamification. Furthermore, three (03) of the teachers recommend the same thing: choosing the right game element to prevent boredom in the learning process, to facilitate interaction between the teacher and the pupils, and, lastly, to prevent issues. To increase learner engagement and raise awareness of their culture, one-third (1/3) of teachers included the option to incorporate local culture into a game tool. According to the same teacher, "give clear instruction" results in a good lesson plan that takes into account the objectives, a thorough understanding of the game tool, and a well-organized course to prevent confusion.

Question Nine: Is gamification suitable for all of the students in your class? .

Do they all pay attention when you apply learning games?

Regarding the use of games in education, interviewees' perspectives differ. According to interviewee 1, not all pupils enjoy learning through educational games. Because they are too serious and don't incorporate games as a learning tool, some excellent learners believe that games are a waste of time. However, interviewee 2 demonstrates that the majority of pupils find games enjoyable and pay attention when they are used in the classroom. Even

uncooperative or unruly learners participate and pick up rules quickly. According to Interviewee 3, gamification is beneficial for all learners, including those who lack motivation.

Playing games during class, especially as a warm-up, makes pupils happier and more engaged. Overall, the responses indicate that most learners benefit from gamification because it makes learning enjoyable, interesting, and appropriate for a variety of learner types, even though some pupils are not big fans of games.

Question Ten: What are the teaching strategies/methods you are employing in your classroom?

Each teacher has a unique method for teaching the lesson that is being observed in order to help the pupils improve their vocabulary. The majority of language teachers' support game-based learning, and two (02) of them use it as their main teaching strategy because they find that it is the most effective way to increase learner participation. They use flashcards and other game elements. One of them, however, is pointing out that he also employs the communicative approach to help the pupils develop their communication skills.

3.3.3.2. Summary of the Results and Findings from Teachers' Interview

The interview serves as an example of the first qualitative tool used in this study, which helped gather information that the researcher needed to understand the teachers' experiences and perspectives on using games as a teaching tool. According to the first tool, the use of games is a result of the learners' engagement, communication, and enthusiasm for English. It also suggests that gamified environments will increase learners' motivation by encouraging even introverted and weaker pupils to interact with the language content. While teachers reported increased engagement through gamification, they also identified challenges in

classroom management, particularly in large or mixed-ability groups. These dual outcomes require nuanced integration strategies.

Moreover, teachers must be aware of the various learning styles of their pupils in order to meet their needs and achieve the intended maximum goals in a successful teaching-learning process. Nonetheless, in order to place the learners in comfortable settings where they feel appreciated and motivated throughout their learning process, they should be treated with respect and care.

Conclusion

This chapter presents the analysis of the fieldwork for the study's research issue, which is the impact of gamification on middle school pupils' motivation and involvement in learning English as a Foreign Language. Given the nature and scope of the study, a mixed-method design was employed; teacher interviews and pupil questionnaires are the chosen data collection tools; both of these tools made the research process easier and are directed towards third-year pupils at Boukhili Abdel Madjid Middle School. According to the research, games are a creative way to supplement learners' lack of motivation and interest. The research concluded with a discussion, interpretation, and justification of the findings regarding the significance of the gamification technique and its impact on EFL pupils.

General Conclusion

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General Conclusion

Gamification is the appropriate method in learning and teaching process, which attracts extensive attention over the last few years, due to its complete potential in motivating learners and influencing the TEFL in general and vocabulary development as well. Furthermore, gamification with its diverse strategies like reward-based learning and role-playing strategies also demonstrate a tremendous potential in driving the pupils, the processes and improvement of cognitive and level of behavior. But most importantly, being aware of how to implement and integrate the elements of the game into EFL learning is most crucial to success in attaining the expected learning results, as a fruit of competition and reward.

The present study attempts to identify the impact of gamification use on vocabulary retention in third year EFL middle school pupils' learning, and their motivation, engagement, and performance. It leads to use of two data gathering tools in the case study, an interview for Boukhili Abdel Madjid middle school teachers, and a questionnaire for third year learners of the said middle school. The final outcomes confirmed different hypotheses. Firstly, both pupils and instructors emphasized the beneficial effect of using gamification. Second, gamification is established to enhance learners' motivation. Third, gamification's features have a positive impact on EFL pupils' vocabulary learning ability. The research findings show the significant role of gamification in teaching English. The participants often indicate that they are more engaged, motivated, and are learning of effective and enjoyable learning experience due to competition. The application of gamification not only had a beneficial impact on attendance but improved the learning environment by creating a more dynamic and interesting environment.

1. Pedagogical Implications

Students using diverse methods and activities can enhance English learning, with motivation and clear study goals playing crucial roles. These goals encourage unremitting effort and goal achievement. Below are some of the preferable suggestions that may help future researchers:

1.2. To the Pupils

- ✓ Pupils set right goal in English learning, put forward that the clear goal of study and the stage assists students in achieving their goals, improving their standards, and recognizing the value of English learning, fostering a strong interest in the subject.
- ✓ Pupils develop self-confidence by asking questions, identifying problems, and solving them. They also engage in group activities, such as English classroom activities, to enhance their learning experience and promote divergent thinking.
- ✓ Pupils' strong interest in learning English is crucial for effective English learning. Developing good study methods and habits, as well as mastering spoken English, autonomous learning, and good writing habits, ensures the best effect and efficient learning.

1.2. To the Teachers

- ✓ Teachers play a crucial role in English learning, fostering a positive student-teacher relationship and promoting active participation. They should focus on knowledge, understanding its purpose, and highlighting its value. Teachers should also help students understand the importance of English and its potential for future success. Their goal is to enhance the charm and temptation of learning English.

- ✓ To effectively teach students, teachers should use diverse activities, apply new techniques like multimedia and e-learning, and create a harmonious classroom atmosphere. Cooperative activities and a positive class climate are essential for the success of the student-centered method.
- ✓ To stimulate English learning, teachers should provide communicative opportunities, high expectations, and appropriate rewards. Combining listening, speaking, reading, and writing activities is effective, as it keeps students motivated and successful.

2. Limitations

While gamification can enhance learners' motivation in English Language Learning, its impact has some limitations. Not all students respond positively to game-based elements, some may view them as a distraction from serious learning. Over-reliance on rewards can lead to extrinsic rather than intrinsic motivation, where students participate only for points or prizes. Additionally, poorly designed games may fail to align with learning objectives, reducing their educational value. Teachers may also face challenges such as lack of resources, time constraints, or limited training in using gamification effectively. Therefore, its success depends on careful planning, balance, and the specific context of the classroom.

3. Recommendations

Some recommendations from the current research study could aid or decrease middle school students' lack of engagement and motivation. Below are some of the preferable suggestions that may help future researchers:

- Middle school English language teachers must be aware of the challenges their students face when learning the language and use a variety of instructional resources to help them along the way.

- Middle school English language teachers must be aware of the challenges their students face when learning the language and use a variety of instructional resources to help them along the way.
- Because the focus of the test is on students' comprehension rather than formality, teachers use educational games to prepare their students' exams.
- Teachers can think more creatively and students pay more attention when gamification is used as a teaching-learning strategy.
- A significant strategy that improves interaction, collaboration, and engagement between students and between teachers is the use of educational games in response to classroom exercises.
- To improve their language proficiency and performance, students must understand the value of learning English and maintain their motivation and involvement in class.
- Students must work hard both inside and outside of FL classrooms by setting aside specific time for reading, writing, or watching English-language films and videos. This attitude improves their focus on the TL and keeps them motivated and interested.
- In order to give teachers enough time to employ game-based activities, English syllabus designers must create specific sessions solely for answering activities, to see how gamification actually improves students' learning because games can be used to teach all facets of language (vocabulary, grammar, spelling, etc). In addition to making it mandatory for all English classes to use games.

- Educational institutions must refrain from creating overcrowded English classrooms because doing so will limit the use of gamification and make it ineffective unless the classes are small.
- Teaching resources, particularly for FL classrooms, should be made available to middle schools so they can use a variety of game-based activities.
- Parents should not ignore their children or try to convince them that learning English is not important; instead, they should boost their motivation and assist them as much as possible.
- Even if parents encourage their children with supportive expressions that demonstrate the students' aptitude and capacity for learning, their role is still significant.

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Appendix A

Pupils' Questionnaire

The following questions ask you about your thoughts on the usage of gamification in classrooms. Please respond as honestly as possible by selecting the category that best expresses your attitude to each statement listed.

Name:

Age:.....

Class:.....

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.Gamification makes me interested in the lesson					
2.Gamification motivates me to seek more knowledge about the lesson					
3.Gamification makes me want to win challenges with my classmates					
4.I like lessons that include gamification					
5.Gamification makes me feel confident					
6.Gamification makes me participate in group work					

7.Gamification gives me instant feedback					
8.Gamification makes all pupils want to participate					
9.Gamification brings joy to the classroom					
10.Gamification makes classroom out of control.					

Appendix B

Teachers' Interview

Dear Sir/Madam, this interview aims to gather information concerning your attitudes and behaviors towards the use of gamification in EFL classrooms and its relationship with learners' motivation. It will be a great help for this research if you answer the following questions.

Question one: How many years have you been teaching English in middle schools, and can you briefly outline your teaching experience in the field?

Question Two: examples of how have you done this?

Question Three: If you have used Have you ever attempted to use gamification elements or tools in your English teaching? If so, please provide gamification in your teaching, what have you observed or found in terms of pupils' language learning and retention?

Question four: Do you believe that the use of gamification in education as a method of enhancing EFL learners' can be utilized to improve language learning outcomes and have a positive impact on pupils' interest and engagement?

Question Five: What have been the challenges that you have faced in the application of gamification?

Question Six: Do you have access to resources to implement gamification?

Question Seven: Do you use the whole session or a half of it to apply gamification?

Question Eight: From your experience, what are your suggestions regarding the incorporation of gamification in EFL teaching?

Question Nine: Is gamification suitable for all of the students in your class? Do they all pay attention when you apply learning games?

Question Ten: What are the teaching strategies/methods you are employing in your classroom?

Appendix C

Transcription of Teachers' Interview

Teacher 1:

Q1. I have been teaching for seven years. Each learner has his/her learning style, pupils have to be dealt with in a good manner and encouraged to present their efforts and if there is a desire by the teachers to achieve their goals they need to be patient to overcome the different obstacles which can occur. In my opinion, there is no hindrance when you want to achieve something.

Q2. I use games on a regular basis in my teaching practice, and one of them is "word-Bricks", which is a technique principal's idea words on both sides of small paper cut in the shape of a brick. Word bricks games are typically conducted in groups and each group will need a flat surface to work since they will be moving their word bricks around to create sentences.

Q3. I have observed that Gamification works perfectly with pupils. However, it memorizes the provided vocabulary.

Q4. Gamification has a positive impact on learners' acquisition and performance, especially for teenage learners at middle school. It is related to the learners' interests and requirements.

Q5. The challenge is that the setting is sometimes not suitable to understand the use of words

Q6. I used the platform word wall to create interactive vocabulary games like match-ups and quizzes. As a teachers I love the competition, and it helps in reinforcing new words in a playful way. I also have a team challenges where they get points for correct grammar use in writing exercises.

Q7. Depending on the kind of the lesson, yes. I instruct each class three times a week; occasionally, I use a game in every session or just one (one game per week). I only participate in ten to fifteen minutes of the session.

Q8. For its strong impacts on learning, I do recommend an establishment of a general context to choose the most suitable game elements and tools, supplying teachers in middle schools with the necessary resources to improve instruction.

Q9. No, not every one of them. The good pupils, for instance, are very serious and dislike playing games even though they are a part of their lessons. They told me, "Madam, you waste time". However, some pupils like playing games and think they are entertaining; occasionally, they are unaware that the game is teaching a lesson, but they do find games useful. They would always ask, "Madam, is there a game today?" when I go to the classroom. Even noisy or weak learners will play and engage with others without realizing it; they focus and understand the rules of the game with ease.

Q10. The most popular strategies I used in my classroom were using cards, data shows, and speeches to simplify the lesson for my learners. I also occasionally used games like crosswords and hangman to get the lesson started.

Teacher 2:

Q1. I have an experience of five years in the field of teaching. Teachers have to create and innovate interesting lesson plans to structure their lessons.

Q2. Actually, I use game mechanics such as points, level systems that are designed to keep students engaged and motivated and for game Dynamics, I keep my pupils motivated by using narratives and stories.

Q3. I have found that gamification improves critical thinking, problem-solving and the creative skills of pupils.

Q4. Gamification increases learners' interest and improves language learning outcomes. Thus, gamification is definitely a great method to make foreign language learning funnier and more efficient.

Q5. The pupils fear of making errors and do not practice. Moreover, they don't know the sociocultural system of communication.

Q6. I create a "language Quest" where learners go on weekly grammar and speaking missions. They earn digital badges through class crafts and their avatars level up as they complete tasks. It has encouraged even the shy pupils to participate more in class discussions.

Q7. I like to use games, but there are some external factors that don't permit me to use them as timing, full classroom which cause noise, distraction and stress for me, actually I can't work in an environment that is surrounded by noise. I used to use them just as warm-up (at the beginning of the lesson), not in every session (every now and then). No, I could not take more than 10 minutes.

Q8. Including elements of Algerian culture in the games, so that they are relevant and interesting to the pupils. Then, provide concise instructions, explain the rules and objectives of the games to the learners to understand how to play and what they are mandated to accomplish.

Q9. Indeed, gamification worked for every pupil. When I say, "You will play a game", they all pay attention, ask how we will play, and even ask for more games because they believe

that games have nothing to do with their lessons (especially first-year students). They are happy and cooperative with me.

Q10. The number of pupils and their level affect my teaching strategy and approach. Before beginning the explanation, I usually use the board, flashcards, and, in rare cases, music to warm them up. Although it takes a lot of time and is insufficient, I do prefer using data shows.

Teacher 03:

Q1. I have been a teacher for twenty three years in this academic career. Teachers should help, motivate and convey knowledge to pupils to make education convenient for them.

Q2. I used to engage and motivate learners through the use of crossword puzzles, word searches, vocabulary flashcards, sentences or word matching and reordering.

Q3. I have noticed that gamification improves pupils' knowledge and proficiency in English language and there are some wonderful results.

Q4. The implementation of gamification as a method of promoting EFL learners' can be incredibly useful to pupils' enthusiasm and engagement.

Q5. In the implementation of gamification, it is hard for pupils to spell and pronounce the words.

Q6. I use Kahoot to practice reading comprehension and grammar topics before tests. It turns revision into a fun, quick -paced game. .I also created a "reading treasure map"-each book or story they read unlocks a new section of the map and rewards them.

Q7. When I first started my career, I didn't use games, but now I do. It lasts for roughly 30 minutes once a week.

Q8. Balancing group tasks and independent work for generating team spirit among the pupils. EFL instructors are able to successfully utilize gamification in the context of Algerian middle school.

Q9. Yes, I believe that the gamification approach works well for all kinds of pupils and their preferences because both motivated and unmotivated learners find it entertaining.

Q10. The most common teaching strategies I employ in my classroom are the classic ones, like explaining the material with examples and dictation, as well as a few easy games like crosswords. However, if there is enough time at the end of the class to make sure the pupils understood the lesson, I primarily explain the lesson on the board with a brief exercise.

Résumé

Cette étude examine comment l'intégration de la gamification, c'est-à-dire l'utilisation d'éléments ludiques issus des jeux comme les points, badges, classements ou défis, influence la motivation des élèves de troisième année du cycle moyen dans l'apprentissage de l'anglais langue étrangère. L'objectif principal est de vérifier si ces techniques peuvent améliorer l'engagement des élèves, leur participation active en classe, et leur attitude positive envers la langue anglaise. Pour cela, une méthode mixte a été utilisée, combinant des questionnaires distribués aux élèves et des observations en classe afin d'évaluer leur comportement et leurs impressions. Les résultats obtenus montrent que la majorité des élèves se sentent plus motivés et plus intéressés lorsqu'ils apprennent à travers des activités gamifiées. Ils trouvent les leçons plus amusantes et moins stressantes, ce qui favorise leur confiance en eux et leur envie de participer. Cependant, l'étude note aussi que la gamification doit être bien pensée et adaptée au contexte pédagogique pour éviter des effets négatifs comme la compétition excessive ou la perte de concentration. En conclusion, la gamification apparaît comme une stratégie pédagogique efficace pour stimuler la motivation des élèves dans l'apprentissage de l'anglais, à condition d'être utilisée de manière équilibrée et adaptée aux besoins des apprenants.

ملخص

يتناول هذا البحث دراسة كيفية تأثير توظيف أسلوب التلعيب، أي استخدام عناصر مستوحاة من الألعاب مثل النقاط، الشارات، قوائم الترتيب، والتحديات، على دافعية تلاميذ السنة الثالثة متوسط في تعلم اللغة الإنجليزية كلغة أجنبية.

يتمثل الهدف الأساسي من الدراسة في معرفة ما إذا كانت هذه الأساليب قادرة على رفع مستوى مشاركة التلاميذ في الدروس، وزيادة تفاعلهم، وتحفيز نظرتهم الإيجابية نحو تعلم اللغة الإنجليزية. اعتمدت الدراسة على منهج مختلط يجمع بين الاستبيانات الموجهة للتلاميذ والملاحظة داخل الأقسام الدراسية لرصد سلوكهم وآرائهم حول التلعيب.

أظهرت النتائج أن أغلب التلاميذ يشعرون بحماس ودافعية أكبر عند تعلمهم عبر الأنشطة الممزوجة بأسلوب اللعب، حيث يعتبرون الدروس أكثر متعة وأقل توتراً، مما يعزز ثقتهم بأنفسهم ورغبتهم في المشاركة. ومع ذلك، أشارت الدراسة إلى ضرورة توظيف التلعيب بشكل مدروس ومناسب للسياق التعليمي حتى لا يؤدي إلى آثار سلبية كالمنافسة المفرطة أو تشتت الانتباه. وفي الختام، يُعتبر أسلوب التلعيب أداة تعليمية فعالة لتحفيز دافعية التلاميذ نحو تعلم اللغة الإنجليزية، شريطة استخدامه بطريقة متوازنة ومتلائمة مع حاجات المتعلمين.

Summary

This study examines how the integration of gamification—that is, the use of playful elements borrowed from games such as points, badges, leaderboards, or challenges—affects the motivation of third-year middle school students in learning English as a foreign language. The main objective is to determine whether these techniques can enhance students' engagement, active participation in class, and positive attitude toward the English language. To this end, a mixed-method approach was used, combining questionnaires distributed to students and classroom observations to assess their behavior and impressions. The results show that the majority of students feel more motivated and more interested when learning through gamified activities. They find the lessons more enjoyable and less stressful, which boosts their self-confidence and willingness to participate. However, the study also notes that gamification needs to be carefully designed and adapted to the educational context to avoid negative effects such as excessive competition or loss of focus. In conclusion, gamification appears to be an effective pedagogical strategy to stimulate student motivation in learning English, provided it is used in a balanced way and tailored to learners' needs.