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Gamification in the EFL Classroom: Enhancing Motivation and Vocabulary Acquisition – A Case Study of Second-Year Students at Dr. MoulayTahar University of Saida"

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master level in Didactics

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II/- Dedication

To my beloved parents, for their endless love, sacrifices, and unwavering support throughout my life. To my dear grandparents and aunts, for their guidance, encouragement, and kindness. To my beautiful sisters, for their love, understanding, and constant presence by my side. Finally, to my dear friends, Fouad, Mohamed, and Marouane, with whom I shared unforgettable moments and wonderful memories. Thank you all for your support, encouragement, and belief in me. I dedicate this work to all of you with sincere gratitude and appreciation.

III/- Acknowledgements

My thanks go to my supervisor Dr.ALIRABAHNouria for her help in completing thisresearch work.I would also like to thank the members of the jury who have given their time to read and evaluate this humblework.Likewise, I am deeply indebted to my teachers who have done great efforts during the academic years thanks indeed.Last but not least, I would like to express my regards and blessings to all of those who provided me with support during the completion of this research work.

V/- Abstract:

This study aimed to investigate the effect of using the learning-by-play strategy in teaching English on the development of critical thinking skills among first-grade students. The study adopted a quasi-experimental design. A sample of 50 students was selected through simple random sampling and divided into two groups: an experimental group consisting of 25 students and a control group consisting of 25 students. To achieve the objectives of the study, a critical thinking skills test was developed and administered to both groups. The results revealed a statistically significant difference between the mean scores of the experimental group, which was taught using the learning-by-play strategy, and the control group, which was taught through traditional methods, in favor of the experimental group. These findings indicate that the learning-by-play strategy contributes positively to the development of students' critical thinking skills. Furthermore, this study examines the effect of gamification on motivation and vocabulary acquisition among EFL learners. Adopting a quasi-experimental design, two groups of second-year university students were selected: an experimental group exposed to gamified learning and a control group taught through traditional methods. Data were collected using vocabulary tests and motivation questionnaires.

The findings revealed that students exposed to gamification demonstrated higher levels of motivation and significantly improved vocabulary acquisition compared to those in the control group. The study highlights the pedagogical value of gamification in enhancing students' engagement, interaction, and learning outcomes. It concludes with recommendations for integrating game-based strategies into EFL teaching in order to create more effective, interactive, and motivating learning environments.

Keywords:

First-grade students; critical thinking; students' engagement; learning by play; motivation; gamification; EFL learners; game-based strategies (GBS); vocabulary acquisition; motivation questionnaire.

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IV/- List of Abbreviations and Acronyms

CALL: Computer assisted language learning.

EFL: English as foreign language.

IBID: A latin term used in citations, it means:In the same place.

ICT: Information and Communication Technology.

VI/- Research Questions :

Gamification in English language learning has attracted increasing attention due to its potential to enhance learners' motivation, engagement, and academic achievement. By incorporating game-like elements such as points, badges, rewards, and leaderboards into educational activities, gamification creates an interactive and stimulating learning environment that may improve students' language skills and learning experiences. Therefore, this study aims to investigate the effectiveness of gamification in the EFL classroom by addressing the following research questions:

1. To what extent does gamification enhance students' motivation in learning English as a Foreign Language (EFL)?
2. How does gamification affect students' vocabulary acquisition and overall language proficiency?
3. What are learners' attitudes and perceptions toward the use of gamification in the EFL classroom?
4. Which gamification elements (e.g., points, badges, rewards, and competition) are most effective in improving students' learning outcomes?
5. What challenges may arise from the implementation of gamification in EFL teaching, such as over-competition, classroom management issues, or technological limitations?

VII/- Research Hypotheses:

Based on the research questions, the following hypotheses are formulated:

- H1: The use of gamification in EFL classrooms significantly enhances students' motivation to learn English as a Foreign Language.
- H2: Students who participate in gamified learning activities achieve higher levels of vocabulary acquisition and overall language proficiency than students who are taught through traditional instructional methods.
- H3: EFL learners demonstrate positive attitudes and perceptions toward the integration of gamification in the language learning process.
- H4: Gamification elements, including points, badges, rewards, and competition, have a positive impact on students' learning outcomes and academic performance.
- H5: Despite its educational benefits, the implementation of gamification in EFL teaching may encounter challenges related to excessive competition, classroom management, and technological limitations.

VIII/- List of Abbreviation

FL: Foreign Language

FLL: Foreign Language Learning

FLT: Foreign Language Teaching

SL/L2: Second Language

TL: Target Language

EL: English Language

FT: Foreign Teacher

TEFL: Teaching 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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X/- Research Problem :

Recent educational reports in Algeria have revealed a noticeable decline in students' academic performance, particularly in English language learning. This decline is often associated with low levels of motivation and limited engagement in classroom activities. Traditional teaching methods may not sufficiently stimulate learners' interest or support effective language acquisition. Therefore, this study investigates whether gamification can serve as an alternative pedagogical approach to enhance students' motivation, improve vocabulary acquisition, and promote sustained understanding. A review of the results of national assessments conducted by the Ministry of National Education and the Ministry of Higher Education and Scientific Research in Algeria during recent academic years, particularly in English language learning, indicates weaknesses in students' achievement levels and critical thinking skills across different educational stages. Based on these findings, attention has been directed toward exploring innovative teaching methods and instructional strategies that can help address these challenges. Researchers argue that gamification strategies can increase learners' engagement, facilitate information retention, and foster deeper and more sustained understanding, especially in language learning contexts.

Key words :Weakness,decline in achievement, critical thinking, sustained understanding.

X.1/- Hypothesis :The hypothesis points out whether educational games are important for EFL vocabulary acquisition,by providing fresh ideas,making learning enjoyable,andmotivating.It enhances the students' achievement, develops their skills,encourages interactions and participations,and it helps them to acquire the EFL learning during enjoyments.Gamification has a positive effect on EFL learning by increasing students' motivation,enhancing vocabulary acquisition, and encouraging active participation.Students exposed to gamified learning are expected to perform better than those taught using traditional methods.

X.2/- Research Methodology and Design :

This study adopts a quasi-experimental design involving two groups:

1. Experimental group: taught using gamification strategies.
2. Control group: taught using traditional methods.
3. So,both groups will be evaluated through pre-tests and post-tests to measure progress in vocabulary acquisition and motivation levels.

XI/- Data Collection Tools :

1. Vocabulary tests (pre-test and post-test)
2. Motivation questionnaire
3. Classroom observation
4. Population and Sample
5. The study targets second-year EFL students at Dr. Moulay Tahar University of Saida.
6. Sample size: 50 students
7. Experimental group: 25 students
8. Control group: 25 students
9. Structure of the Dissertation
10. General Introduction.

XII/-Methodology :

Modern trends in the Algerian Ministry of Education and Higher Education aim to develop teachers professionally to improve the educational process, raise student achievement levels, attract them to school, and increase their motivation to learn. This requires teachers to fundamentally change their traditional teaching methods and adopt modern teaching strategies that foster students' cognitive development and help cultivate their thinking skills and values, enabling them to become independent learners and researchers rather than passive recipients of information.

The diversity of teaching methods and strategies is crucial in selecting the appropriate approach for each subject matter and has a significant impact on student learning, knowledge acquisition, and academic achievement. First grade students differ in their developmental characteristics from those prevalent at other educational levels and require more stimulating and engaging methods should stimulate their developmental characteristics, abilities, interests, and attitudes. These methods should stimulate their motivation to learn, be more successful in equipping them with research, inquiry, thinking skills, and ultimately improve their academic performance. Also, critical thinking, is a type of thinking that has attracted the attention of many researchers and educators, has been defined in various given ways. Their respective interests, a review of the literature and educational studies in this field reveals a multiplicity of concepts that clarify the nature of critical thinking. It is an evaluative process that uses the rules of logical reasoning in dealing with variables.

General Introduction

Gamification is an approach that adapts game elements to learning concepts, including the use of games in education to motivate students' achievements. This study aims to determine the effect of using educational games on learners' acquisition of certain language skills, the modern trends in the Algerian schools seek to develop both of teachers professionally and learners' motivation to improve the educational process. It raises the level of achievement among students, attracts them to school, and increases their motivation towards learning. Also, this process requires teachers to radically change the usual teaching strategies that develop students cognitively and help develop their thinking skills and different values. Motivation is widely recognized as a central factor in successful language learning. For learners of English as a Foreign Language (EFL), motivation determines the effort, persistence, and engagement they demonstrate throughout the learning process. In the context of Master's level studies, understanding the dynamics of motivation allows educators and learners to design strategies that maximize language acquisition and communicative competence. It is not a singular concept; it encompasses cognitive, emotional, and social dimensions, making it a complex and multifaceted construct in second language acquisition (SLA). 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

General Introduction

and its effectiveness in enhancing students' activity in EFL classrooms and enhancing their academic achievements.

Chapter I: Literature Review on Motivation and Engagement in EFL Classroom.

I/- Introduction:

Motivation is widely recognized as a central factor in successful language learning. For learners of English as a Foreign Language (EFL), motivation determines the effort, persistence, and engagement they demonstrate throughout the learning process. In the context of Master's level studies, understanding the dynamics of motivation allows educators and learners to design strategies that maximize language acquisition and communicative competence. It is not a singular concept; it encompasses cognitive, emotional, and social dimensions, making it a complex and multifaceted construct in second language acquisition (SLA). 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 students' 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 students' 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.

A.B. Theoretical Background :

Researchers have long emphasized the role of motivation in SLA. Gardner and Lambert(1972) introduced the distinction between integrative motivation, where learners aim to integrate into a language community, and instrumental motivation, where learners focus on practical benefits such as career advancement. Later, Dörnyei (1994, 2001)

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expanded the concept with his L2 Motivational Self System, which highlights the learner's ideal self, ought-to self, and the learning environment as crucial determinants of motivation.

A /-II.Motivation :

I.1. Definition of Motivation :

Motivation is a psychological force that explains why individuals engage in particular actions. It is considered by the driving force behind human behavior and refers to the process of providing reasons that encourage someone to act. By the way, motivation has been defined in various ways by researchers and scholars. According to Harmer (2001), motivation is “some kind of internal drive that encourages somebody to pursue a course of action.” Similarly, Brown (1987) defines motivation as “an inner drive, impulse, emotion, or desire that moves one to a particular action.”

Keller (1983) states that 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.” In the context of second language learning, Kissau (2006) conceptualizes motivation as the extent to which individuals make efforts to learn a language because they genuinely desire to do so.

Because motivation is closely related to individuals' needs, personalities, and behaviors, it is a complex concept that is difficult to define precisely. It is often used to explain why people choose certain actions to satisfy their desires and achieve their goals. Furthermore, motivation is not a fixed characteristic; rather, it changes over time and is influenced by various internal and external factors. As Bankier and Wright (2012) argue, motivation is “a dynamic quality which changes over time.”

According to Ryan and Deci (2000), “to be motivated is to be moved to do something.” They further explain that a person who lacks the inspiration or desire to act is considered unmotivated, whereas a person who is energized and driven toward achieving a goal is considered motivated. In other words, motivated individuals experience enthusiasm and commitment toward goal achievement, while unmotivated individuals lack these feelings and are less likely to engage actively in learning tasks.

In educational settings, motivation plays a crucial role in enhancing students' engagement and academic success. One effective way of increasing motivation is through the use of games and gamified learning activities. Games provide learners with a series of achievable challenges accompanied by appropriate support and constructive feedback. They encourage productive

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failure, allowing students to learn from mistakes without fear of negative consequences. Moreover, games promote autonomy, exploration, and active participation while fostering a sense of belonging and social connection among learners. These characteristics make gamification a valuable instructional strategy for increasing motivation and improving learning outcomes.

1.2 Types of Motivation :

Motivation is the desire to act in pursuit of a goal. During the teaching and learning process, learners may behave differently according to their individual characteristics, needs, and interests. These behaviors can be classified into various categories of motivation. According to Su and Cheng (2015), individuals can be categorized into four different types of motivation. Motivation plays a central role in the language learning process, as it directly influences learners' engagement, persistence, and success in acquiring new skills. In the field of Second Language Acquisition (SLA), researchers have identified various types of motivation that drive learners to study a foreign language, each with distinct characteristics and implications for teaching practices. Understanding these types is essential for educators who aim to design effective instructional strategies. Among these strategies, gamification has gained increasing attention as an approach that can enhance learners' motivation and improve learning outcomes. Therefore, the concept of motivation can be divided as follows:

2.1 Intrinsic Motivation :

Intrinsic motivation refers to engaging in an activity for its inherent satisfaction rather than for separable external outcomes. When individuals are intrinsically motivated, they are driven to act for the enjoyment, interest, or challenge that the activity itself provides, rather than for external rewards, pressures, or obligations.

In the context of language learning, intrinsic motivation refers to the internal drive that leads learners to engage in learning activities for their own sake. Learners who are intrinsically motivated study a language because they find the process enjoyable, stimulating, or personally meaningful. For instance, a student may be motivated to improve their English proficiency because they enjoy reading novels, watching films, or exploring different cultures. Intrinsic motivation is closely associated with curiosity, self-determination, and the desire for mastery. Consequently, intrinsically motivated learners are more likely to participate in authentic

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communication, invest time in practice, and persist in overcoming learning difficulties, which ultimately leads to deeper learning and higher levels of competence.

Deci and Ryan (1985) define intrinsic motivation as “motivation to do an activity because that activity is enjoyable and satisfying in itself.” From their perspective, intrinsic motivation emerges when learners’ natural curiosity and interest drive their learning process. This type of motivation is more likely to develop in learning environments that provide meaningful challenges, stimulating activities, and opportunities for autonomy and self-determination (Deci & Ryan, 1985).

In other words, intrinsic motivation is the tendency to engage in activities that are personally rewarding and enjoyable. It reflects the human inclination to learn and explore for its own sake rather than for external consequences. For example, a student may be intrinsically motivated to read because it satisfies their curiosity about the world and provides a sense of relaxation and personal fulfillment.

2.2 Extrinsic Motivation:

Extrinsic motivation refers to engaging in an activity in order to achieve an external goal, receive rewards, gain approval, avoid punishment, or obtain a specific outcome such as praise, grades, or payment. In educational contexts, learners who are extrinsically motivated are driven by external factors such as academic results, job opportunities, parental expectations, or teacher recognition.

In the field of language learning, extrinsic motivation describes behavior that is influenced by external incentives rather than inherent enjoyment of the learning activity. Learners who are extrinsically motivated engage in language learning to achieve tangible outcomes rather than for personal satisfaction. In an EFL context, such motivators may include obtaining a certificate, receiving positive feedback from teachers, or improving academic and career prospects.

According to Deci and Ryan (1994), extrinsic motivation refers to “behavior that the individual performs to receive external rewards such as good grades, praise from teachers, or to avoid punishment.” This means that learners complete tasks in order to achieve specific external goals or to comply with academic requirements. In other words, students are extrinsically motivated when their behavior is driven by external pressures or benefits rather than intrinsic enjoyment.

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While extrinsic motivation can be effective in encouraging learners to complete tasks and follow instructions, research suggests that relying solely on external rewards may result in superficial learning and reduced long-term engagement once the rewards are removed.

For example, a student may study for a test in order to obtain a high grade, or behave appropriately in class to avoid punishment or negative consequences. In such cases, learners do not necessarily engage in the activity because they find it enjoyable, but rather because they expect a reward or wish to avoid an undesirable outcome.

2.3 Intrinsic Motivation VS Extrinsic Motivation :

Intrinsic motivation comes from within the individual, meaning that a person engages in an activity because they find it enjoyable, interesting, or personally satisfying. In contrast, extrinsic motivation comes from external rewards such as money, praise, grades, or recognition, and it can be useful for encouraging learners to complete tasks they may not naturally enjoy.

However, offering too many external rewards may reduce learners' interest in activities they already enjoy, a phenomenon known as the overjustification effect. Therefore, a balance between intrinsic and extrinsic motivation is important in educational settings.

The following section explains the differences between intrinsic and extrinsic motivation based on their characteristics in English language learning:

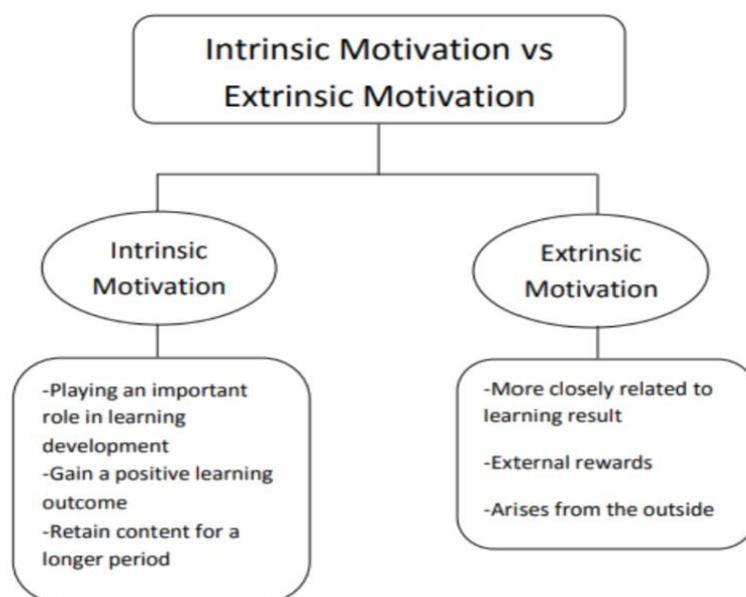


Figure 1: Types of Motivation in Learning

2.4 Integrative Motivation :

Integrative motivation refers to the desire to learn a language in order to connect with and integrate into the culture of its speakers. It involves learners' interest in the people, culture, and social practices associated with the target language, as well as their willingness to become part of the language community. As proposed by Gardner and Lambert, integrative motivation reflects learners' aim to identify with English-speaking cultures and communities. Similarly, Gardner and Lambert (2003) define integrative motivation as a willingness to identify, at least partially, with another language community, emphasizing that positive attitudes toward the target language community are a key component of this type of motivation.

For example, integrative motivated learners may be influenced by significant others, such as friends or family members, who speak the target language, or they may be motivated by a genuine interest in communicating with members of the language community and understanding their culture.

2.5 Instrumental Motivation :

Instrumental motivation refers to a practical or pragmatic reason for learning a language. It is goal-oriented and utilitarian in nature, focusing on the functional benefits of language learning rather than cultural integration or personal interest. Learners who are instrumentally motivated study a language in order to achieve specific objectives such as passing exams, obtaining scholarships, meeting job requirements, or improving career prospects. In the Algerian EFL context, instrumental motivation is particularly common, as many students aim to succeed in national examinations or secure opportunities in higher education and future professional careers. While instrumental motivation can encourage sustained effort and persistence, it does not always lead to deep engagement or a long-term interest in language learning unless it is supported by other forms of motivation. Gardner (1985) defines instrumental motivation as learning a language for utilitarian purposes such as career advancement or educational achievement. It refers to learning a language because of its perceived usefulness for the learner. Similarly, Atef and Munir (2009) describe instrumental motivation as learning a language for functional purposes rather than for enjoyment, in contrast to integrative motivation, which involves identifying with or integrating into the target language community.

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For example, instrumental motivation may include passing a language proficiency requirement, obtaining a financial reward such as a salary increase for language competence, or gaining better chances of admission to competitive academic programs such as medical school.

2.6 Instrumental vs Integrative motivation :

Instrumental motivation refers to learners' interest in studying a language for practical purposes, such as obtaining qualifications, improving academic performance, or enhancing career prospects. In contrast, integrative motivation refers to learners' desire to learn a language in order to communicate confidently and effectively with the target language community and to integrate into its cultural and social context.

The following section presents the conceptual framework of this research, focusing on the relationship between integrative and instrumental motivation in English language learning.

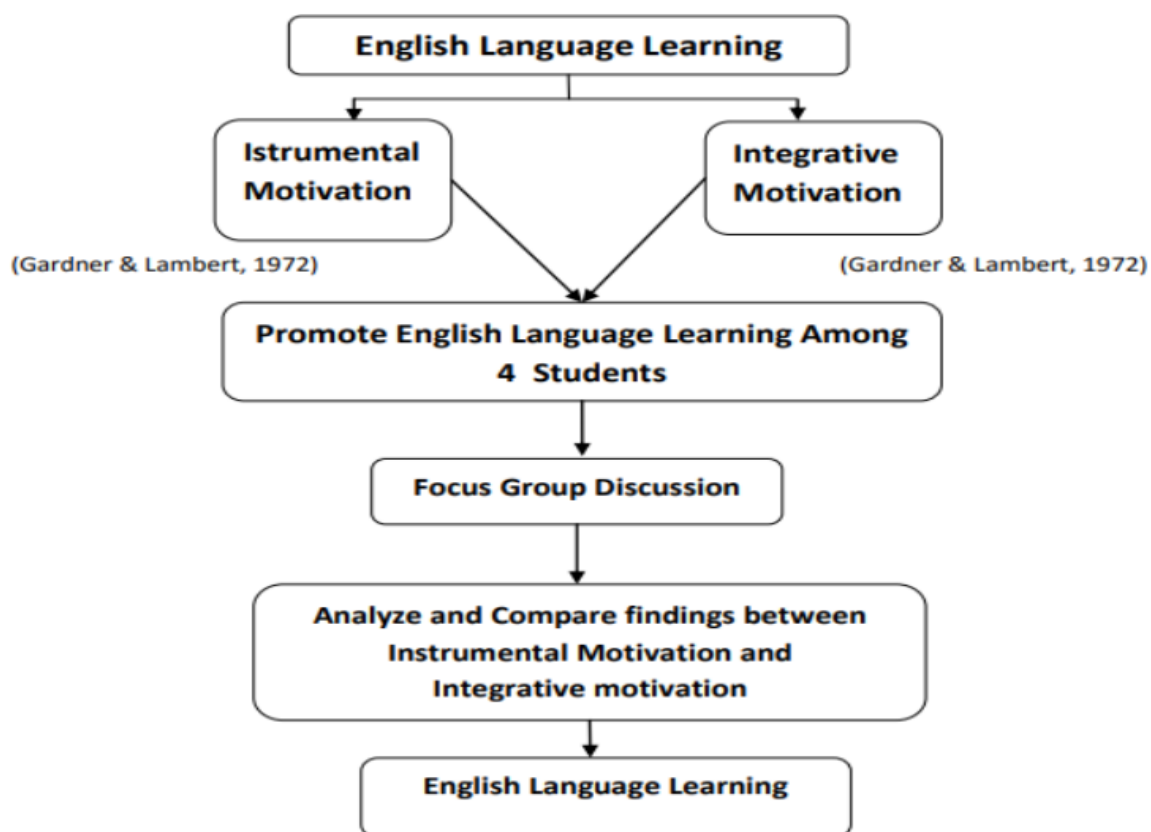


Figure 2: Conceptual Framework of Integrative and Instrumental Motivation in EFL learning

B/- Discussing types of motivation :

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Motivation plays a central role in the process of language learning, as it directly influences learners' engagement, persistence, and success in acquiring new skills. In the field of second language acquisition (SLA), researchers have identified various types of motivation that drive learners to study a foreign language, each with unique characteristics and implications for teaching practices. Understanding these types is crucial for educators seeking to design effective instructional strategies, such as gamification, which can enhance learners' motivation and learning outcomes.

B.1 Intrinsic Motivation : refers to the internal drive to engage in a learning activity for its own sake, rather than for some external reward. Learners who are intrinsically motivated study a language because they find the process enjoyable, stimulating, or personally meaningful. For example, a student may be motivated to improve their English skills because they enjoy reading novels, watching movies, or exploring new cultures. Intrinsic motivation is closely associated with curiosity, self-determination, and a desire for mastery. In language learning, intrinsically motivated students are more likely to engage in authentic communication, invest time in practice, and persist in the face of challenges, ultimately leading to deeper learning and higher levels of competence.

Additionally, it tends to lead to sustained engagement, creativity, and self-directed learning, whereas extrinsic motivation can provide immediate incentives but may result in short-term or compliance-based behavior. Effective teaching strategies often seek to balance these two types by providing meaningful, enjoyable activities that cultivate intrinsic interest while also offering extrinsic rewards to reinforce progress and achievement. For example, gamification in the EFL classroom can blend these approaches by making learning tasks fun and interactive (enhancing intrinsic motivation) while incorporating points, badges, or leaderboards (providing extrinsic reinforcement). By understanding and leveraging these different types of motivation, teachers can create a learning environment that encourages persistence, enhances language acquisition, and fosters positive attitudes toward learning.

B.2 Extrinsic Motivation : on the other hand, is driven by external factors or incentives, such as grades, rewards, recognition, or social approval. Learners motivated extrinsically engage in language learning to achieve a tangible outcome rather than for the inherent enjoyment of the activity. In an EFL context, extrinsic motivators may include earning a certificate, receiving praise from a teacher, or being able to secure better academic or career opportunities. While extrinsic motivation can be effective in encouraging learners to complete tasks and

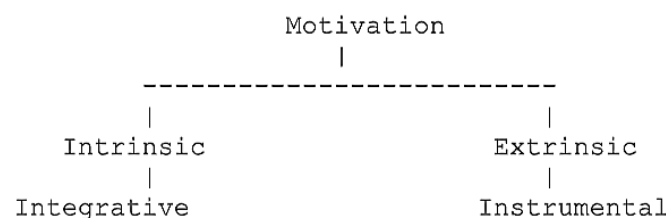
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following instructions, research has shown that relying solely on external rewards may lead to superficial learning and reduce long-term engagement if the incentives are removed. In addition to intrinsic and extrinsic motivation, SLA research identifies Integrative Motivation as a key factor in language learning.

B.3 Integrative motivation :refers to the desire to learn a language in order to connect with the culture, community, or people associated with that language. For instance, a learner may study English to communicate effectively with native speakers, to understand literature or media in English, or to participate meaningfully in global cultural exchanges. Integrative motivation is often linked to higher levels of engagement and more positive attitudes toward the target language, as learners are motivated by genuine interest and the social and cultural value of language acquisition.

B.4 Instrumental Motivation :this type is goal-oriented and utilitarian, focusing on the practical benefits of learning a language rather than cultural integration or personal interest. Learners with instrumental motivation study a language to achieve specific objectives, such as passing exams, meeting job requirements, or advancing academically. In the Algerian EFL context. It is particularly prevalent, as students often aim to succeed in national exams or secure opportunities in higher education or professional careers. While instrumental motivation can drive consistent effort, it may not always foster deep engagement or a lifelong interest in language learning unless complemented by other motivational factors. The distinction between intrinsic and extrinsic motivation is particularly relevant for educators, as it influences instructional design and classroom practices.

This following diagram shows the types of Motivation in EFL learning:



3/- Motivation in Foreign Language Learning :

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Motivation plays a central role in the language learning process, as it directly influences learners' engagement, persistence, and success in acquiring new skills. In the field of Second Language Acquisition (SLA), researchers have identified various types of motivation that drive learners to study a foreign language, each with distinct characteristics and implications for teaching practices. Understanding these types is essential for educators who aim to design effective instructional strategies, such as gamification, which can enhance learners' motivation and improve learning outcomes.

7.1 Intrinsic Motivation: refers to the internal drive to engage in a learning activity for its own sake rather than for external rewards. Learners who are intrinsically motivated study a language because they find the process enjoyable, stimulating, or personally meaningful. For example, a student may be motivated to improve their English skills because they enjoy reading novels, watching films, or exploring new cultures. Intrinsic motivation is closely associated with curiosity, self-determination, and the desire for mastery. In language learning, intrinsically motivated students are more likely to engage in authentic communication, invest time in practice, and persist in the face of challenges, ultimately leading to deeper learning and higher levels of competence.

7.2 Extrinsic Motivation: on the other hand, is driven by external factors or incentives such as grades, rewards, recognition, or social approval. Learners motivated extrinsically engage in language learning in order to achieve tangible outcomes rather than for the inherent enjoyment of the activity. In an EFL context, extrinsic motivators may include earning a certificate, receiving praise from teachers, or securing better academic or career opportunities. While extrinsic motivation can be effective in encouraging learners to complete tasks and follow instructions, research suggests that relying solely on external rewards may lead to superficial learning and reduced long-term engagement if the incentives are removed.

In addition to intrinsic and extrinsic motivation, SLA research identifies *integrative motivation* as a key factor in language learning. Integrative motivation refers to the desire to learn a language in order to connect with the culture, community, and people associated with that language. For instance, a learner may study English to communicate effectively with native speakers, understand literature or media in English, or participate in global cultural exchanges. Integrative motivation is often linked to higher levels of engagement and more positive attitudes toward the target language, as learners are driven by genuine interest and cultural affiliation.

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7.3 Instrumental motivation:It is a goal-oriented and utilitarian, focusing on the practical benefits of learning a language rather than cultural integration or personal interest. Learners with instrumental motivation study a language to achieve specific objectives such as passing examinations, meeting job requirements, or advancing academically. In the Algerian EFL context, instrumental motivation is particularly prevalent, as students often aim to succeed in national examinations or secure opportunities in higher education and professional careers. While instrumental motivation can promote consistent effort, it may not always foster deep engagement or a lifelong interest in language learning unless it is supported by other motivational factors.

The distinction between intrinsic and extrinsic motivation is particularly important for educators, as it influences instructional design and classroom practices. Intrinsic motivation tends to promote sustained engagement, creativity, and self-directed learning, whereas extrinsic motivation provides immediate incentives but may lead to short-term or compliance-based behavior. Effective teaching strategies often aim to balance both types by providing meaningful and enjoyable activities that foster intrinsic interest while also using external rewards to reinforce progress and achievement. For example, gamification in the EFL classroom can combine these approaches by making learning tasks engaging and interactive (enhancing intrinsic motivation) while incorporating points, badges, or leaderboards (supporting extrinsic reinforcement). By understanding and applying these motivational frameworks, teachers can create a learning environment that enhances persistence, improves language acquisition, and fosters positive attitudes toward learning.

7.4 Integrative Motivation: Integrative motivation, as proposed by Gardner, reflects a desire to connect with the culture and community of the target language. Learners may seek meaningful communication with native speakers, participate in cultural activities or adopt aspects of the target language identity. Integrative motivation is particularly influential in developing communicative competence and cultural sensitivity.

The process of learning English can be challenging, particularly in relation to motivation, which determines learners' engagement, perseverance, and effort in achieving language proficiency. Motivation significantly influences various aspects of foreign language learning. Educators widely recognize that students enter the classroom with different levels of readiness for learning, a condition that is referred to as motivation.

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Motivation determines learners' willingness to participate in classroom activities, their persistence in overcoming learning difficulties, the time and effort they invest in improving their English, and ultimately their overall language proficiency. According to Dörnyei (1990, p. 9), instrumental motives are useful up to the junior school level; however, beyond this stage, learners need integrative motivation in order to achieve deeper and more meaningful language acquisition.

Although many educators and researchers acknowledge that the learning environment plays a significant role in shaping learners' engagement, it is also widely accepted that learning tasks are a key factor in enhancing motivation. Ultimately, motivation is a determining factor in the success or failure of any learning process.

3/- Role of motivation in learning English as a Foreign Language :

The significance of motivation in learning a foreign language has been emphasized by researchers on numerous occasions. According to Lennon (1993), it is "the single most significant factor affecting the ongoing development of oral proficiency." Furthermore, motivation has been described as the combination of effort and desire to achieve the goal of learning a language. Gardner (1985) also defined motivation as a necessary component in the process of learning a foreign language.

In addition, motivation plays an important role in the development of the four language skills—reading, writing, speaking, and listening—as it supports learners in acquiring vocabulary, grammar, and pronunciation. Therefore, a successful educational process requires strong learning motivation. Encouraging students to work hard and maintain their interest in the target language is essential, as it promotes deeper cognitive engagement, improves comprehension of learning materials, and enhances long-term retention. Since motivation is a central factor in foreign language learning, it should be noted that it is closely related to individuals' needs and desires; this is why learners feel the need to study a foreign language. Motivation significantly influences English language learning in several key areas:

3.1 Persistence and Effort

Motivation plays a crucial role in increasing learners' persistence and effort in the process of language acquisition. Highly motivated students are more likely to dedicate additional time to practicing English both inside and outside the classroom. They actively engage with authentic materials such as videos, articles, podcasts, and conversations with peers or native speakers. This

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continuous exposure allows them to reinforce their learning and gradually improve their language skills over time. Moreover, motivated learners tend to seek opportunities to communicate in English, which enhances their fluency and confidence. As a result, persistence driven by motivation leads to sustained learning and continuous improvement in language proficiency.

3.2 Cognitive Engagement

Motivation significantly enhances learners' cognitive engagement, which refers to the level of mental effort invested in the learning process. When students are motivated, they demonstrate greater attention, concentration, and willingness to understand complex language structures. This heightened cognitive involvement improves memory retention and facilitates deeper processing of new information, particularly vocabulary and grammar.

Furthermore, motivated learners are more likely to employ effective learning strategies such as problem-solving, critical thinking, and self-monitoring. Consequently, motivation contributes to more meaningful learning experiences and a better mastery of the English language.

3.3 Emotional Resilience

Another important impact of motivation is the development of emotional resilience among learners. Learning a foreign language can be challenging and often involves making mistakes, facing difficulties, and experiencing anxiety. However, motivated students are better equipped to cope with these challenges. They tend to view errors as part of the learning process rather than as failures, which helps reduce fear and frustration. In addition, motivation strengthens learners' confidence and encourages them to persist despite setbacks. This emotional stability enables them to maintain consistent progress even in demanding learning environments, ultimately leading to improved language performance.

3.4 Learning Outcomes

Motivation has a direct and positive impact on learners' academic achievement and overall learning outcomes. Numerous empirical studies have shown that students with higher levels of motivation tend to achieve better results across all language skills, including reading, writing, listening, and speaking. Motivated learners are more engaged, practice more frequently, and apply effective learning strategies, all of which contribute to improved performance.

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In addition, motivation supports long-term retention of knowledge and the ability to use the language in real-life communicative situations. Therefore, fostering motivation in the EFL classroom is essential for enhancing students' success and overall language proficiency.

In contrast, highly motivated learners often demonstrate greater confidence, persistence, and language awareness, which contribute to improved pronunciation and communicative competence. Self-efficacy also plays an important role in foreign language learning, as learners who believe in their ability to use the target language effectively are more likely to take responsibility for their mistakes and engage actively in learning tasks. Conversely, learners with low self-efficacy may struggle to progress, as they often feel overwhelmed by learning difficulties and external pressures.

3.5 Role of 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.

4/- Importance of motivation in Foreign Language Learning :

Since motivation is considered a factor that determines the amount of effort and attention invested in the learning 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 on any educational learning process, especially in learning a second language.” This emphasizes the idea that motivation is one of the most powerful forces that propels students to pursue higher education, persevere through a prolonged learning process, and attain proficiency. Furthermore, according to Dörnyei (2001), motivation is the most important factor influencing the process of learning a foreign language because it propels learners to accomplish their goals. “It has a very important role in determining success or failure in any learning situation,” as the majority of educators and researchers concur.

D.1 Practical Implications for Master's Students:

For Master's students specializing in EFL, applying motivational strategies can enhance both teaching and learning:

1.2 Goal Setting: Defining short-term and long-term objectives strengthens learners' ideal selves and directs their efforts.

2.2 Autonomy Support: Providing learners with choices in reading materials, projects, or discussion topics fosters intrinsic motivation.

2.3 Authentic Materials: Using real-world texts, videos, and podcasts connects learning to practical and integrative motivations.

2.4 Feedback and Recognition: Constructive feedback and acknowledgment of achievements maintain extrinsic motivation while reinforcing intrinsic satisfaction.

2.5 Peer Collaboration: Group discussions and collaborative projects create social motivation, enhancing engagement and cultural understanding.

E/- Theories of Motivation :

Theory/Researcher	Focus	Key Contribution
Gardner & Lambert(1972)	Integrative& Instrumental	Motivation linked to social integration or practical goals
Dörnyei (1994, 2001)	L2 Motivational Self System	Motivation shaped by ideal self, ought-to self, and learning context
Maslow (1943)	Hierarchy of Needs	Motivation influenced by fulfilling basic to self-actualization need
Deci& Ryan (1985)	Self-Determination Theory (SDT)	Emphasizes intrinsic vs extrinsic motivation and autonomy in learning

Table1:Theories of Motivation in EFL Learning.

F/-Strategies of Motivation:

Strategies	Motivation Type	ImplementationExample
Goal Setting	Intrinsic/Instrumental	Set weekly vocabulary or writing targets
Choice of Materials	Intrinsic Motivation	Allow selection of topics or readings
Real-World Content	Integrative/Instrumental	Podcasts, news articles, videos
Feedback& Recognition	Extrinsic/Intrinsic	Personalisedcomments, certificates
Peer Collaboration	Integrative/Intrinsic	

Table2 :Strategies to enhance Motivation in EFL Learning.

G/-Impact Of Motivation English Language Learning :Concept and Importance :

Motivation has long been recognized as a central factor in the process of language acquisition, influencing not only the effort learners exert but also the persistence they demonstrate in achieving language proficiency. In the context of English Language Learning (ELL), motivation can be defined as the internal drive and external incentives that stimulate learners to engage with and persist in learning the language (Dörnyei, 2005). Motivation encompasses cognitive, emotional, and social components that interact to shape how learners approach tasks, overcome challenges, and sustain their engagement over time. Gardner and Lambert's (1972) foundational work on integrative and instrumental motivation continues to be highly influential, suggesting that learners who view the target language as valuable for social integration (integrative) or for practical benefits such as employment and academic success (instrumental) generally show higher achievement levels. Research indicates that motivated students are more likely to use learning strategies effectively, participate actively in communicative tasks, and take risks in language practice behaviors that directly contribute to increased English proficiency (Ushioda, 2013). Therefore, motivation functions not merely as an affective background factor but as a

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dynamic force driving learners toward measurable language outcomes. For example, studies often find that motivated learners demonstrate 20–30% greater gains in standardized English proficiency tests compared to learners with low motivational levels (Macintyre et al., 2009). Thus, motivation remains a crucial predictor of success in English learning and a key variable for designing effective pedagogical interventions.

6. A reviewon Types of Motivation: Integrative, Instrumental, and Intrinsic :

The literature on second language motivation identifies several types of motivational orientations that effect positively on learners' achievements in different ways. Traditionally, integrative motivation refers to the learner's desire to become part of a community of speakers and to appreciate the cultural norms associated with the target language. In contrast, instrumental motivation relates to practical and utilitarian reasons such as achieving higher grades, gaining employment, or meeting academic requirements (Gardner, 1985). More recent research has expanded this dichotomy to include intrinsic motivation, which is driven by personal interest, enjoyment, or a genuine fascination with the English language itself (Deci & Ryan, 1985). Intrinsic motivation is often linked to deeper engagement and sustained effort because learning activities are inherently rewarding for the individual. Empirical studies have shown that learners with high intrinsic motivation are more likely to persist in challenging tasks and engage in self-regulated learning behaviors outside the classroom (Noels et al., 2003). For instance, a cross-sectional study involving 600 university students revealed that 45% of learners reported intrinsic interest (e.g., enjoyment of English songs and literature) as their primary motivational orientation, while 30% were primarily instrumentally motivated and 25% reported integrative goals related to future travel or social interaction in English-speaking contexts (Smith & Nguyen, 2017). These numerical trends highlight the diverse landscape of motivational drivers among English learners and suggest that effective teaching approaches must address multiple motivational domains to maximize learner engagement and achievement.

7/- Motivation and Classroom Practices: Teachers, Materials, and Technology :

Motivation in English learning is not solely an internal characteristic of learners but is significantly shaped by classroom practices and instructional contexts. Teachers play a pivotal role in creating motivational classrooms through strategy use, feedback, and task design. According to Dörnyei and Ushioda (2011), motivational teaching effectively integrates techniques such as setting clear learning goals, offering meaningful and communicatively relevant tasks, and providing autonomy support to foster learner ownership of the learning

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process. Instructional materials that reflect learners' interests, cultures, and real-world contexts also play a motivational role by enhancing relevance and reducing perceptions of difficulty. Additionally, technology has emerged as a powerful motivational catalyst, with multimedia resources, language apps, and online platforms offering interactive and personalized learning experiences. For example, learners using digital English learning tools (e.g., Duolingo, Quizlet) often demonstrate 30–50% higher voluntary engagement time outside class compared to traditional textbook users, suggesting that technology can increase both the frequency and quality of language practice (Hsu & Ching, 2013). Furthermore, teacher encouragement and a positive classroom climate have been linked to 15–25% increases in learner motivation scores on validated scales such as the Language Learning Orientations Scale (Clément et al., 1994). Therefore, educators and curriculum designers must consider how pedagogical decisions affect motivational trajectories, bridging psychological insights with everyday classroom realities.

8/- Motivation Across Educational Levels and Contexts :

Motivation in English language learning varies significantly across educational stages, sociocultural contexts, and individual learner profiles. In early schooling, motivational factors are often linked to curiosity, playfulness, and teacher support, whereas at tertiary levels, motivation tends to become more instrumental, related to academic and career aspirations (Lamb, 2004). Cultural perceptions of English as a global lingua franca can also influence motivation, as learners in countries with strong economic and academic ties to English tend to perceive greater utility and future opportunities, thereby demonstrating higher motivational intensity. Longitudinal research tracking students from secondary to university education indicates that motivation levels can fluctuate, often declining during transitional periods but rebounding when learners encounter goal-relevant experiences such as study abroad opportunities or professional internships (Ryan & Deci, 2000). Quantitatively, studies report an average motivation decline of 10–15% during transitions to secondary school, followed by increases of a similar magnitude when learners experience authentic English-use environments (Brown & Lee, 2015). Such patterns reinforce the view that motivation is dynamic, influenced by both internal developmental changes and external opportunities. Recognizing this variability helps educators tailor instruction to developmental stages and leverage contextual opportunities to maintain or enhance motivational trajectories throughout learners' educational journeys.

9. Learner Engagement :

Confirmatory links between pupil learning engagement and academic achievement have been established in prior research. According to Shulman (2002, as cited in Barkley, E. F., 2010), involving students in the learning process is a fundamental step in effective learning. That is, without learners' motivation and engagement, meaningful learning is unlikely to occur. As demonstrated by Barkley (2009, as cited in Barkley, E. F., 2010), "engaged students really care about what they're learning; they want to learn." The term *learner engagement* has been defined in various ways. According to Trowler (2010), although the terms *engagement* and *participation* are sometimes used interchangeably, engagement is a broader concept that requires affective, cognitive, and behavioral investment. Additionally, Marks (2000, as cited in Trygstad, P., 2010) defines student engagement as "a psychological process, specifically, attention and interest." According to this definition, engaged learners show greater interest in their studies, which contributes to improved academic achievement. More precisely, engagement is often seen as the result of motivation and active learning working together. According to Barkley (2010), "motivation and active learning work synergistically, and as they interact, they incrementally contribute to increased engagement, investment, and effort learners expend in the work of learning." Therefore, in order for students to become engaged, teachers should strive to motivate them and provide the necessary tools to sustain their enthusiasm throughout the learning process. Furthermore, participation is not restricted to classroom environments (Trowler, V., 2010). In fact, it can be demonstrated during classroom activities, but it may also occur in extracurricular school activities.

10/- 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. 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).

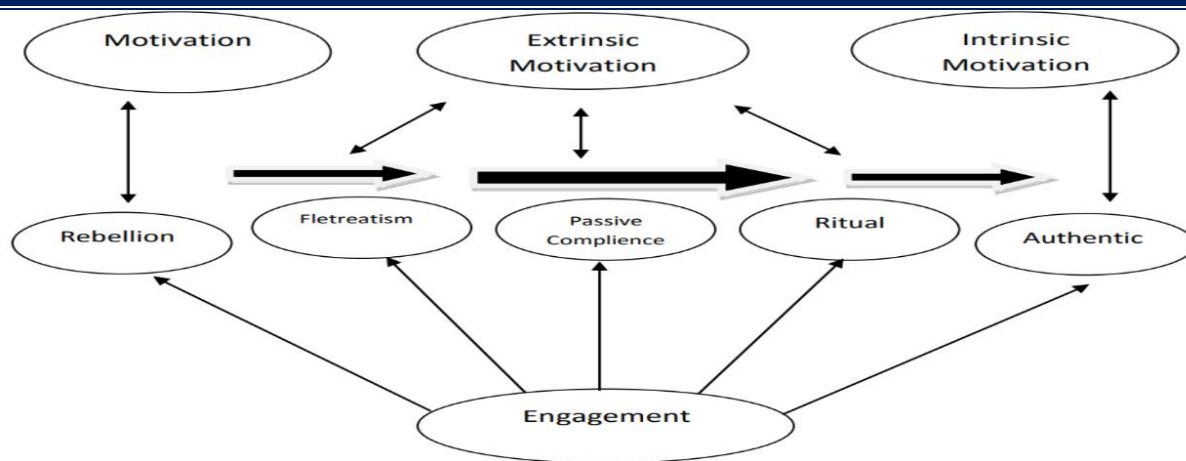


Figure 3:Relationship between Motivation and Class Engagement :

3.1 Figure Discussion:

This figure illustrates the relationship between pupils' motivation levels and their level of participation in class. Learners who lack motivation tend to display behaviors associated with rebellion, whereas those who are motivated by external factors typically demonstrate levels of retreatism, passive compliance, or ritual engagement. In contrast, learners who are driven by intrinsic motivation are more likely to reach the level of authentic engagement. In this context, fostering pupils' intrinsic motivation becomes a crucial pedagogical priority.

10/- Classroom Interaction :

According to Wagner (1994), 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)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.

11/-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

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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.

C/-Lack of Motivation :

Motivation is a key component of the learning process and has been widely studied in the context of foreign language acquisition. In the classroom, highly motivated learners tend to be active, engaged, and confident in their interaction with teachers. They often demonstrate better pronunciation, higher participation, and a stronger sense of self-efficacy. In contrast, some learners exhibit low motivation, lose interest during lessons, and are reluctant to participate or contribute ideas, which can become significant barriers to language learning.

C.1 Defining 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. So, Lack of Motivation is based on loss of motivation which may result from several factors. One of the most common is anxiety, which refers to a psychological condition characterized by nervousness, apprehension, or fear, particularly in situations involving speaking a foreign language. Another factor is shyness, where learners are highly sensitive to criticism from teachers or negative comments from peers. Lack of confidence, especially among beginner learners, can also lead to excessive tension and reduced participation. In addition, learners may experience what is often described as "nothing to say," a situation where limited linguistic

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resources or lack of ideas restrict their ability to communicate effectively. These internal and external factors can significantly reduce learners' engagement and overall language development.

C.2 Causes of Lack of Motivation :

Motivation is widely recognized as a key factor in the success of any learning process, particularly in the context of English as a Foreign Language (EFL). However, many learners experience a decline in motivation over time, which can negatively affect their engagement, participation, and academic performance. A lack of motivation has therefore become a significant concern in educational settings, as it often leads to reduced effort, limited interaction, and poor learning outcomes.

Several factors contribute to this decline in students' motivation. These factors may be psychological, pedagogical, social, or environmental in nature. For instance, learners may experience anxiety or a lack of self-confidence, which prevents them from actively participating in classroom activities. Similarly, teaching methods that rely heavily on traditional, teacher-centered approaches may fail to stimulate learners' interest or meet their individual needs.

In addition, external influences such as family support, classroom environment, and peer interaction play an important role in shaping learners' motivation. A lack of encouragement from parents or teachers, as well as an unengaging or stressful classroom atmosphere, can significantly reduce students' willingness to learn. Furthermore, limited access to learning resources and insufficient opportunities for meaningful communication may also hinder motivation.

Understanding the causes of low motivation is essential for educators, as it enables them to design effective strategies to address these challenges. By identifying the underlying factors, teachers can create more supportive and engaging learning environments that foster students' interest and encourage active participation in the learning process.

C.3Reasons for Pupils' Lack of Motivation in EFL Setting :

There are several factors that can determine whether a pupil's language production is successful or not. According to numerous researchers, a wide range of causes contribute to EFL pupils' lack of motivation and engagement. Trong Tuan (2012) adds the following details:

3.1 Teacher's Attitude :

According to Vásquez (1988), “the teacher’s interest in his pupils has positive impacts on their attention, participation, and attitude in the classroom.” Similarly, learners’ perceptions of whether the teacher cares about them have meaningful effects on their performance and behavior. In order to provide students with opportunities to achieve their goals and to create a successful and inspiring classroom environment, teachers must show genuine concern for their learners. Pupils are more likely to be motivated and engaged when the teacher is humorous and adopts a clear, straightforward approach to explaining lessons. This also helps students feel more comfortable participating. Additionally, it fosters a supportive and stimulating classroom atmosphere in which students are encouraged to refine their ideas and express themselves. Consequently, learners are less likely to fear the teacher’s reactions or worry about making mistakes (Weaver & Cotrell, 1987).

3.2 Psychological Factors :

According to Wagner (1994), interaction is “a reciprocal event that requires at least two objects and two actions.” When these elements and occurrences naturally influence one another, interaction takes place. In other words, interaction occurs when there is a reciprocal exchange of messages between at least two individuals in order to sustain communication. In the classroom context, interaction takes place between teachers and pupils or among learners themselves. Furthermore, Taylor and Parsons (2011) suggest that pupil interaction is not limited to classmates and school personnel (i.e., teachers and students). Rather, they argue that learners’ engagement and interest can be enhanced through frequent interaction with faculty researchers outside the confines of the curriculum and through the development of meaningful relationships with them. As an essential component of the teaching and learning process, interaction occupies a central position. The psychological component reflects learners’ emotional relationship with the language. When students study in an environment where emotions such as stress and anxiety are not properly managed, they may experience low self-esteem and a sense of alienation from the classroom environment, which can reduce their motivation to learn. Anxiety, in particular, has a negative impact on foreign language performance and often leads to demotivation among learners. As a result, students’ attitudes toward the language significantly influence their motivation, anxiety levels, and academic achievement.

In contrast, highly motivated learners often demonstrate greater confidence, persistence, and language awareness, which contribute to improved pronunciation and communicative

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competence. Self-efficacy also plays an important role in foreign language learning, as learners who believe in their ability to use the target language effectively are more likely to take responsibility for their mistakes and engage actively in learning tasks. Conversely, learners with low self-efficacy may struggle to progress, as they often feel overwhelmed by learning difficulties and external pressures.

3.3Parental Factors :

The results indicate that participants are more willing to continue learning English due to the positive attitudes of their family members (Phan, 2010). According to several researchers, parents represent a fundamental factor in supporting students' learning, as they provide both material and moral support. Consequently, learners are influenced by their home environment and become more engaged when they recognize the importance of parental involvement. These show that participants were eager to continue learning English because of their family members' positive attitudes" (Phan, 2010). According to several researchers, parents are a fundamental element in students' learning process, as they can provide both material and moral support. As a result, students are influenced by their environment, particularly at home, and they become more engaged when they recognize the importance of their parents' involvement. Phan (2010) further states that "parents are the first to provide values, engagement (i.e., love), and autonomy support." This suggests that when students perceive their home environment as supportive for learning, when they feel loved and their needs are consistently met, and when parents encourage them sometimes through rewards for both good and poor performance they are more likely to be motivated to work harder in order to achieve better academic results.

3.4 Classroom Factors :

When pupils collaborate in pairs during class, they share ideas and thoughts and support one another, which helps them feel more comfortable and confident. This allows them to participate without fear or tension and to speak freely. According to Phan (2010), self-study is challenging; therefore, it is evident that classmates can be important sources of support for one another. They help each other become more productive, participate actively in class, and positively influence learners' ability to generate ideas and achieve their goals. Additionally, collaboration contributes to creating an inspiring classroom environment in which physical and contextual factors also affect students' motivation.

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These factors are not limited to the teacher but are also related to the learning environment, including classroom size, desk arrangement, student demographics, learning conditions, available technological resources, classroom climate, and even external factors such as weather. Addressing these conditions can help create a more welcoming and motivating environment for both teachers and students. Furthermore, students' current learning outcomes are influenced by their prior learning experiences. Learners who have been successful in earlier stages of education are more likely to perform well in later years. In addition, their knowledge base is shaped by previous educational experiences.

C.4The Relationship between Lack of Motivation and Academic Performance :

Students ' academic performance is closely correlated with their motivation. Academic performance refers to either positive or negative educational outcomes resulting from engagement with a given subject or task. While the academic performance of unmotivated pupils may fall short of expected educational standards, motivated learners tend to achieve higher academic outcomes. According to Al-Zoubi and Younes (2015), anxiety related to studying is one of the most common causes of poor academic performance. Furthermore, motivation is influenced by unfamiliarity with the foreign language and a lack of awareness of effective skill acquisition strategies, and academic performance often reflects these limitations. In addition, factors affecting students' performance are interrelated with their level of motivation; higher motivation generally leads to improved performance.

The level of motivation is influenced by three main categories of factors: social, psychological, and biological. The presence of these factors can significantly affect pupils' performance and academic achievement. Research conducted by the National Association of School Psychologists highlights the importance of learning and its benefits in academic and personal life. The findings indicate that motivated and engaged pupils are more likely to read, participate actively, and produce desirable academic outcomes.

III/- Conclusion :

To sum up, researchers have attempted to explain the motivational process and its crucial role in students' learning, given the importance of motivation for successful foreign language acquisition. Dörnyei distinguished between two main types of motivation: the first concerns the desire to learn a foreign language, and the second relates to the perseverance required to endure the demanding and sometimes challenging process of learning it. Additionally, every classroom includes learners with different motivational orientations, which can lead to varying levels of interest in learning English. To address these differences, teachers need to understand how students are motivated and apply appropriate motivational strategies that actively engage learners. However, educators must also be aware of the significant influence they can exert on learners' motivation in second language acquisition. Consequently, learners can be encouraged to learn a foreign language more effectively within a reasonable timeframe in a way that is engaging for them. This chapter has reviewed the literature on motivation as a process and its relationship with foreign language learning. It has provided an overview of the importance of participation and classroom interaction in the learning environment. It has also addressed the issue of low motivation, particularly in learning English as a foreign language, and explained the factors that contribute to learners' lack of motivation. Furthermore, it has highlighted the interrelationship between learning, motivation, language proficiency, and academic achievement. The literature has also emphasized the importance of various elements in learning English as a foreign language, including motivation, classroom interaction, enjoyment, and engagement. This study is beneficial for both teachers and students, as it highlights the necessity of motivation and raises awareness of its essential role in the success of the learning process.

Chapter II :Literature Review on Gamification and Game Based Learning in Language Education.

2.I/-Introduction :

In recent years, technological change has become an integral part of modern educational systems. English language teaching has shifted from teacher-centered approaches to learner-centered ones, with gamification emerging as a strategy to enhance learner engagement and motivation. EFL teachers are increasingly attempting to capture learners' attention, particularly adolescents, through game-based learning approaches. With advancements in all aspects of human life, the teaching of English as a foreign language (TEFL) has also evolved, moving from traditional teacher-centered techniques to learner-centered methods that incorporate gamification in the teaching-learning process. In line with these developments, gamification has gained rapid popularity as a means of enhancing learners' motivation by promoting behavioral and cognitive changes at different levels. The present chapter aims to provide a theoretical background on the use of games in teaching English as a foreign language. It also addresses game-based learning and explores the application of technology through gamification, as well as its impact on learners' participation and engagement in developing both productive and receptive skills (listening, speaking, reading, and writing). In addition, the chapter explains the key elements of gamification, including game dynamics, mechanics, and components, and outlines the conditions necessary for implementing educational games effectively. It also examines the role and effectiveness of educational games in relation to gamification in improving vocabulary, grammar, and overall language acquisition, as well as learner motivation and engagement. Finally, this chapter provides a comprehensive theoretical overview of gamification in language education, including key concepts such as gamification, game-based learning, serious games, and educational games. It further explores the pedagogical foundations, mechanisms, and theoretical frameworks underlying gamification, highlights its application in language learning, and discusses its impact on vocabulary, grammar, and the four language skills. It also addresses associated challenges and suggests directions for future research.

2.1 Definition and Concept of Gamification:

Gamification is the practice of strategically integrating game elements into learning experiences in order to enhance motivation, create a stronger sense of achievement, encourage a growth mindset, and support knowledge retention. Through gamified experiences, students become more receptive and actively engaged in learning. Gamification is increasingly recognized as an innovative approach in modern education, particularly in response to the growing need for more engaging and learner-centered teaching practices. Broadly defined, it refers to the use of game elements and design principles in non-game contexts, especially educational settings, to improve learners' motivation, engagement, and overall learning experience. Rather than transforming learning into a full game, gamification incorporates specific features such as points, badges, levels, leaderboards, rewards, and challenges into instructional activities to make them more interactive and meaningful.

According to Deterding et al. (2011), gamification is “the application of game design elements in non-game contexts,” emphasizing that it does not involve creating full games but rather adapting game-like features to improve learning experiences. Similarly, Burke (2014) defines gamification as “the use of game mechanics and experience design to engage individuals and help them achieve their objectives,” highlighting both structural elements and purposeful learning design.

2 Brief History and Evolution of Gamification:

Before examining its applications in education, it is essential to understand the origins and development of gamification. The term “gamification” was first coined by British consultant Nick Pelling in 2002, who described it as a deliberately “ugly word” referring to the application of game-like accelerated user interface design to make digital interactions more engaging and efficient. However, the concept has evolved significantly over time, and its definition remains widely debated. As Deterding, Dixon, Khaled, and Nacke (2011) explain, games and gamification (or gameful design) are not the same thing.

Various scholars have proposed different definitions. Burke (2014) broadly defines gamification as the use of game elements and techniques in non-game contexts, while the Gartner Group describes it as “the application of game mechanics and experience design to digitally engage and incentivize individuals to achieve their objectives.” Despite differences in wording, these

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definitions share a common idea: using game-inspired elements to enhance engagement and motivation in non-game environments, particularly in education and digital systems.

3 Educational Importance and Pedagogical Benefits of Gamification:

In educational contexts, gamification is a powerful pedagogical tool aligned with modern learner-centered approaches. One of its primary objectives is to increase both intrinsic and extrinsic motivation by introducing elements such as rewards, achievements, and progression systems, which create a sense of accomplishment and sustained engagement. At the same time, gamification makes learning more enjoyable and personally meaningful.

Another key benefit is increased learner engagement. Traditional teaching methods often struggle to maintain students' attention, whereas gamified learning transforms passive learning into active participation through challenges, interactive tasks, and immediate feedback. This promotes sustained interest and deeper involvement in the learning process. Additionally, gamification fosters active learning by encouraging learners to engage in problem-solving, decision-making, collaboration, and experimentation in a low-risk environment.

Furthermore, gamification supports knowledge retention and academic achievement by providing repeated exposure to content and immediate feedback, which helps learners identify strengths and weaknesses and adjust their learning strategies. It also promotes self-regulated learning by encouraging goal setting, progress tracking, and learner autonomy through tools such as levels and progress indicators. Gamification represents an effective approach to improving motivation, engagement, and learning outcomes, particularly in English as a Foreign Language (EFL) contexts where sustained motivation is essential for language acquisition.

The following table shows many of linguists who defined gamification differently :

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

Table N° 1: Definions of Gamification**2.2 Brief History of Gamification :**

The concept of gamification, while widely discussed in contemporary educational and technological discourse, has relatively recent origins as a formal term. The word gamification was first introduced in 2002 by Nick Pelling, a British computer programmer and game designer.

Pelling initially used the term to describe the application of game-like elements in user interface design with the goal of making digital interactions more engaging, efficient, and enjoyable. At this early stage, gamification was primarily associated with digital industries, particularly in areas such as marketing, customer engagement, and software development, where businesses sought innovative ways to attract and retain users.

During the late 2000s and early 2010s, the concept of gamification began to gain significant traction alongside the rapid expansion of digital technologies, including mobile applications, social media platforms, and online communities. Companies and organizations increasingly recognized the potential of game mechanics such as rewards, progress tracking, competition, and feedback in influencing user behavior and encouraging sustained engagement. As a result, gamification evolved from a simple design concept into a strategic tool grounded in psychological principles related to motivation, behavior, and user experience. This period marked a crucial turning point, as researchers began to explore gamification not only in business contexts but also in education, health, and professional training.

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Despite the relatively recent emergence of the term, the underlying principles of gamification are deeply rooted in traditional educational practices. Long before the concept was formally defined, teachers had been using various motivational strategies that resemble modern gamification techniques. For instance, reward systems such as awarding stars, grades, or praise for good performance, organizing classroom competitions, and implementing scoring systems have long been used to encourage student participation and achievement. These practices reflect early forms of gamification, demonstrating that the idea of using motivational incentives in learning is not entirely new but rather an extension of well-established pedagogical traditions. Overtime, gamification has undergone significant evolution, particularly with the integration of advanced technologies. What was once limited to simple reward-based systems has developed into a more sophisticated and structured pedagogical approach. Modern gamification incorporates a wide range of game design elements, including badges, levels, leaderboards, progress bars, and real-time feedback, all of which contribute to creating immersive and interactive learning environments. These developments have been supported by a growing body of research in fields such as educational psychology, instructional design, and second language acquisition, which highlights the effectiveness of gamification in enhancing motivation, engagement, and learning outcomes. In the field of education, and especially in English as a Foreign Language (EFL) contexts, gamification has become increasingly relevant as educators seek innovative solutions to address challenges such as learner disengagement, lack of motivation, and limited participation. The integration of gamification into educational practices reflects a broader shift toward learner-centered approaches that prioritize interaction, autonomy, and meaningful learning experiences. Today, gamification is no longer viewed merely as a supplementary tool but as a comprehensive instructional strategy that can be systematically implemented to support teaching and learning processes.

In conclusion, although gamification as a term is relatively new, its conceptual foundations are deeply embedded in long-standing educational practices that emphasize motivation and engagement. Its evolution from a business-oriented concept to a widely adopted educational strategy highlights its adaptability and effectiveness across different domains. With the continuous advancement of technology and research, gamification is expected to play an increasingly important role in shaping the future of education, offering innovative ways to enhance learning experiences and outcomes.

2.3 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) 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). 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. 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". Nevertheless, it is important to note that certain elements of gamification are already implicitly present in traditional classroom settings. Techniques such as reward systems, point allocation, competition among students, and recognition of achievement have long been used as motivational tools to encourage participation and improve performance. These practices, although not formally labeled as gamification, reflect its fundamental principles. What distinguishes modern gamification is its systematic and intentional design, supported by digital technologies and grounded in research-based pedagogical frameworks. One of the key contributions of gamification in education is its ability to encourage learner autonomy. Gamified learning environments often provide students with clear goals, immediate feedback, and opportunities to track their progress through levels or performance indicators. This allows learners to take greater responsibility for their learning, make decisions,

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and regulate their own pace of progress. As a result, students become more independent and self-directed, which is essential for lifelong learning.

In addition, gamification plays a significant role in promoting interaction and collaboration among learners. Many gamified activities involve teamwork, peer competition, and social engagement, which foster communication and cooperative learning. These interactions not only enhance students' understanding of the subject matter but also contribute to the development of important social and interpersonal skills. In language learning contexts, such as English as a Foreign Language (EFL), collaborative gamified tasks can create meaningful opportunities for authentic communication and language practice. Furthermore, gamification strongly supports student-centered learning, a core principle of modern pedagogy. By transforming traditional lessons into interactive experiences, gamification shifts the role of the teacher from a knowledge transmitter to a facilitator or guide. Learners are actively involved in problem-solving, decision-making, and experiential learning activities, which leads to deeper understanding and greater engagement. This approach caters to diverse learning styles and preferences, making education more inclusive and adaptable. Another major advantage of gamification is its capacity to enhance engagement and participation. One of the most common challenges in education is maintaining students' attention and motivation, particularly in environments where learners may feel disconnected or uninterested. Gamification addresses this issue by incorporating elements of challenge, achievement, and reward, which make learning more enjoyable and stimulating. Immediate feedback, progress tracking, and recognition of accomplishments create a sense of achievement that motivates students to continue participating actively in the learning process. Despite these advantages, the successful implementation of gamification requires careful planning and thoughtful integration into the curriculum. It is not merely about adding game elements but about designing meaningful learning experiences that align with educational objectives. Teachers need adequate training, technological support, and institutional encouragement to effectively adopt gamification strategies in their classrooms.

In conclusion, gamification represents a valuable and transformative approach in modern education, offering significant potential to improve learners' motivation, engagement, and overall learning outcomes. While its application in the Algerian context is still developing, its alignment with contemporary educational goals makes it a promising direction for future pedagogical innovation. By encouraging autonomy, promoting collaboration, supporting student-centered learning, and enhancing engagement, gamification contributes to creating more effective and meaningful educational experiences.

2.4 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). Detering, et al (2011) 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. 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. Although gamification and Game-Based Learning (GBL) share similarities, they are distinct concepts.

4.1 Gamification: It integrates game elements into existing learning activities.

4.2 Game-Based Learning:

It uses actual games as instructional tools. According to Salen and Zimmerman (2003), a game is “a system in which players engage in an artificial conflict, defined by rules, that results in a measurable outcome.”

Key Differences:

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Gamification enhances traditional instruction, while GBL replaces instruction with games. Both of them aims to increase engagement and motivation.

4.3 Related Terms: Serious Games and Educational Games. Gamification is closely related to serious games and educational games, but they differ in structure and purpose.

4.4 Serious Games: Complete digital games designed for purposes beyond entertainment, such as education and training.

These tools combine entertainment with pedagogy, fostering cognitive, emotional, and social development.

This table shows the difference between gamification and game-based learning :

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

4.5 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). Seriousgames 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.

4.6 Pedagogical and HistoricalBackground:

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 students.

2.4 Pedagogical and Historical Background :

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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 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).

2.5 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). 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%" and where the majority of webbased training has eliminated "the only thing universally liked about training the ability to get out of the office" (Prensky, 2001). 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".

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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). 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(2001) 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".

2.6 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.

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.

2.7 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 TeacherCentered 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).

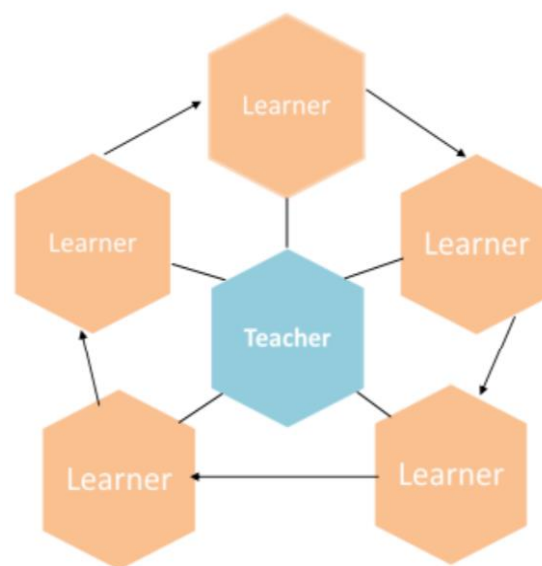


Figure4: Interactive Learning Model between Teacher and Learner

2.7 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) and Shapiro (2014), 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:

7.1. 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.

7.2. 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.

7.3. 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.

7.4. 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.

7.5. 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 realworld situations.

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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.

3/- 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.

3.1Badges and Leaderboards :

1.1 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 36 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 thelearning process.

1.2 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. Points, Levels and Progress.

2. 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.

3.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 gamesbecause 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.

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The intention behind the following diagram is to the key concepts,mechanisms,and design features of such strategies :

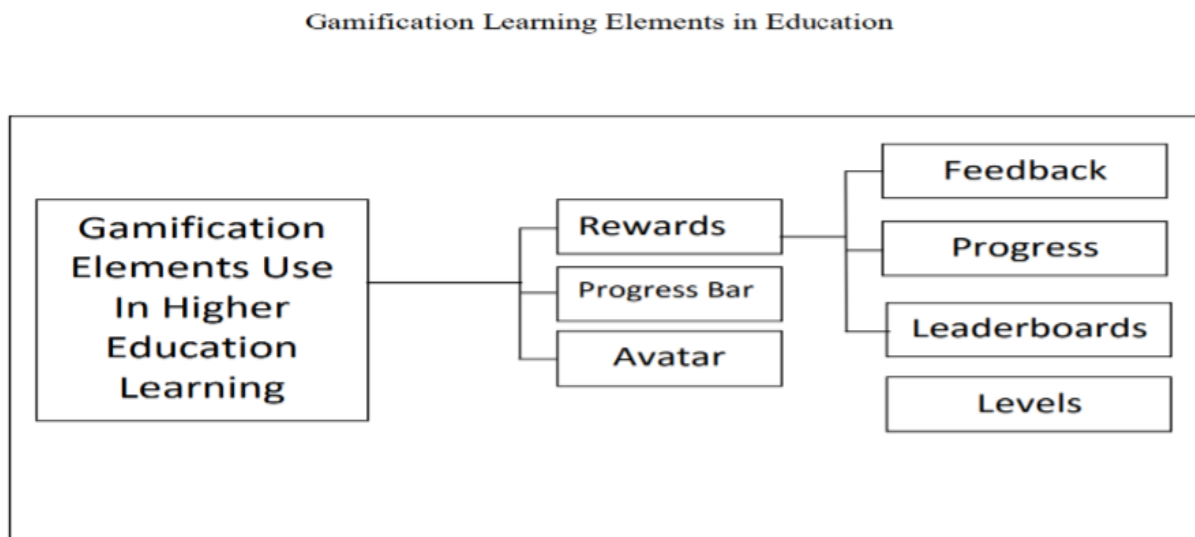


Figure N° 5: Gamification Learning Elements in Education

3.Feedback and Rewards :

Difficulty in gamified learning is closely associated with feedback, as learners require guidance and support when facing challenging tasks. In the design of serious games, feedback should be informative, timely, and balanced, incorporating positive, corrective, and affirming elements. Effective feedback helps learners understand their progress, identify areas for improvement, and maintain motivation throughout the learning process.

Gamified environments often include various reward mechanisms such as points, stars, and badges, which serve as extrinsic motivators. Although many game designers strive to promote intrinsic motivation, research suggests that extrinsic rewards can be particularly effective when learners engage with less interesting or repetitive content, especially in compliance and training contexts. According to Donovan and Lead (2012), such incentives should be proportional to the effort invested by learners and should be provided strategically. Ideally, rewards should be delivered with a degree of uncertainty (approximately a 50% reinforcement rate) to sustain learners' interest and motivation over time.

Common gamification elements used in higher education include feedback systems, progress indicators, leaderboards, levels, rewards, progress bars, and avatars. These elements work

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together to create engaging learning experiences by providing learners with clear goals, recognition of achievements, and a sense of progression throughout their educational journey.

4.Narrative and Avatars :

The use of narratives in games facilitates learning and helps players achieve their goals by providing meaning and context to the overall experience. A narrative typically includes characters, obstacles, challenges, and resolutions, all of which contribute to creating an engaging and immersive learning environment. By presenting content within a meaningful storyline, learners can better understand concepts, remain motivated, and connect their learning experiences to specific objectives.

Avatars are another important element of gamification and are widely used in serious games to influence and promote positive behavioral change. Research suggests that avatars can enhance both learning and motivation. According to Donovan and Lead (2012), it is more effective to use two separate avatars—one serving as a motivational guide and the other as an expert guide—rather than assigning both functions to a single avatar. This distinction helps learners receive specialized support, thereby improving both their understanding and motivation. In healthcare-related serious games, avatars are often employed as behavioral models that players can observe, learn from, and emulate. As a result, avatars contribute significantly to learner engagement, skill development, and behavioral improvement.

5.Collaboration, Competition and Social Networks Involvement:

According to Michael Fullan (2016), social networks enable users to communicate, collaborate, and interact with one another. In educational contexts, social networks can enhance students' confidence by exposing them to best practices and fostering more personalized, active, and collaborative learning experiences. They also promote positive attitudes toward the use of technology in education. The most significant features of social networks in learning include participation, collaboration, communication, and creativity.

Various digital media tools support these functions, including writing and publishing platforms such as Twitter and blogs, media-sharing platforms such as YouTube and Instagram, social networking services such as Facebook and LinkedIn, and communication tools such as email, Skype, and WhatsApp. Effective interaction through social networks depends on learners' familiarity with the digital environment and their ability to communicate effectively within it.

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When used appropriately, these platforms can support knowledge sharing, collaborative learning, and the development of communication skills, thereby enriching the educational experience.

6.Theoretical Foundations in Language Teaching Reformulation :

Game-based learning is grounded in several learning theories that explain how learners acquire knowledge and develop skills most effectively. Among the most influential are Constructivist Theory, Sociocultural Theory, and Reflective Game Design Theory. These theoretical perspectives provide a strong foundation for understanding how games can support language learning by promoting active participation, social interaction, collaboration, and meaningful practice. Through engaging and interactive learning environments, games enable learners to construct knowledge, develop problem-solving skills, and apply language in authentic contexts. The following section presents an overview of these foundational theories and their relevance to game-based language learning.

1/-Constructivist Learning Theories :

In Lev Vygotsky's (1978) work, constructivism is understood as a learning approach in which students take an active role in constructing their own knowledge by connecting new information to prior understanding. Learners engage in processes such as hypothesizing, decision-making, and problem-solving, similar to the cognitive actions involved in playing computer games. Serious games provide safe environments in which learners can experiment, learn from mistakes, and develop autonomy in completing tasks.

Jean Piaget's constructivist theory is central to this perspective and has significantly influenced game-based learning, emphasizing that cognitive development results from adapting to new experiences. In addition, Vygotsky's social constructivism highlights the social nature of learning. His concept of the Zone of Proximal Development (ZPD) suggests that learners require appropriate support, or scaffolding, to accomplish tasks they cannot yet complete independently. Gradually, this support enables learners to achieve higher levels of competence and independence.

2/-Sociocultural Theory and Interaction in Language Learning:

According to Topçiu and Myftiu (2015), sociocultural theory provides a comprehensive perspective on learning that places strong emphasis on meaning as the central focus of instruction. This approach suggests that knowledge and skills should be taught holistically rather

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than in isolated parts. Throughout the learning process, students are viewed as active meaning-makers and problem-solvers. Sociocultural theory also highlights the importance of communication among tasks, instructors, and students. The authors emphasize that interaction is fundamental to learning, as learners develop skills with the support of teachers and more knowledgeable peers.

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).

7.Use of Gamification in Language Learning Contexts :

Most teachers are interested in using games in the classroom; however, they often feel overwhelmed by the wide range of options available. Limited preparation time and concerns about students' feedback make it difficult for busy teachers to adopt new instructional methods. As a result, failure to adapt teaching practices may lead to missed opportunities for student engagement. Teachers aim to enrich learning experiences but often struggle to balance interaction, motivation, and academic rigor when selecting appropriate games. Similar to choosing literary texts, they need to select games that are not only enjoyable but also pedagogically meaningful, rather than merely visually appealing.

Participation is essential for language acquisition, as it involves interaction with others during the learning process. In this regard, Rod Ellis (2000) argues that sociocultural theory views learning as occurring during interaction rather than simply through interaction. Learners complete tasks with the assistance of others, gradually internalize the knowledge, and eventually

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become capable of performing the same tasks independently. In this sense, social interaction serves as a form of scaffolding that supports intermediate learning. According to Ellis, sociocultural theory supports the idea that successful interaction occurs when learners are guided and assisted in completing new tasks (Shapiro, 2014).

8.Teaching Gamification:

Wilkins (1972) stated that vocabulary is a central component that connects the four language skills: speaking, listening, reading, and writing. He also distinguishes between two types of word knowledge: receptive vocabulary (understanding words through listening and reading) and productive vocabulary (using words in speaking and writing). There has been a growing recognition that learning a foreign language requires a strong command of vocabulary rather than an exclusive focus on grammar. As Wilkins famously stated, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” He further argues that beginners often rely on single words to communicate, and they are generally able to express meaning even without full grammatical knowledge. Therefore, learners should be aware that vocabulary is a powerful tool that supports both their academic progress and everyday communication.

9. Interactive Games for Speaking and Listening Skills :

Hadfield (1984) argues that, in the modern age, communication skills—particularly speaking and listening—are essential for success in both school and society. The limited time available at the middle school level to develop these skills requires the use of interactive and engaging pedagogical approaches. In this context, language games can be an effective tool for enhancing listening and speaking abilities while also making the learning process more enjoyable.

This essay examines how language games can improve the listening skills of middle school students. Listening activities, when designed in an engaging way, can provide effective practice opportunities for this skill. By incorporating games into listening instruction, teachers can avoid monotony and actively involve all students in the learning process. For example, the teacher may say a word while throwing a pen; the student who catches it must then say a word beginning with the last letter of the teacher’s word before passing the pen to another classmate. This activity promotes turn-taking, vocabulary recall, and active participation through an interactive game structure.

Language games encourage student involvement through movement and interaction, which helps improve retention and fosters cooperation, problem-solving, and creativity. Moreover, most

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language games require communication and oral interaction; they emphasize fluency rather than accuracy, allowing learners to speak without excessive fear of making mistakes. This reduces anxiety and encourages spontaneous communication. Language games can generally be classified into linguistic games, which focus on correct language use, and communicative games, which emphasize fluency. For instance, in a dictation “shouting game,” students work in pairs positioned at a distance and must speak loudly to be heard over the noise of the classroom, thereby practicing listening and speaking skills in a dynamic context.

10.Interactive Game for Reading and Writing Skills :

Teachers have observed that students’ writing is positively influenced by game-based learning, particularly among boys. Learners are more likely to write about topics they can relate to, which increases their motivation and engagement. In addition, students tend to engage more in independent reading within the context of games. For instance, one teacher reported that students were able to read instructions easily in order to solve puzzles, while another English teacher observed students silently reading and taking notes during gameplay.

Furthermore, reading activity beyond the game context has also increased, with students showing greater involvement in homework completion and classroom participation, which indicates a higher level of engagement (Futurelab, 2010). Supporting this view, Nation and Macalister (2020) state that “reading is a source of learning and a source of enjoyment.” Similarly, Sadiku (2015) emphasizes that reading leads to wisdom, while Shihab (2011) describes reading as an interactive process of meaning construction. In relation to writing, Sadiku (2015) also argues that “writing is a gem to pick,” suggesting that strong writing skills contribute significantly to learners’ academic success and achievement.

12. 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), as cited in Zemmit (2015):

12.1Pair 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.

12.2 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.

12.3 Individual work :

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

13. Effects of Gamification into the Learning Process :

Within active learning approaches, games have gained considerable importance as teaching and learning resources in the foreign language classroom. Suh et al. (2018) found that gamified vocabulary learning applications increased retention among EFL learners by 22%. Similarly, Zainuddin et al. (2020) argue that gaming technologies have a direct impact on learning and hold significant potential for transforming education in the digital era. In the same line, Zarzycka-Piskorz (2016) emphasizes that integrating language games into the learning process introduces variety, reduces monotony, enlivens classroom activities, and enhances student motivation.

Furthermore, Hartt et al. (2020) describe gamification as an emerging pedagogical approach that promotes active learning while increasing students' motivation and enjoyment in acquiring new content. Likewise, Anak and Hua (2021) state that the purpose of incorporating gamification into education is to create a more engaging, attractive, and effective learning experience. This is particularly important given that some students may become demotivated in second language learning due to previous negative experiences, lack of interest, or ineffective teaching methodologies. In this regard, gamification offers learners a fun, interactive, and non-threatening environment that supports participation and confidence.

In addition, game-based learning has been shown to increase students' motivation, emotional engagement, and enjoyment (Hartt et al., 2020). Both gamification and game-based learning are widely recognized as technological and pedagogical trends that use game elements to encourage

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desired learning behaviours and improve educational outcomes (Zainuddin et al., 2020). However, an important question remains: do these two concepts refer to the same approach?

Among its benefits, Shaaruddin and Mohamad (2017) highlight that game-based learning creates a positive learning environment, encourages participation, fosters direct interaction between teachers and students, promotes open-mindedness, enhances communication, and helps students respect diverse opinions while actively engaging in learning tasks. Nevertheless, Ghilay and Ghilay (2015) note that most students do not become active learners unless they are provided with appropriate active learning opportunities. In addition, maintaining students' motivation, engagement, and concentration over time in traditional lectures remains a challenge (Wang & Tahir, 2020). In response to these issues, Amores (2020) suggests that such innovative methodologies serve as effective instruments through which learners develop knowledge, attitudes, and skills, thereby contributing to competence development.

13. Enhancement of Language Fluency and Retention :

Language retention refers to the process of storing and maintaining language skills in memory over time, which is essential for effective communication and learning. Sustained retention is strengthened through regular practice, continuous exposure to the language, and interaction with native speakers. Periodic rehearsal and the consistent use of vocabulary, grammar, and conversational skills are effective strategies for enhancing long-term retention.

For example, in English language learning, activities such as watching films with subtitles, engaging with authentic spoken input, and using spaced repetition systems can significantly support memory retention. These practices help learners internalize language forms and reinforce the idea that knowing a language involves the ability to remember and retrieve it for use in different communicative contexts. As Sitzmann (2011) notes, repeated exposure and structured practice play a crucial role in improving learning outcomes and retention over time.

14. Comparative Studies with Traditional Approaches :

Education has undergone significant changes to better respond to the needs of students and society. This article provides a comparative analysis of traditional and modern teaching approaches, highlighting their respective advantages and limitations in relation to effective pedagogical practice.

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Traditional teaching methods are generally teacher-centered, with an emphasis on lectures, memorization, and multiple-choice assessments. While these methods allow for easier monitoring of student progress and structured content delivery, they may also encourage passive learning and fail to address diverse learner needs.

In contrast, contemporary pedagogy is largely student-centered and promotes teamwork, collaboration, and the integration of technology. These approaches enhance interaction, critical thinking, and learner engagement. However, they may sometimes lead to insufficient coverage of essential content and can be overly dependent on technological resources.

Therefore, a balanced integration of both traditional and modern methods may provide a more effective and equitable learning experience.

15 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). The most frequently observed challenges are:

15.1 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.

15.2 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.

15.3 Attitudes :

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

15.4 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.

15.5 Assessment :

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Standardized tests are not typically aligned with game-based learning approaches; therefore, new assessment models and methods need to be developed. As previously noted, given the popularity of games and their potential for learning, further research is required to better understand the nature, impact, pedagogical approaches, and learning outcomes of this form of instruction (Groff, Howells, & Cranmer, 2010).

15.6 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. 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:

15.7 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.

15.8 Attitudes :

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

15.9 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.

15.10 In-Service Teacher Support :

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

III/-Conclusion

Finally, thischapteralsoprovides an overview of gamification and game-basedlearning in relation withlearning English as ForeignLanguage (FL). According to ourresearch, wehighlighted aspects of gamification, the need for implementingit in the classroom, and itseffectiveness in learningvocabulary. In the course of the gamificationstrategystudy, weconcentrated on the teacher, as much as gamification application isinvolved in teaching EFL. Furthermore, it identifies demotivatingfactors for students and illustrates the connection of learning, motivation, and academicsuccess. In addition, Gamificationisshown to foster motivation and class participation, stressing the need for many aspects likeentertainment and fun in learning English. Lastly, thischapteraimed to demonstrate the theories of gamificationenumeratingtheir impact in motivation, interest, and learningabilities, withoutomittingraising the issue of gamification in the Algerian educational system.

Chapter III :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 providing the benefits of gamification in education as higher than an entertainment material.

Research Methodology :

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.

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 University Dr Moulay Tahar in Saida, and to collect the opinions and information of teachers that will be helpful in moving forward with the process to see how

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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.

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 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,). Dr Moulay Tahar University(ENS) is one of the model university in accordance with this definition. in accordance with this definition. Second year learners for the 2025–2026 academic year and three teachers of English language branch made up the study's population. Third-year students 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.

Students' 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".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.

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Sample :

The questionnaire is designed to gather data from second year bachelor(LMD) learners at Univesity of DrMoulay Tahar(ENS) in Saida. The sample is composed of 45students aged between 21 to 30 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 like « act and guess and choose the right answer(multiple choice)» in the Oral Comprehension and Expression it has been worked in groups or individuals.

Description of students' 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.

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, most students at University of Dr Moulay Tahar in Saida, are given a questionnaire. Since there are 15 male and 21 female participants, all between the ages of 22 and 25 years, the numbers of male and female students cannot be compared, as shown in the table below:

Gender	Studentsnumber	Percentage
Males	15	40%
Females	21	60%
Total	36	100%

Table N03The 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 :

Question 1: Gamification makes me interested in the lesson.

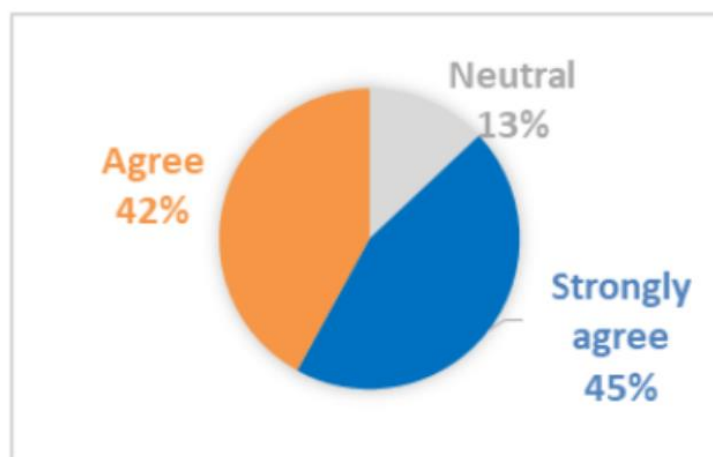


Figure 6 :Gamificationmakes me interested in the lesson

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

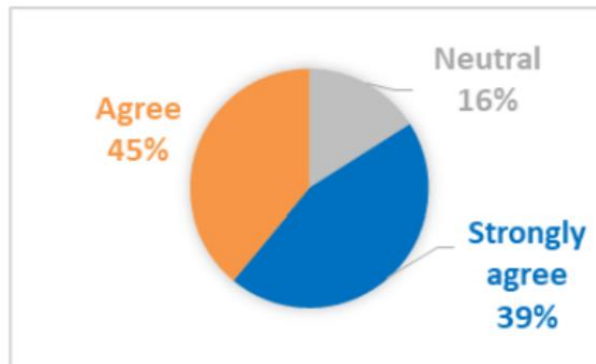


Figure 6 : Gamification motivete me to seek more knowledge about the lesson

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.

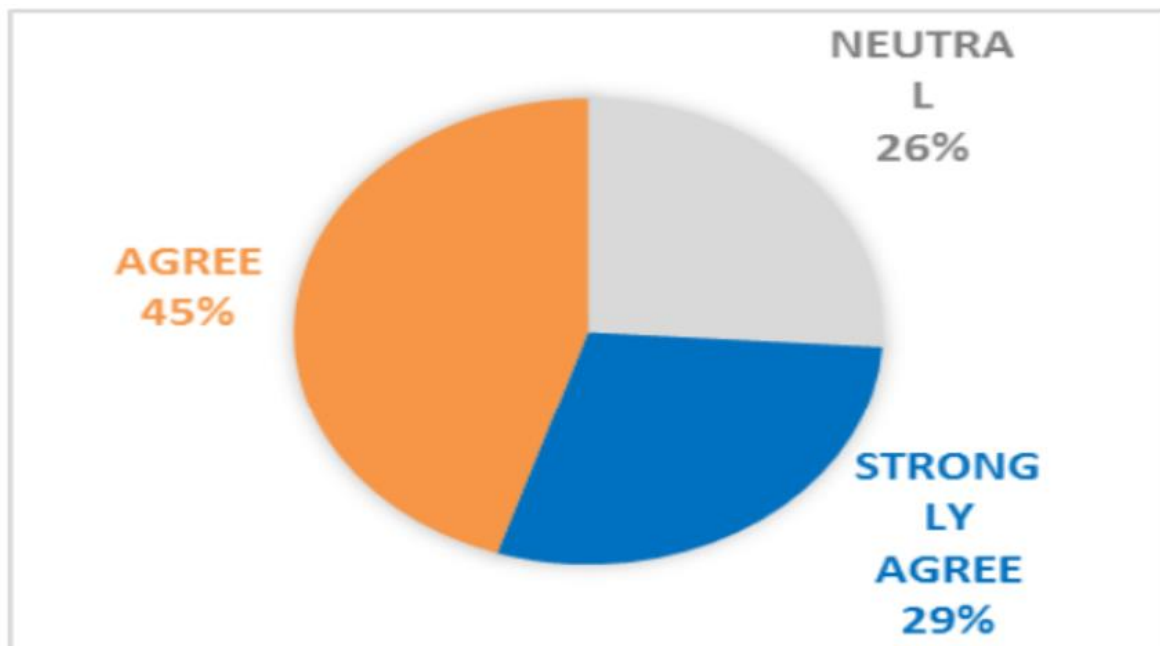


Figure 7 :

Attitude :

Students 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.

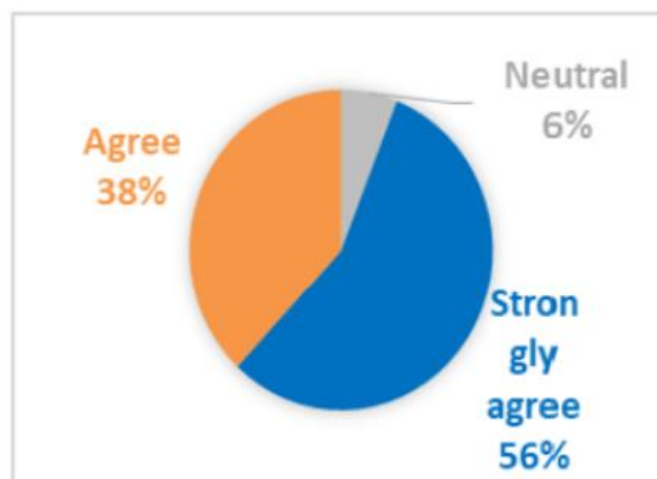


Figure 5 :

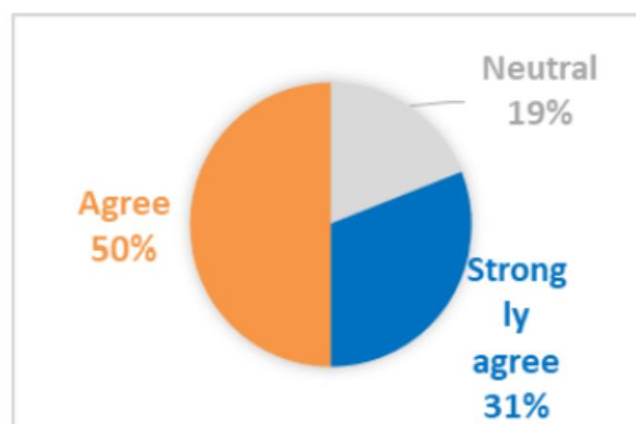
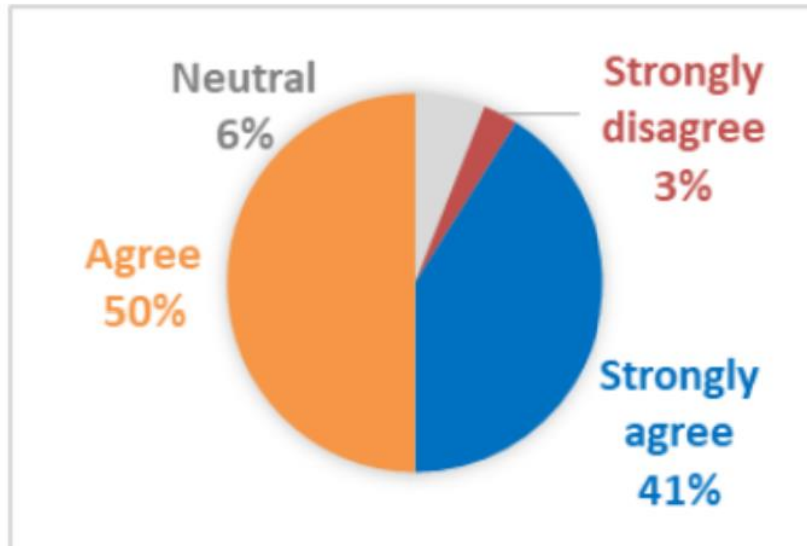


Figure 6 :

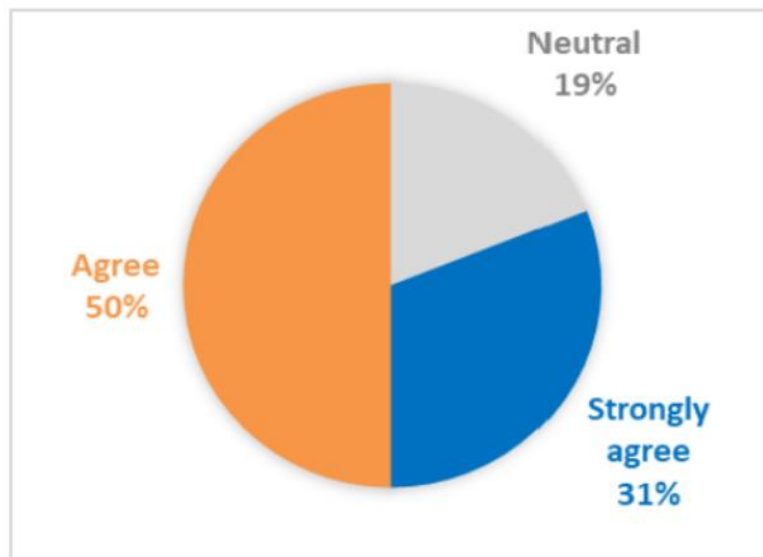
Question 6: Gamification makes me participate in group wor



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.

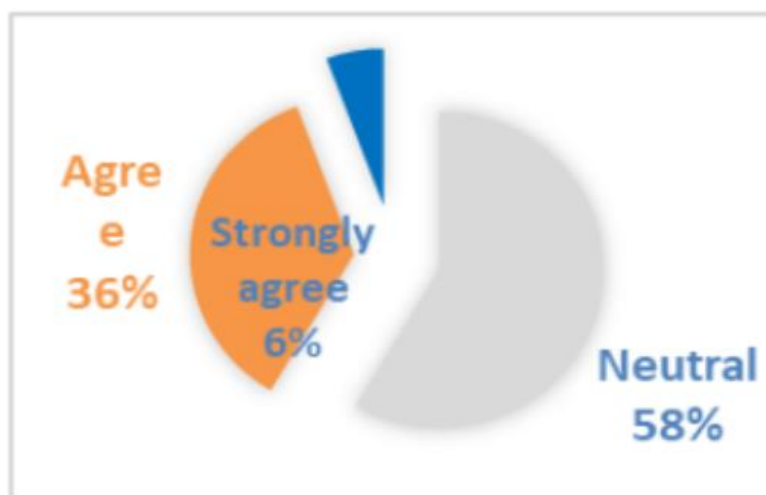
Figure7 :

Question 7: Gamification gives me instant feedback.



Classroom atmosphere :

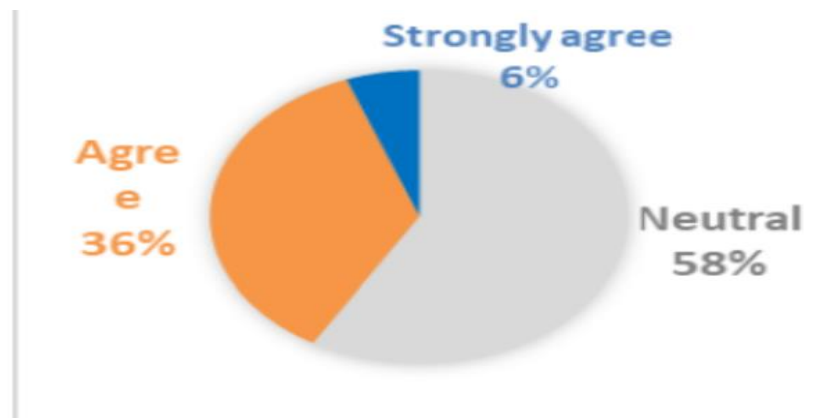
The questionnaire's eighth question enquires as to whether or not all of the learners are eager to take part in gamification activities. 73% of the pupils are excited about gamification, and the majority (47%) strongly agreed. Activities with technical elements attract a lot of attention because learners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



The ninth question in the questionnaire asks if gamification makes learning more fun in the classroom. 41% of pupils say they are excited about gamification, and the majority (47%)

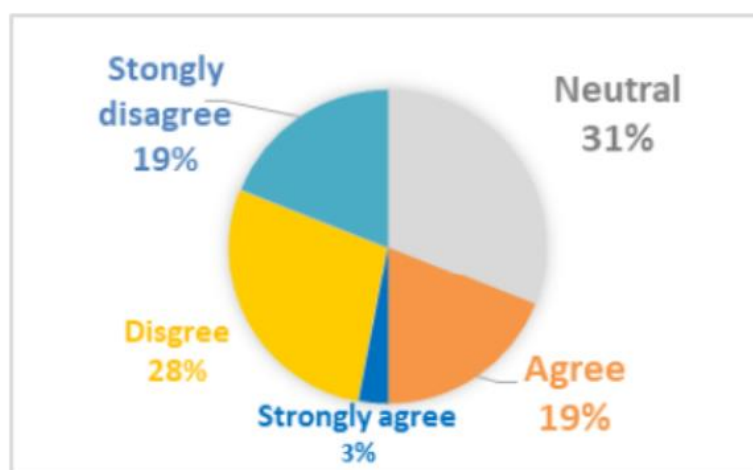
Chapter III :Field of Investigation

strongly agreed. Gamification gives learners the opportunity to be entertained in a secure environment in addition to helping them to reinforce their knowledge.



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 students, 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.

Question 10: Gamification makes the classroom out of control.



Analysis of the Results and Findings from students' Questionnaire :

The results indicate that students at Dr Moulay Tahar University 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

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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 students' 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 learners.

Summary of Results and Findings from learners' Questionnaire :

The researcher can measure the students' 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 students.

Teachers' Interview :

Sample :

According to Gillham (2000), an interview is —a conversation typically between two, but it is a conversation in which one personthe interviewer is asking questions for a specific purpose of the other person—the interviews.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 University Moulay Tahar 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

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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.

Description of the Teachers' Interview

Between April 17th and April 27th, 2025, a series of interviews are conducted at Moulay Tahar University in Saida. 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.

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 openended 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.

Analysis of Results and Findings from Teachers' Interview

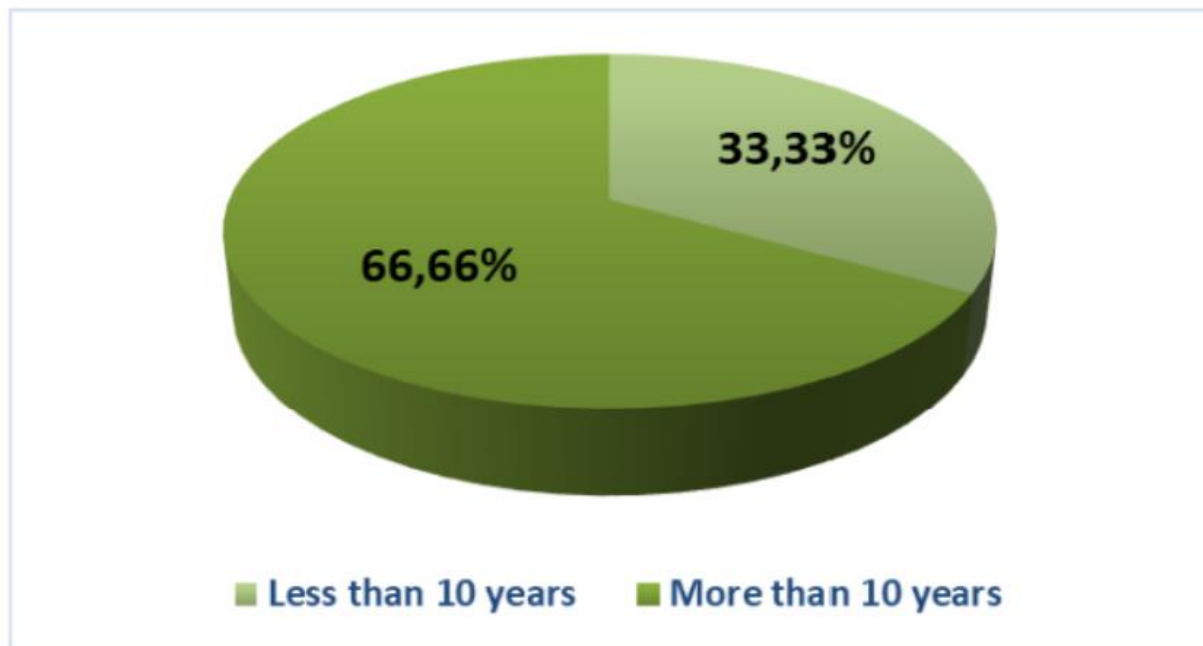
Since we need to establish certain findings, this section discusses the analysis of the qualitative data from the interview that is used in the research study. When conducting this interview, teachers' responses are analyzed thematically to identify recurring perceptions regarding gamification's pedagogical 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:

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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:

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)

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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:

The Rate of Implementing Games

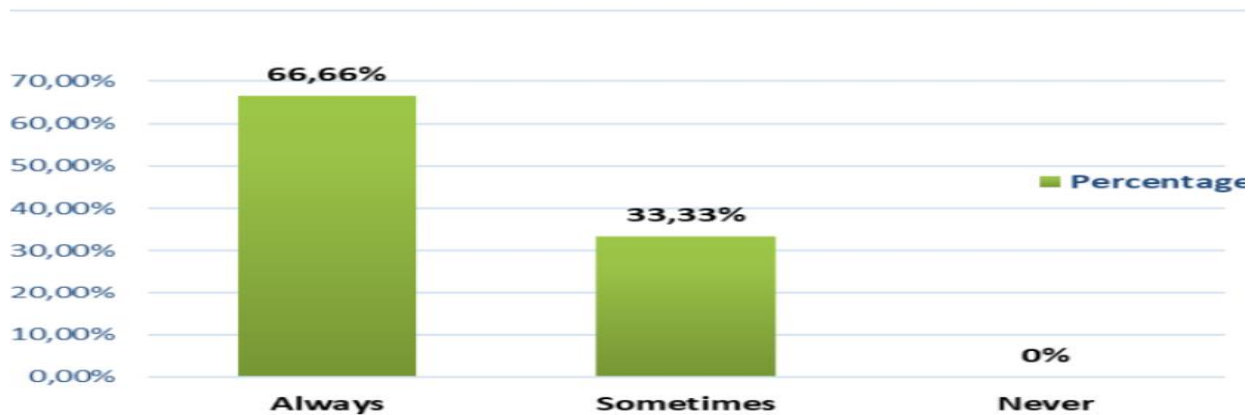


Figure12:

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.

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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.

Figure13

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:

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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.

Interviewee	Gamification Tools used	Activities implemented	Skills Targeted	Impact/Outcomes
A	Wordwall	Vocabulary games	GrammarVocabulary	Enhances vocabulary

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		(match-up, quizzes) team challenges.		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 TreasureMap	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

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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 students develop their communication skills.

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

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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 teachinglearning 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 :

To sum up,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 second-year students at University Moulay Tahar. 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 university students which encourages their achievement,motivates their knowledge during language acquisition,and enhances students' attentions while enjoyment they will be engaged with the studied language.

General Conclusion

General Conclusion :

General Conclusion :

Gamification is an appropriate method in the teaching and learning process that has attracted considerable attention in recent years due to its strong potential to motivate learners and positively influence TEFL in general, as well as vocabulary development in particular. Furthermore, gamification, with its diverse strategies such as reward-based learning and role-playing, demonstrates significant potential in enhancing learners' engagement, cognitive development, and behavioral improvement. However, it is essential to understand how to properly implement and integrate game elements into EFL learning, as this is crucial for achieving the expected learning outcomes through competition and reward-based activities. The present study aims to investigate the impact of gamification on vocabulary retention among third-year EFL middle school pupils, as well as its effect on their motivation, engagement, and performance. To achieve this aim, two data collection tools were used in this case study: an interview conducted with teachers at Boukhili Abdel Madjid Middle School, and a questionnaire administered to third-year pupils at the same institution. The findings of the study confirmed several hypotheses. First, both pupils and teachers emphasized the positive effect of gamification on learning. Second, gamification was found to enhance learners' motivation. Third, gamification techniques have a positive impact on EFL pupils' vocabulary acquisition and retention. The research findings highlight the significant role of gamification in English language teaching. Participants reported being more engaged and motivated, and they experienced learning as more effective and enjoyable due to the competitive and interactive nature of gamified activities. The application of gamification not only improved attendance and participation but also contributed to creating a more dynamic and stimulating classroom environment.

General Conclusion :

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:

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.

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.

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

General Conclusion :

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.

Recommendations :

Some recommendations derived from the present research may help reduce university students' lack of engagement and motivation. The following suggestions are intended to support future researchers and educational practitioners:

English language teachers (at both secondary and university levels) should be aware of the challenges students face in learning the language and should use a variety of instructional resources to support their learning process.

Since assessment often focuses on students' comprehension rather than formality, teachers are encouraged to use educational games to prepare students for exams.

Teachers can think more creatively, and students tend to pay greater attention when gamification is integrated as a teaching–learning strategy.

The use of educational games is an effective strategy for improving interaction, collaboration, and engagement among students, as well as between students and teachers.

To improve language proficiency and academic performance, students must recognize the importance of learning English and maintain their motivation and engagement in class. They should also work both inside and outside the foreign language classroom by dedicating time to reading, writing, and watching English-language films and videos. This practice enhances their focus on the target language and sustains their interest and motivation.

English syllabus designers should create dedicated sessions for game-based activities to allow teachers sufficient time to implement gamification effectively and to evaluate its impact on learning outcomes, as games can be used to teach various language skills such as vocabulary, grammar, and spelling. In addition, integrating gamification more systematically into English courses is recommended.

General Conclusion :

Educational institutions should avoid overcrowded English classrooms, as large class sizes limit the effectiveness of gamification. Smaller groups are more suitable for implementing interactive and game-based learning activities.

Teaching resources, particularly in foreign language classrooms, should be made available in middle schools to enable teachers to implement a variety of game-based activities.

Parents should support and motivate their children in learning English rather than discouraging them or minimizing its importance. Their involvement plays a significant role in sustaining learners' motivation.

Even simple parental encouragement and positive reinforcement that highlight students' abilities and potential can significantly contribute to their academic confidence and success.

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Appendix

Appendix A**Students' 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:.....

Questions	Strogly 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

Teacher's 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 a unique learning style and should be treated with respect and encouragement to help them achieve their full potential. Teachers need to be patient and supportive in order to overcome the various challenges that may arise during the learning process. In my opinion, there is no obstacle that cannot be overcome when there is a genuine desire to achieve educational goals.

Q2. I regularly use games in my teaching practice. One example is the “Word Bricks” activity, which involves writing words on small pieces of paper cut into the shape of bricks. This game is typically conducted in groups, and each group requires a flat surface to arrange and move the word bricks in order to create meaningful sentences.

Q3. I have observed that gamification works very effectively with pupils. In particular, it helps them memorize and retain newly introduced vocabulary.

Q4. Gamification has a positive impact on learners’ language acquisition and academic performance, especially among middle school learners. It aligns well with their interests, needs, and learning preferences.

Q5. One challenge is that the learning environment is not always suitable for helping pupils fully understand and use vocabulary correctly in both pronunciation and writing.

Q6. I use the Wordwall platform to create interactive vocabulary games, such as matching activities and quizzes. My pupils enjoy the competitive aspect of these activities, and they help reinforce new vocabulary in an enjoyable way. I also organize team challenges in which pupils earn points for using grammar correctly in writing exercises.

Q7. The use of games depends on the type of lesson being taught. I teach each class three times a week and may use a game in every session or only once a week, depending on the lesson objectives. Gamified activities generally last between ten and fifteen minutes.

Q8. Given its positive impact on learning, I strongly recommend establishing a clear educational framework for selecting the most appropriate game elements and tools. In addition, middle

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school teachers should be provided with the necessary resources and support to effectively integrate gamification into their teaching practices.

Q9. No, gamification does not appeal equally to all pupils. High-achieving learners are sometimes very serious about their studies and may feel that games take up valuable class time. Some have even remarked, “Madam, you are wasting time.” However, many pupils enjoy games and find them entertaining. In some cases, they do not realize that they are learning while playing. They often ask, “Madam, is there a game today?” when I enter the classroom. Even weaker or more disruptive learners tend to participate actively, engage with their classmates, and focus on understanding the rules and objectives of the game.

Q10. The most common teaching strategies I use include visual aids such as cards and data projectors, as well as oral explanations to simplify lessons for learners. I also occasionally use games such as crosswords and Hangman as introductory activities to motivate pupils and prepare them for the lesson

Teacher 2:

Q1. I have five years of teaching experience. Teachers need to create and innovate engaging lesson plans in order to structure their lessons effectively and maintain learners’ interest.

Q2. I use game mechanics such as points and level systems to keep students engaged and motivated. Regarding game dynamics, I motivate my pupils by incorporating narratives and storytelling into classroom activities.

Q3. I have found that gamification enhances pupils’ critical thinking, problem-solving abilities, and creativity.

Q4. Gamification increases learners’ interest and improves language learning outcomes. Therefore, it is an effective method for making foreign language learning more enjoyable and efficient.

Q5. One of the main challenges is that pupils are often afraid of making mistakes and, consequently, do not practice enough. In addition, they may lack knowledge of the sociocultural aspects of communication in the target language.

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Q6. I created a “Language Quest” in which learners participate in weekly grammar and speaking missions. They earn digital badges through classroom activities, and their avatars level up as they complete tasks. This approach has encouraged even shy pupils to participate more actively in classroom discussions.

Q7. I enjoy using games in my teaching; however, several external factors limit their use, such as time constraints and overcrowded classrooms, which may lead to noise, distraction, and stress. I find it difficult to work in a noisy environment. Therefore, I mainly use games as warm-up activities at the beginning of lessons and not in every session. These activities usually do not exceed ten minutes.

Q8. To make games more relevant and engaging, I incorporate elements of Algerian culture into them. In addition, I provide clear and concise instructions, explaining the rules and objectives so that learners understand how to play and what they are expected to accomplish.

Q9. In my experience, gamification is effective with all pupils. Whenever I announce that we will play a game, they become attentive, curious, and eager to participate. They often ask for more games because they tend to perceive them as enjoyable activities rather than traditional lessons, especially first-year students. As a result, they become more cooperative and motivated.

Q10. The number of pupils and their proficiency level influence my choice of teaching strategies and approaches. Before presenting a lesson, I usually use the board, flashcards, and occasionally music as warm-up tools. Although it can be time-consuming and sometimes insufficient, I prefer using data projectors whenever possible to enhance lesson delivery.

Teacher 03:

Q1. I have been a teacher for twenty-three years. Throughout my teaching career, I have believed that teachers should support, motivate, and convey knowledge to their pupils in order to make learning more effective and accessible.

Q2. I usually engage and motivate learners through the use of crossword puzzles, word searches, vocabulary flashcards, sentence-building activities, word matching, and word reordering exercises.

Q3. I have noticed that gamification improves pupils' knowledge and proficiency in the English language, and it has produced some very positive results.

Q4. The implementation of gamification as a method of promoting EFL learning can be extremely beneficial for increasing pupils' enthusiasm, motivation, and engagement.

Q5. One of the challenges encountered during the implementation of gamification is that some pupils find it difficult to spell and pronounce words correctly.

Q6. I use Kahoot! to practice reading comprehension and grammar topics before tests. It transforms revision into a fun and fast-paced game. I have also created a "Reading Treasure Map," where each book or story pupils read unlocks a new section of the map and earns them rewards.

Q7. When I first started my teaching career, I did not use games in my lessons. However, I now integrate gamified activities into my teaching. These activities usually last for about thirty minutes once a week.

Q8. I balance group tasks and independent work to foster teamwork and collaboration among pupils. In my opinion, EFL instructors can successfully implement gamification within the Algerian middle school context.

Q9. Yes, I believe that the gamification approach is effective for all types of pupils and learning preferences because both motivated and less motivated learners find it enjoyable and engaging.

Q10. The most common teaching strategies I employ in my classroom are traditional methods, such as explaining lessons with examples, using dictation activities, and incorporating simple games like crosswords. I generally explain the lesson on the board and provide a short exercise

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to ensure that pupils have understood the material. If there is sufficient time at the end of the lesson, I may include additional activities for reinforcement.

Summary :

This study examines how the integration of gamification—that is, the use of game-based elements such as points, badges, leaderboards, and 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 attitudes toward the English language.

To this end, a mixed-methods approach was employed, combining student questionnaires and classroom observations to assess learners' behaviors and perceptions. The results indicate that the majority of students feel more motivated and more interested when learning through gamified activities. They perceive lessons as more enjoyable and less stressful, which enhances their self-confidence and willingness to participate.

However, the study also highlights that gamification must be carefully designed and adapted to the educational context to avoid potential drawbacks such as excessive competition or loss of focus. In conclusion, gamification appears to be an effective pedagogical strategy for enhancing students' motivation in learning English, provided it is implemented in a balanced manner and aligned with learners' needs.