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**The Implementation of Gamification in the EFL Instructional
Process: Case Study of First-Year LMD, Saida University**

Dissertation submitted as partial fulfillment of the requirements for the degree of *Master* in
Didactics.

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Declaration of Originality

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Dedication

First, all praise to the most graceful and compassionate Almighty Allah who supplied me with strength, guidance, courage, and blessing in time to accomplish this modest work.

This work is dedicated to the memory of my late father who has been my constant companion throughout this journey. Though he is no longer with me, your influence remains ever-present in my heart and mind.

I heartily dedicate the fruit of my humble work to the apple of my eyes, who brought me to life, my mother Fatma CHAIB, may Allah always bless her.

I gratefully dedicate this work to my family, my lovely cousins for their unconditional love and support, and to the source of my strength Oussama BELHADJ.

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Abstract

Gamification refers to the design that attempts to bring about similar positive experiences as games do, and consequently affect learners' behaviour and cognitive processes. As the main inspiration of gamification is games, gamification commonly employs game mechanics (Nannan Xi& Juho Hamari, 2019). It is indisputable that English as a foreign language is not an easy process for both learners and instructors; however, the integration of gamification and its elements into the EFL instructional process has emerged to enhance language learning. Thus, the current work investigates the effectiveness of integrating gamification elements in the instructional process and its impact on learners' motivation and engagement. The study was carried out at the level of University of Dr Moulay Tahar, Saida, involving teachers and students in the English department. For the sake of achieving this aim, a mixed method approach is used along with three main research instruments namely students' questionnaire, teachers' interview, and classroom observation. The findings reveal that gamification can be a fruitful method and have an influential role in the EFL context, as it boosts learners' motivation and stimulates their engagement. Results also indicate that both teachers and learners at the University of Saida are aware of the academic significance of educational games as they are in favor of their implementation in the EFL instructional process. At the end of this work, the researcher suggests a series of recommendations for the appropriate use of gamification in the EFL classroom based on a set of contextual elements.

Key Words: *language learning, EFL context, engagement, gamification, motivation, games.*

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

IM: Intrinsic Motivation

GBL: Game-based Learning

EM: Extrinsic Motivation

SE: Self-efficacy

CET: Cognitive Evolution Theory

SDT: Self-Determination Theory

ELT: Experiential Learning Theory

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General Introduction

General Introduction

In recent times, teaching English has become a major challenge for instructors who are supposed to teach, assess, and provide feedback. Nevertheless, learning English is not always an easy task, researchers are working hard to enhance the learning process and make English learning more effective and successful. In the field of English as a Foreign Language education, there is a growing interest in the potential benefits of gamification as a pedagogical approach. Games implementation in the EFL context refers to the integration of game elements into educational activities to boost students' motivation, increase their engagement, and attain effective English learning (Caponetto, 2014). The traditional approach may fail to appropriately make learners motivated and engaged in learning the language, especially when students nowadays are increasingly adapted to interactive, technological, and engaging learning experiences. Also, the lack of learners' motivation and engagement may hinder the process of language learning. The application of gamification elements and principles in the EFL teaching and learning process creates an entertaining and interactive learning environment, and this leads to influence learners' motivation and engagement.

In light of the above, this work is an endeavour to shed light on the integration of gamification in the first-year EFL instructional process at Dr Moulay Tahar, Saida University. This study attempts to examine the effectiveness of educational games and their impact on EFL learners' motivation and engagement. This proposed research intends to achieve the following:

- 1- Assess and measure the effectiveness of integrating gamification into EFL instruction, and determine the extent to which gamification influences language proficiency, and academic achievement in the EFL context.
- 2- Examine the influence of gamification on student motivation to learn English as a foreign language. Investigate the factors contributing to increased motivation, and its impact on students' enthusiasm and commitment to language acquisition.
- 3- Identify and evaluate the effectiveness of gamification strategies employed in EFL classrooms to enhance student engagement, in addition to analyzing these strategies based on their impact on student participation and engagement in learning the language.

It is crystal clear that although several studies tackled the implementation of gamification as a teaching method, there was a major remaining research gap in the examination of the implementation of gamification in the instructional process particularly in

the context of English as foreign language learning. While some studies have explored the implementation of gamification in primary, middle, and high schools, there was a need to investigate the integration of gamification at the level of the university as well.

For this reason, the present research work tries to provide answers to these research questions:

- 1- How significantly can gamification affect learning outcomes in foreign language learning?
- 2- To what extent does gamification influence student's motivation to learn English as a foreign language?
- 3- How does gamification promote student engagement in EFL classrooms?

These questions have led the researcher to suggest three hypotheses:

- 1- Gamification is a functional method that can be implemented in the EFL educational context.
- 2- The implementation of gamification in the EFL context significantly increases students' motivation to learn the language.
- 3- Gamification in the EFL context can be an effective method for learners' engagement and drive them to continue learning.

The present research work is divided into three chapters. The first chapter is concerned with reviewing the previous studies and some theoretical perspectives, it contains three sections that tackle the main aspects related to the topic at hand. With regard to the second chapter, it describes the research design and the methodology adopted to gather data to fulfill this investigation. Adding to that, it includes a detailed description of the research sampling, the utilized research instruments, and the limitations encountered by the researcher. In the end, the third chapter is purely practical; it analyses and interprets the collected data as it provides an overall discussion about the final findings. Finally, based on the findings of the current research, the researcher provides some recommendations regarding the topic under scrutiny.

Chapter One: Literature Review

1. Gamification

The dynamic nature of human existence has driven the continuous advancement of education. In other words, education must consistently evolve to align with this shifting world. This includes the need for changes and development in the instructional process techniques to coordinate with the trends and evolution occurring in the world.

The use of game design concepts in the instructional process is known as gamification, but its broad adoption did not occur until the latter part of 2010 (Deterding et al., 2011). That is to say, the term “gamification” started to acquire a lot of popularity and attention. Although the idea existed before, it was not generally accepted and applied. However, gamification gained popularity and adoption when people realized the potential advantages of applying it in a variety of disciplines including education. This period witnessed an increase in research, successful case studies, and an understanding of how gaming elements could be functional in a range of contexts along with English language teaching. Similarly, Caponetto and Erap (2014) asserted that "Gamification practices adopted to support learning processes enacted in the education and professional training sectors is a rapidly growing phenomenon". This indicates that gamification techniques are spreading throughout professional and educational settings. It is also true that gamification is flourishing rapidly in these domains because more educators and trainers are recognizing the value of gamified learning environments.

In the same vein, Al Azawi et al. (2016) state that ‘Old teaching methods mechanism are no longer beneficial to the students because of some reasons such as the students will not be able to think out of the box and to do some kind of practical assessment under the old mechanisms. In the old teaching mechanism, students focus only on the exams rather than trying to understand the underlying concepts of the subject matter. Students are not gaining benefits from traditional educational approaches because these old teaching strategies generally encourage memorization of knowledge for assessments rather than in-depth comprehension of the concepts. They are not encouraging learners to use their creative abilities or to apply what they have learned in real-life situations.

1.2 Definition of Gamification

Hadfield describes games as “an activity with rules, a goal, and an element of fun”. (As cited in YOLAGELDİLİ, G., & ARIKAN, A., 2011). That is to say, gamification

transforms ordinary learning into an engaging and enjoyable experience. It turns on specific guidelines learners need to follow, sets clear objectives for them to focus on, and adds enjoyable elements to enhance the experience of learning. Through these essential aspects, gamification increases interest and active involvement in the educational process.

Furthermore, concerning the exact and simple definition of the term *Gamification*, (Al-Azawi et al., 2016) stated that “We could simply define gamification as it is the use of game design elements, game thinking, and game mechanics to enhance non-game contexts”. Also, (Caponetto et al., 2014) assert that gamification in education refers to the introduction of game design elements and gamified experiences in the design of learning processes. In addition, Dichev&Dicheva (2017) also claimed that:

“We maintain the view that gamification is not just a technology but also a methodology that some organizations adopt as a way to increase motivation. In this aspect, gamification is not a pure marketing trend but a behavioral affective design trend that can be applied to different areas, including education.”

What this means is gamification is used as an approach to improve the learning process. It is a trend in behavioral affective design that can be used in education and other fields to make learning more engaging and productive. This approach emphasizes creating experiences that resonate on an emotional and behavioral level, ensuring sustained interest and participation beyond mere promotional efforts.

Nannan Xi& Juho Hamari (2019) denotes that:

“Gamification refers to the design that attempts to bring about similar positive experiences as games do, and consequently affect user behaviour and cognitive processes. As the main Inspiration of gamification is games, gamification commonly employs game mechanics”.

This indicates that the concept of gamification refers to a strategy used to create a positive learning experiences by incorporates features and principles from games into settings that are not gaming-related aiming to make students engaged. Finally, Zichermann described Gamification as “a method of game questioning and recreation mechanics that engages users and solves problems” (Khaleel et al, 2020).

1.3 Gamification Elements:

Through the use of components commonly found in games, gamification makes the learning process more entertaining and satisfying. To boost learner motivation and engagement, it combines game mechanics and elements with instructional materials. Getting

achievement badges, gathering points, ranking high on leaderboards, monitoring progress through bars, and finishing missions or stages are a few examples of these concepts.

Looyestyn (2017) adds that:

“Gamification commonly integrates elements such as points, badges, and leaderboards, however, it goes beyond these to include elements like establishing clear objectives, giving challenges, defining levels, observing progress, offering feedback, providing rewards, and incorporating stories/ themes. It's necessary to keep in mind that terminology can change. Also, there may be disagreements about whether certain components (like the use of avatars) could be part of gamification or classified in the serious game category.”

- 1- **Badges:** Are digital awards given to learners in a gamified context for particular achievements.
- 2- **Points:** In gamification, points are numerical numbers that represent accomplishment or development.
- 3- **Leaderboards:** These are display boards that classify learners according to their performance or accomplishments.
- 4- **Rewards:** Are financial encouragement provided to learners in order to acknowledge their accomplishments, aiming to promote ongoing participation.
- 5- **Avatars:** Are virtual characters that learners may personalize and manage in a gamified setting in order to be engaged.
- 6- **Levels:** Various stages of advancement in a gamified system, usually earned through fulfilling a targeted objective.

More precisely, Looyestyn (ibid) mentions that research shows that leaderboards considered as an effectual gamification tool, and that peer competition through social comparison boosts motivation. He adds that leaderboards are more tangible and relevant to real-life experiences, however, points and badges are more insignificant, making them less engaging. This is one example of gamification elements (Jorge F. Figueroa Flores, 2016):

Users		Badges	Problem	Solution	Idea	Question	Answer	Comment	Points
1	James Anderson Company Manager jamesanderson@examplecompany.com		10	10	10	10	10	10	10,000
2	Brynn Evans Admin brynn.evans@examplecompany.com		10	10	10	10	10	10	10,000
3	Aaron Irizarry Admin aaronirizarry@examplecompany.com		10	10	10	10	10	10	10,000
4	James Wilson jameswilson@examplecompany.com		10	10	10	10	10	10	10,000
5	Grace Ng graceng@examplecompany.com		10	10	10	10	10	10	10,000
6	Ben Moskovits benmoskovits@examplecompany.com		10	10	10	10	10	10	10,000
7	Adam Oykun adamoykun@examplecompany.com		10	10	10	10	10	10	10,000
8	Mike Ball mikeball@examplecompany.com		10	10	10	10	10	10	10,000
9	Adelle Charles adellecharles@examplecompany.com		10	10	10	10	10	10	10,000
10	Tony Peterson tonypeterson@examplecompany.com		10	10	10	10	10	10	10,000

Figure1.1: Sample of Leaders, Rewards, Achievement.

1.4. The Role of Gamification

Gamification can afford a variety of benefits over EFL education when it is implemented effectively. Kapp (2012) believes that gamification is a growing trend among educational institutions that use it to promote training, develop problem-solving skills in learners, and enhance the learning experience. This means that gamification involves applying gaming techniques to enhance and customize learning, which enhances the retention of knowledge and improves learners' creativity through social dynamics.

Moreover, Crookal (1990) mentions an important benefit when employing games in language learning is that it helps reduce students' anxiety levels over learning a new language. In language classes, students frequently experience pressure to acquire a foreign language. Their stress is further increased by the fear of making mistakes and receiving criticism from teachers. However, games help to reduce this anxiousness games create a more relaxing atmosphere, increase confidence, and allow language learners to practice the language without thinking about being judged or punished. On the other hand, "Games become extremely useful in the teaching-learning process because adding to providing enjoyment and relaxation, as they encourage students to practice their language in a creative and communicative manner". This means that when students are engaged in the game, they tend to be attentive and focused and this leads them to achieve more effective learning experiences. Additionally, gamification provides a context for language use in the sense that learners are required to use the English language in various contexts in which they understand how to use the language in real-life situations. Gamifying education emphasizes communication; when students interact with each other or with teachers (including asking and answering questions, giving instructions, etc.) they are developing their speaking and listening skills.

Banfield & Wilkerson (2014) also assert that competition, either against one's self or against a peer group is the driving force behind the success of gamification. This shows that learning in a competitive atmosphere which gamification provides may be useful in the EFL classroom. Another noticeable benefit of using gamification or interactive activities is that learners lose some inhibition (Govindarajan, 2020). In other words, the use of gamification or interactive activities in education can help reduce learners' inhibition by creating a safe, engaging, and supportive learning environment. Besides encouraging active participation,

providing immediate feedback, and promoting collaboration, gamification can foster a more positive and effective learning experience for learners.

Gamification techniques are being adopted to support learning in a variety of educational contexts and subject areas, but also to address transversal attitudes and behaviors such as collaboration, creativity, and self-guided style (Caponetto, 2014). Gamification can have a significant role in fostering learner autonomy for several reasons. Firstly, gamification promotes autonomy in learning and independence by giving students the choice, and responsibility, and making decisions about their learning experiences. The second reason is gamified learning environments often involve setting clear goals and objectives so learners raise their self-awareness, goal-directed behavior, and autonomy. When learners develop their critical skills (critical thinking, problem-solving, decision-making, collaboration, and self-assessment) through game play, they can navigate learning challenges, make informed decisions, and take responsibility for their learning processes, enhancing autonomy.

According to Ardi et al,(2022), Figueroa (2015) found that gamification opened the door for language learners to enhance their language learning experiences and at the same time acquire the skills to solve any task or challenge that the class, unit, or topic presented.

1.5 Gamification Vs. Game-based Learning

The concepts of game-based learning and gamification (the former denoting the adoption of games for educational purposes and the latter the application of game mechanisms to educational interventions globally) remain sufficiently distinct, with interesting situations emerging in which the two practices coexist and nurture each other (Caponetto et al, 2014). In the sense that the difference between the two concepts is that gamification is defined as introducing the entertaining and captivating aspects of games into all aspects of our educational experiences. However, game-based learning is similar to bringing the entertainment value of games into the classroom for academic purposes. The interesting thing is that these two strategies frequently complement each other by combining their advantages.

Moreover, (Al-Azawi et al, 2016) emphasize the difference between them “Gamification is turning the learning process as a whole into a game, while game-based learning (GBL) is using a game as part of the learning process”. This indicates that gamification turns the entire learning process into a game. It takes game mechanics and game

play elements and applies them to existing learning courses and content in order to better motivate and engage learners.

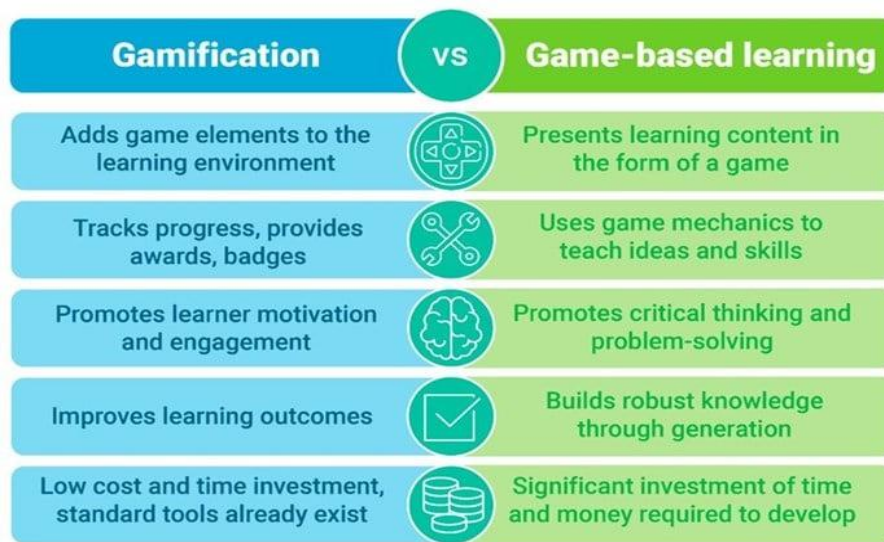


Figure 1.2: The Differences between Gamification and Game-based learning

This figure (Brendan Ward and Wesley Anderson, 2022) shows the differences between the two concepts. Although, gamification and game-based learning share similarities, they are distinct and they differ in: firstly, one of these concepts (Gamification) aims to enhance the learning process by adding game elements to the learning environment, and the other one (Game-based learning) aims to teach a certain content or skill through the experience of playing the game. In the second place, they differ in the integration; in gamification, the teacher adds game elements to existing activities. For instance, create a ‘word-of-the-day challenge’ where learners participate and gain badges or points for using the new word in correct sentences or conversations. However, in game-based learning the learning is ingrained in the game. The third point is that gamification promotes motivation and engagement, while game-based learning improves problem-solving and critical thinking.

2. Motivation in Gamification

2.1. Definition

Jeremy Harmer (1991) claimed that “motivation is some kind of internal drive which pushes someone to do things in order to achieve something”. In other words, motivation is defined as either the internal or the external factors that drive individuals to initiate and direct their behaviors and acts in order to achieve particular objectives.

Another definition by Williams and Burden(1997) is that “motivation is a 'state of cognitive arousal which provokes a decision to act, as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set goal’”. Motivation can be described as an elevated cognitive state that results in a conscious decision to do a certain act. This decision will motivate the person to make consistent mental or physical effort to reach a predetermined objective. In simple terms, motivation is the result of a dynamic interaction between cognitive arousal, goal-directed behavior, and guidance through action and directing all effort towards particular objectives.

Ryan & Deci (2000) denotes that “To be motivated means to be moved to do something”. In other words, motivation refers to the excitement that a person feels when thinking about the goals he's set for himself. Adding to that, it is the psychological state or power that pushes individuals to behave, achieve objectives, or reflect certain actions. Motivation is the state of feeling inspired or pushed to act.

2.2. Types of Motivation

Individuals differ not merely in the quantity but also in what type of motivation they have. There are two main types of motivation which are: intrinsic motivation and extrinsic motivation. Ryan & Deci (2000) defined intrinsic motivation as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. Intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. However, extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation. The relations of both classes of motives to basic human needs for autonomy, competence, and relatedness are discussed (Ryan & Deci, 2000). Extrinsic motivation is affected by external factors, for instance, the need to succeed in an exam, the excitement of future travel, or the prospect of financial rewards.

In contrast, intrinsic motivation comes directly from the person. This could be prompted by an interest in personal development or by an appreciation of learning itself. Many researchers hold the belief that intrinsic motivation produces more effective outcomes than extrinsic motivation; this means that students who appreciate what they are learning

have much greater chances to succeed in the long term, even if their very first purpose for attending a language course, for example, was extrinsic (Harmer, 1991).

Moreover, Intrinsic motivation is based on the pleasure generated by the activity rather than relying on an external reward e.g., enjoying playing a game. In contrast, extrinsic motivation (EM) occurs when the activity is performed in order to attain an external or separable outcome e.g., working for money. (Kankanhalli et al, 2012).

James Banfield and Brad Wilkerson (2014) mention that “extrinsic motivation plays an important role while students seek for recognition, grades, and other indicators of achievement. Nevertheless, this type of motivation has several drawbacks, such as making less effort to achieve goals, determining the learning processes when the goal is met, having lower self-efficacy (SE), and acting less cooperatively behavior”. When it comes to comparing both types of motivation, intrinsic motivation holds the most significant share in the instructional process especially in learning a foreign language due to its effectiveness in learning the language.

2.3 Cognitive Evaluation Theory (CET)

The (CET), which stands for Cognitive Evaluation Theory, is a sub-theory of (SDT) provided by Deci and Ryan (1985) that had the aim of specifying factors that explain variability in intrinsic motivation.

CET refers to how social and environmental factors either boost or hinder the individual's intrinsic motivation. This theory assumes that if the conditions are right, our inherent motivation will thrive and show itself. It will be developed if conditions allow. Adding to that, “CET looks at the basic needs for being competent and autonomous. It was created to show how rewards and feedback impact intrinsic motivation, and it was then tested in real-life situations. The core of this theory is that social factors like feedback and rewards can boost learners' intrinsic motivation and make them feel competent. For instance, positive challenges, helpful feedback, and avoiding negative assessments all promote intrinsic motivation” (Edward, 2000).

CET looks at the factors that reinforce or hinder learners' intrinsic motivation. When learners are intrinsically motivated, they act on their own volition instead of responding to external factors such as rewards. The IM can decrease when learners are exposed to those external factors. Deci (1971) conducted a study to examine the effect of external factors on IM, he directed people to do an interesting activity in either a rewarding or unrewarding

setting. The final results show that those who received rewards were less likely to keep doing the activity after removing the reward. This demonstrates how external factors can weaken students' IM (Vansteenkiste, et al, 2010).

In the same vein, Richard M. Ryan (2017) mentions that 'Cognitive Evaluation Theory (CET) represents a formal sub-theory developed within SDT which focuses on elements that boost or hinder intrinsic motivation. CET was the first of SDT's theories which was established mainly between the 1970s and 1980s. As the studies show, the primary goal of CET is to investigate the effect of rewards, punishments, evaluations, feedback, and other extrinsic events on intrinsic motivation. However, after conducting several experiments Richard M. Ryan (2017) asserts that engaging in any interesting activity for the purpose of rewards or outcomes may decrease the learners' intrinsic motivation, as well as, it will devalue the primary activity and make it drive from the intended goal.

2.4. The Motivation Perspectives within Gamification

There are six main perspectives in motivation that can be distinguished and that could be significant in the context of gamification which are: the trait perspective, the behaviorist learning perspective, the cognitive perspective, the perspective of self-determination, the perspective of interest, and the perspective of emotion. Although those perspectives focus on distinct elements that become relevant to various degrees depending on the perspective, they do not always contradict each other (Sailer, et al, 2013). In simple words, there are six principal perspectives that provide different insights into what prompts motivation. The first perspective is the trait perspective, which focuses on individual traits or characteristics that influence motivation. The second one is the behaviorist learning perspective which refers to how external factors and rewards influence behavior. More precisely, within the context of gamification this perspective takes into account how game components, like points or prizes, might shape and reinforce behaviors that are desired.

Additionally, the cognitive perspective takes into account people's perceptions, thoughts, and comprehension of the gamified components, as well as how these mental processes affect their motivation. Also, the perspective of self-determination emphasizes the importance of autonomy and intrinsic motivation which means that learners become motivated while having a sense of autonomy over their learning unlike when they are motivated just by rewards from external sources. The interest perspective focuses on how

curiosity and personal interests could motivate people and how gamification might align the learner's interests in order to improve entertainment and engagement. The last perspective which is the emotion perspective, which explores the emotional sides of motivation and takes into account how motivation in gamified learning can be affected by both positive and negative emotions, for instance, satisfaction or dissatisfaction.

2.5 Motivation and Gamification

Looyestyn (2017) asserts that many opinions exist as to why gamification can be successful. For example, Xu (2011) suggests that gamification can facilitate extrinsic motivation (i.e., external rewards like badges and points), which can motivate engagement in the short term. This means that the perspective presented by Xu indicates that gamification functions by encouraging external motivation such as rewards, badges, and points. Indeed, these external rewards can play the role of engagement advocates over an immediate period. In simple terms, individuals will be motivated to participate and remain interested in gamified activities by the excitement of getting rewards.

On the other hand, KAM & UMAR (2018) held a different point of view where he claimed that “incredibly crucial to realize that, rather than directly influence the learning outcomes, gamification targets to influence particular behavior which may result in learning outcomes.” As denoted by Huang and Soman (2013), gamification is disassociated from knowledge or skill. However, it influences factors including motivation, which results in indirectly learning new information and skills. Gamification aims to promote the fulfillment of learning outcomes by affecting a behavior related to learning, such as becoming involved and engaged with the instructional content.

Although gamification was effective in increasing effort and engagement, learning outcomes achievement or performance would not improve if the instructional content or learning activity is not beneficial to the learner's acquisition of the desired knowledge and skills. Furthermore, in order to keep learners engaged and focused in the learning process, motivation is a very significant aspect, especially when dealing with the new generation. Teachers face several challenges in keeping students motivated during lessons. Gamified learning and implementing game elements into non-game settings, may offer solutions to these challenges. Teachers can effectively integrate gamification into their teaching techniques by carefully choosing appropriate gamification tools and making sure they suit the subject matter and students' needs (Demirbilek, et al, 2022).

Finally, he adds that to acquire a new language, learners need to stay motivated and engaged in the learning process. This shows that learning a second language relies on learners' motivation because it plays a fundamental role in the EFL context and fosters successful language learning.

3. Engagement with Gamification

3.1. Definition

Student engagement in education refers to the level of attention, curiosity, enthusiasm, optimism, and passion that appears in students during the instruction process, as well as their degree of motivation to learn and make measurable progress in their studies. Overall, the term "student engagement" is based on the idea that learning tends to fail when students are bored, disengaged, indifferent, or in different angles not engaged, and that learning serves to be increased when students are curious, interested, or inspired. Teachers often state that their main teaching objectives are to improve student involvement (Olson & Peterson, 2015).

Furthermore, Firas Layth Khaleel (2020) describes student engagement as the degree of attention, curiosity, interest, optimism, and enthusiasm which appears on students during the instructional process, as well as it affects the level of motivation they have to gain and develop over their learning process.

As cited in Ardi & Rianita (2022), student engagement is a key factor in effectively learning the English language. Reeve (2016) defined it as "the extent to which student participates in an active and productive manner in the learning process". Students' emotional reactions, active behavioral participation, and cognitive contribution all can be used to determine the extent of involvement. It also demonstrates how students actively participate while they are learning, showing their excitement and interest to learn, and driving them to take responsibility and become autonomous learners. Therefore, when learners are engaged, they are expected to meet their learning objectives. Newmann et al. (1992) explained engagement as the psychological investment and efforts devoted by the learner to understanding, learning, or acquiring factual knowledge and skills.

3.2. Engagement Components

Students are behaviourally, emotionally, and cognitively engaged due to their responses to teacher-provided activities (Reeve, 2020).

1- Behavioral Engagement: Behavioral engagement is described by Fredricks(2004) as “the involvement in learning and academic tasks and includes behaviors, such as effort, persistence, concentration, attention, asking questions, and contributing to the class discussion” Priyatno Ardi et al. (2022). Additionally, Gonida et al, (2009) referred to behavioral engagement as various energized or enervated behaviors and actions carried out by a person. This includes for instance attention, persistence, giving up, and passivity (Bouchrika, et al. 2019).

2- Cognitive Engagement: According to Ardi et al. (2022) “Cognitive engagement thus deals with students’ investment in academic works, which includes material understanding, skill shaping, and knowledge mastery. The quality of students’ works can reflect their cognitive engagement as they intentionally put their thoughts into the works. As this engagement focuses on students’ pedagogical persistence in schools, it includes students’ efforts to accomplish tasks and achieve greater ideas in their learning (Fredrick et al., 2004). In this regard, this engagement encompasses students’ extra efforts to learn (Lester, 2013). Therefore, if the students are cognitively engaged, they will perform well in the class.

3- Emotional Engagement: Emotional engagement encompasses all kinds of students’ affective involvements in the classroom. Lawson and Lawson (2013) described emotional engagement as social, emotional, and psychological immersions towards any activities in the classroom, which deals with “levels of interest, enjoyment, happiness, boredom, and anxiety during academic activity”. In the same vein, Abla and Fraumeni (2019) denote that emotional engagement includes students’ feelings of interest, boredom, happiness, sadness, and anxiety.

3.3 Experiential Learning Theory (ELT)

Experiential learning theory (ELT) is a theory developed by Kolb (1984) which defines learning as "the process whereby knowledge is created through the transformation of

experience. Knowledge results from the combination of grasping and transforming experience" (Banfield, 2014). This theory is active learning where the learning is a student-centered activity.

James (2014) also asserts that 'Gamification is ELT pedagogy'. In other words, experiential learning theory supports using gamification as a tool in order to foreign language teaching, because its main principle is learning through experiences may increase and foster learning outcomes. Danell Odendaal (2018) asserts that experiential learning is learning by actual experience. Meaning, understanding, and knowledge are created when learners participate in real-life activities. Gamification, an offshoot of ELT, is the combination of game components such as score, challenge, and achievement with learning objectives in an effort to motivate and engage the student (Deterding et al., 2011).

3.4 Engagement in Gamification

According to Looyestyn (2017), there are research demonstrates that if individuals find learning enjoyable and entertaining, they are inclined to remain involved with it. Mainly, gamification is the approach that is associated with increasing enjoyment and engagement. On the other hand, he claimed with another point of view and said that through time the initial benefits of gamification on engagement disappeared. This is normally expected since the extrinsic rewards (badges and points...) usually lose their interest after a short period of time'. He adds that the effectiveness of gamification in boosting engagement can affected by time factors. Research on activities carried out in a single session typically demonstrates an effective influence, however, research exploring gamification and engagement over an extended period gives more different results.

Ka& Umar (2018), mention that several gamification methods focus on the game elements like avatars, storylines, virtual goods, and rewards rather than emphasizing the learning process itself. When the initial excitement disappears, the gaming elements may only provisionally increase learners' involvement. There are some studies suggest that the advantages of gamification are typically temporary. It is possible for learners to be engaged in gamified activities without being interested or motivated. In order for gamification to be relevant, gamification components should direct learners' attention to the educational materials or tasks. Experiencing gamified learning could satisfy unfulfilled psychological demands, for instance, the need for competence to motivate learners. Actually, gamification's main aim is to keep learners engaged with real-world learning and realize its value.

Furthermore, Bouchrika et al. (2019) claim that research findings regarding the impact of gamification on behavioural engagement are generally positive with many empirical studies reporting that the use of gaming mechanics including points, leaderboards, and badges appears to have a considerable effect on increasing the learners' engagement which can be quantified by the number of message posts, usage frequency and scores.

3.5 Conclusion

This chapter was divided into three sections. The first section aims at explaining the concept of gamification and demonstrates its role and elements. Furthermore, it covered the terms “Gamification” and “Game-based learning” (GBL), and differentiated between them. The second section discussed the link between learners' motivation and gamification, provide the motivation perspectives within gamification and related theory. The third section includes the relationship between learners' engagement and gamification, engagement's components, as well as a related theory. The following chapter is concerned with the methodology used to fulfill this academic research.

Chapter Two: Research Methods

2.1 Introduction

The present research work is an academic undertaking to determine the Implementation of Gamification in the EFL Instructional Process. It is a case study of first-year students at the Department of English Language Dr. Molay Tahar, Saida University. The current chapter is devoted to the practical part of this research paper to shed light on the important issues related to the research.

At first, this chapter provides a complete overview of the research work setting. Moreover, it discusses the methodology used in gathering data. Besides, it assesses the theoretical issues shown in the literature review. Furthermore, it contains a description of the population and sampling and also presents the research instruments that have been followed to accomplish this work (questionnaire, interview, and observation). As a final point, the researcher concludes this chapter with the limitations that faced him during the preparation of the study.

2.2 Data Collection Procedures

For the sake of identifying the perceptions of students toward the use of gamified activities in their learning, the researcher incorporated mixed-methods research seeing that it is appropriate for investigating the current research. Mixed methods research is a research methodology that involves gathering, analyzing, interpreting, and reporting both quantitative and qualitative data in order to address research questions in suitable and ethical way (Bryman, 2012; Creswell, 2015; Creswell & Plano Clark, 2011).

Both quantitative and qualitative data collection instruments were incorporated: Qualitative research is collecting, analyzing, and interpreting data by observing what people do and reporting. Whereas quantitative research refers to counts and measures of things, qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things (Anderson, 2006).

2.3 Research design

According to Durrheim (2004), research design is a strategic framework for action that serves as a bridge between research questions and the execution, or implementation of the

research strategy. Since the aim is to identify the perception of learners and teachers toward gamified learning, an exploratory and descriptive research design is applied. Stebbins (2001) defined exploratory research as "a broad-ranging, intentional, systematic, planned project intended to maximize the identification of generalizations that results in an understanding of the domain of social or psychological existence. On the other hand, according to Creswell, the descriptive research design refers to a study that explains the features of a population or phenomenon under examination. This includes gathering an understanding and information about a group or phenomenon through questionnaires, interviews, or observation.

2.4 Research Setting and Target Population

The research is conducted at the Department of English and Literature in the Faculty of Letters and Languages at Dr Molay Tahar University, Saida. According to Riya (2023), the entire group of people, things, or events that have particular characteristics and are of interest to the researcher is referred to as the research population, sometimes called the target population. The population of this study is 250 first-year EFL learners who are study in at Dr Moulay Tahar Saida University. Adding to that, 16 teachers who are teaching first-year licenses are also considered as the research population.

The sample is a subset of the target population made up of people who participate in the study. To gather data, the sample of this study is (50) out of (298) first-year license learners to represent the whole population to conduct the research. The chosen sample includes females and males. The participants were randomly chosen and volunteered to respond to this questionnaire. The selection of such a level was based upon the fact that they are dealing with educational games in their annual program. On the other hand, an interview with ten (10) out of (16) teachers from the English department was the second tool adopted to investigate this study, varying between face-to-face and online interviews. The teachers were purposively chosen the reason that they adopted game-based activities in their teaching process.

2.5 Research Instruments

This research used three data collection instruments. This triangulation was used to develop a comprehensive and exhaustive understanding of the phenomenon under scrutiny. Data was collected through a survey questionnaire administered to first-year students who were enrolled at Moulay Taher University in Saida, Algeria to investigate students' attitudes towards the use of educational games by teachers to stimulate their motivation and engagement. In the same vein, teachers' opinions are also crucial to the current study, for that reason the researcher interviewed them to investigate their perceptions of the effectiveness of using educational games in the classroom. As well as classroom observation was implemented. By using the three instruments the collected data from both sources will significantly aid in determining their validity or rejecting it.

2.5.1 Student's Questionnaire

Taherdoost (2022) defined a questionnaire, as the heart of the survey it consists of a group of questions to aggregate certain information and data from participants. Those questions are designed to reflect the needs of the researchers in order to accomplish their study, in which he can reach them using the answers of the participants. The questionnaire of this study was devoted for 50 students. As it aims to obtain data about the learner's perceptions toward learning through gamification, and it took three days to collect. The overall questionnaire is composed of 16 questions. It involved both open-ended and close-ended questions. Besides, it contains dichotomy questions (yes, no), picking up the most suitable answer, and Likert scale questions. The reason behind choosing these types of questions is that it is not an intensive-task and effortless.

2.5.2 Teacher's Interview

The interview is a form of conversation to collect information. It involves the interviewer, who organizes the conversation and asks questions adding to that an interviewee, who responds to the questions (Moorthy & Zarinpoush, 2006). It is a qualitative data collection instrument. The type of interview used in this research work is the semi-structured interview. After requesting permission, the interview was conducted with nine (09) EFL teachers who have extensive experience in teaching at Dr Molay Tahar, Saida University. The interview contains 15 questions which were posed face-to-face (orally) and in virtual interview form; via email (based on their willingness). The tutors were cooperative and they

provided detailed information. The questions varied between WH questions and dichotomous questions. This interview aims to target all the points related to the thesis topic “Gamification” to attain the desired results and check the validity of the research hypotheses.

2.5.3 Classroom Observation

Observing the sample population’s behavior could be also a good instrument to answer the research questions. Gorman and Clayton (2006) define observation studies as those that involve the systematic recording of noticeable phenomena or behavior in a natural setting. The observation of this research took place in the second semester of the academic year 2023/2024 at Dr Molay Tahar, Saida. The type of observation used was covert, in which the students were not notified about the process. The researcher conducted the observation with first-year EFL learners. The process was done in two sessions. The researcher implemented two techniques to make the observation, the first one is the checklist and second one is taking notes to gather valid data.

2.6 Limitations of the Study

Indubitably, during the preparation of this research work, the researcher faced many stumbling blocks that may have hindered the research process which seeks a large amount of knowledge. The major barrier is the lack of sources (books); most of them cannot be downloaded for free. Second, the limited number of participants in the interviews, as many teachers don’t use Gamification in their teaching process, can be considered a limitation. Moreover, some students were not honest in their answers because many contradictions were recorded in their answers. Another limitation is the time constraints; the classroom observation was done at the end of the second semester, consequently, the researcher could not accomplish enough sessions of classroom observation.

2.7 Conclusion

Throughout this chapter, the researcher intended to present an overview of the research methodology adopted in this undertaking. At first, this chapter explored the setting of the study, the participants, and the instruments used in this academic research, and defined the

data collection procedures as well. At the end, it tackled some limitations that faced the researcher during the investigative study. This chapter paves the way to the following chapter that will present the collected data, and provide an analysis and interpretation of the findings of this study with the aim of investigating the implementation of gamification in the EFL context.

Chapter Three: Data Analysis and interpretation

3.1 Introduction

Since the previous chapter was intended only to describe the methodology used in this investigation, the third chapter is designed to analyze and interpret the collected data from the three instruments namely students' questionnaire, teachers' interview, and classroom observation. The researcher divides this chapter into three parts: the first one sheds light on the findings found from the research tools. The second one is dedicated to the analysis and interpretation of the results. Last but not least, the third part offers some recommendations regarding the implementation of Gamification in the EFL instructional process.

3.2 Research Findings

The research results collected from the student's questionnaire, teacher's interview, and classroom observation will be firstly demonstrated individually. Then all results will be analyzed and interpreted in detail. The research results will be examined both qualitatively and statistically. The data collected from the instruments used will significantly aid in confirming or rejecting the research hypotheses.

3.2.1 Questionnaire Results Analysis

The student's questionnaire includes 16 questions. The questions will be presented separately, and then the researcher will provide a whole interpretation and analysis of the questionnaire. The student's questionnaire involved both close-ended and open-ended questions, multiple choices questions, yes/no questions, and open questions.

Question 01: You are? Male/ Female

Option	Participants	Percentage
Male	21	42%
Female	29	58%

Table 3.1: Student's Gender

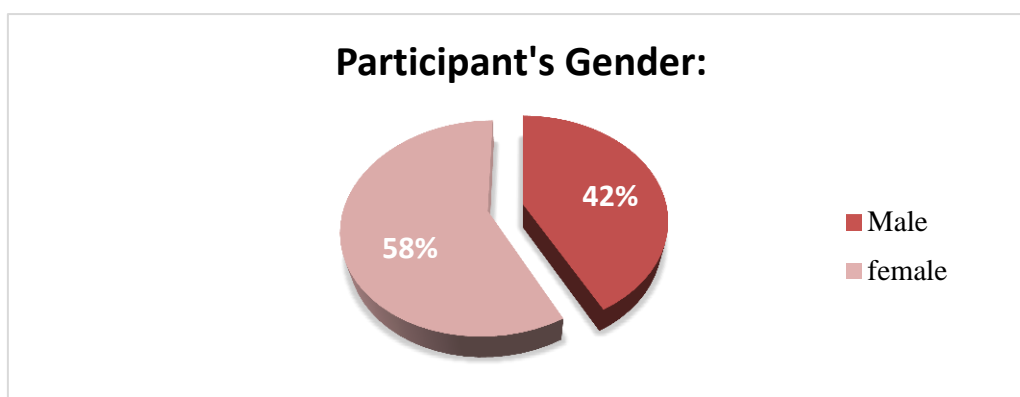


Figure3.1: Student's Gender

This question aimed to enquire if the gender difference may affect the perspectives of learners toward learning through Gamification. The respondents' answers show that among the sample group of 50 individuals, there are slightly more females than males with females making up (58%), while males constitute (42%).

Question 02: How would you describe your current proficiency level in English?

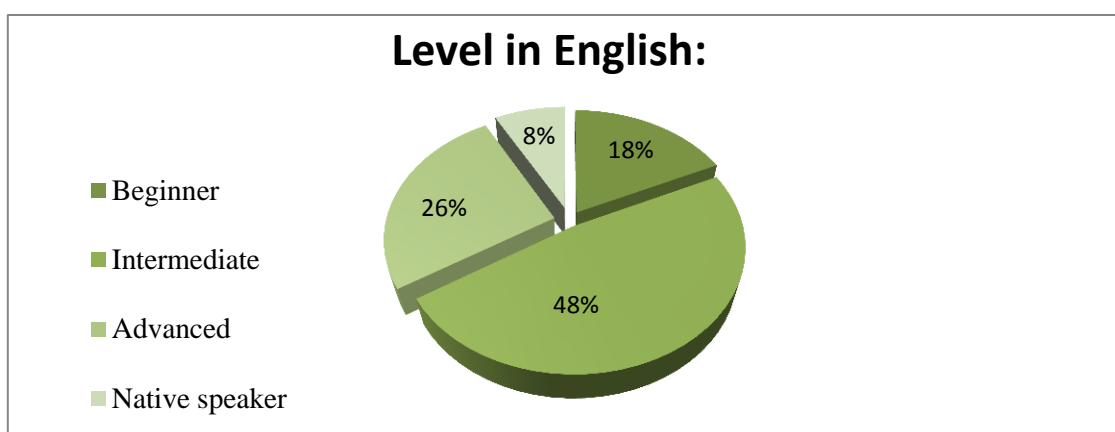


Figure3.2: Student's Level in English

The purpose of this question is to specify the student's level in English. The results reveal that 24 learners (48%) have an average level in English, followed by a percentage of (26%) of participants who classify themselves as advanced in the language, and 18% as beginners. Finally, only 4 learners who formed (8%) said that they were native speakers.

Question 03: How do you prefer your lesson to be? Short / long

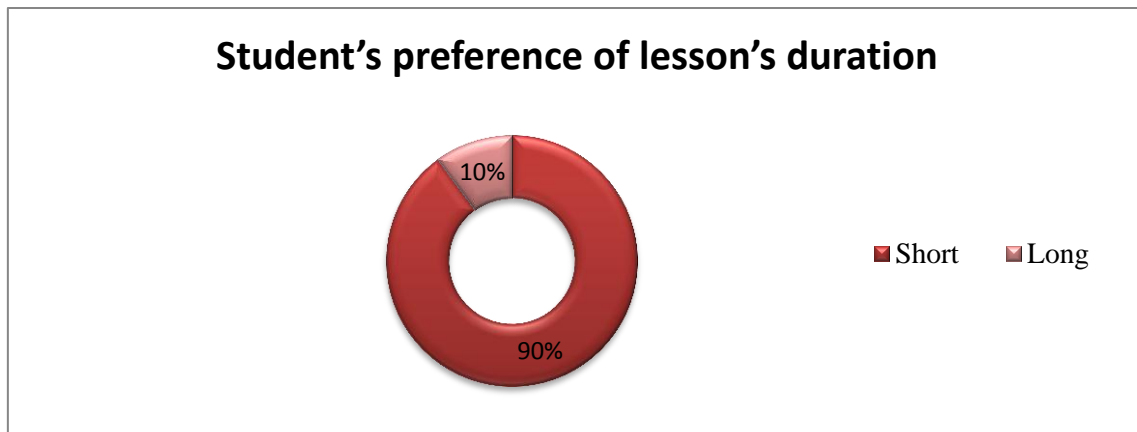


Figure 3.3: Student's preference of lesson's duration

This cycle answers whether the participants prefer the lesson to be short or long. 45 participants (90%) representing the majority prefer the lesson to be short, whereas only (10%) of learners have chosen long lessons.

Question 04: Do you believe that your participation in class depends on the nature of the lesson?

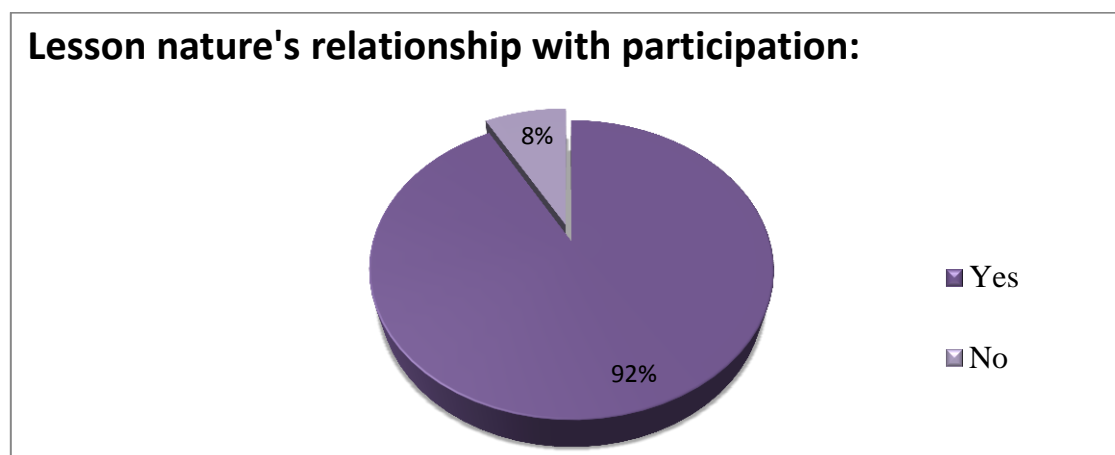


Figure 3.4: Lesson nature's relationship with participation

This question is designed to see whether the nature of the lesson affects the learners' participation. It can be observed that the majority of learners (92%) agree that the nature of the lessons makes a difference in their participation in class, except (08%) who claim that the nature of the lesson is not important.

Question 05:“Gamification as it is the use of game design elements, game thinking, and game mechanics to enhance non-game contexts” (Caponetto, 2014). Have you ever heard about Gamification?

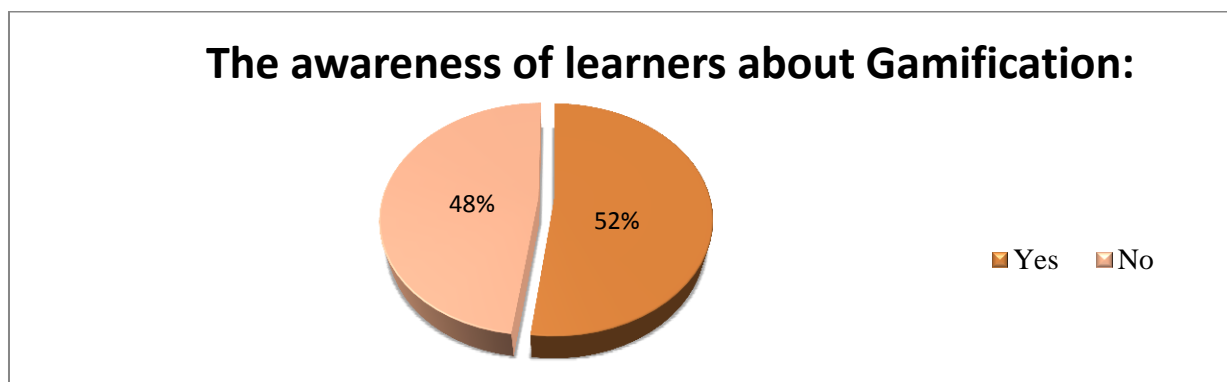


Figure 3.5: The Awareness of Learners about Gamification

This question aims to know whether the learners are aware of gamification or not. The above pie chart states that 52% have an idea about what Gamification is, while 48% of the participants have no idea about it.

Question 06: Do you prefer learning through Gamification? Why?

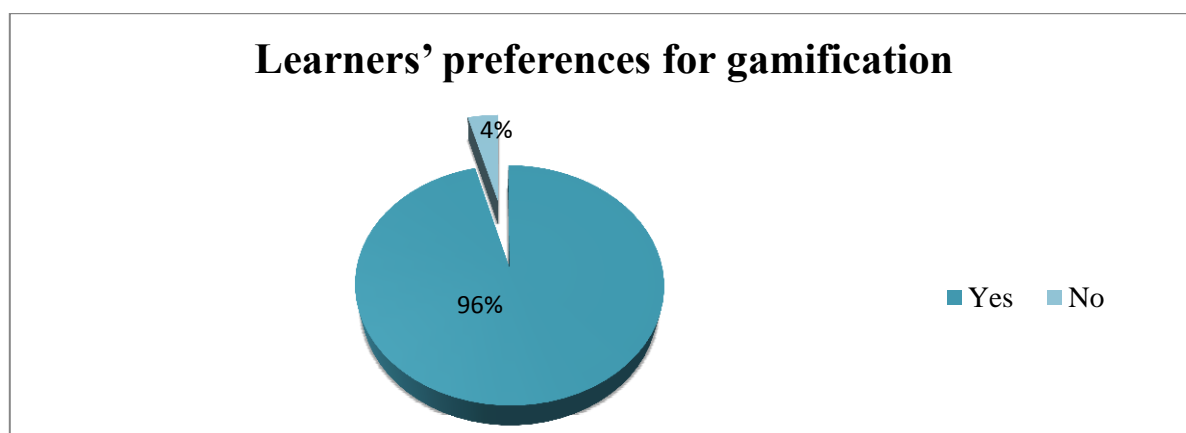


Figure3.6: Learners' preferences for gamification

As it can be seen from the pie chart above, almost all learners have shown positive responses and they appreciate learning through Gamification with percentage of (96%), while only (04%) have shown negative one.

Justify:

The students justify their answers by asserting that when implementing gamification, they will be much more motivated, adding to that the learning process will be more enjoyable.

Others state that the reason behind preferring Gamification is the social interaction and collaborative work, besides, it develops their skills.

Question 07: Did you practice gamified-activities inside your classroom? If yes how often?

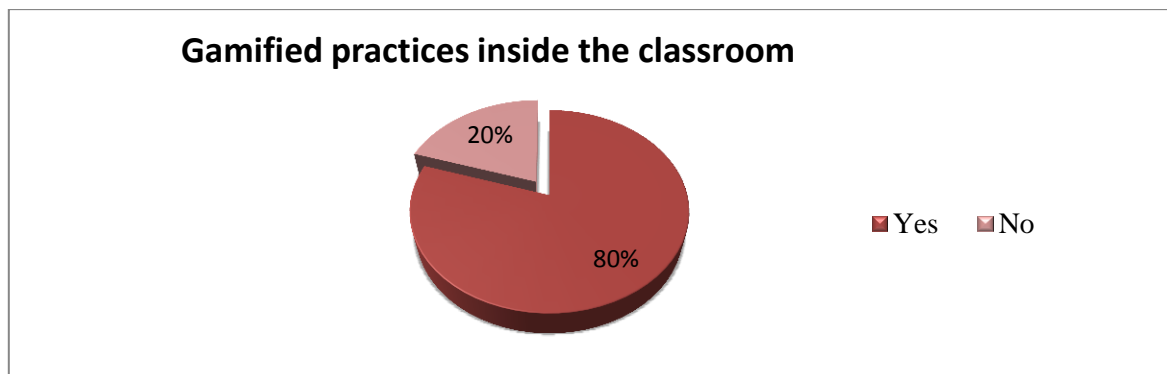


Figure3.7.1: Gamified practices inside the classroom

This question is designed to know whether learners are practicing educational games. The results demonstrate that 40 participants who form (80%) have already practiced gamified activities in their classes, whereas the other 10 participants (20%) have not.

- **If yes how often?**

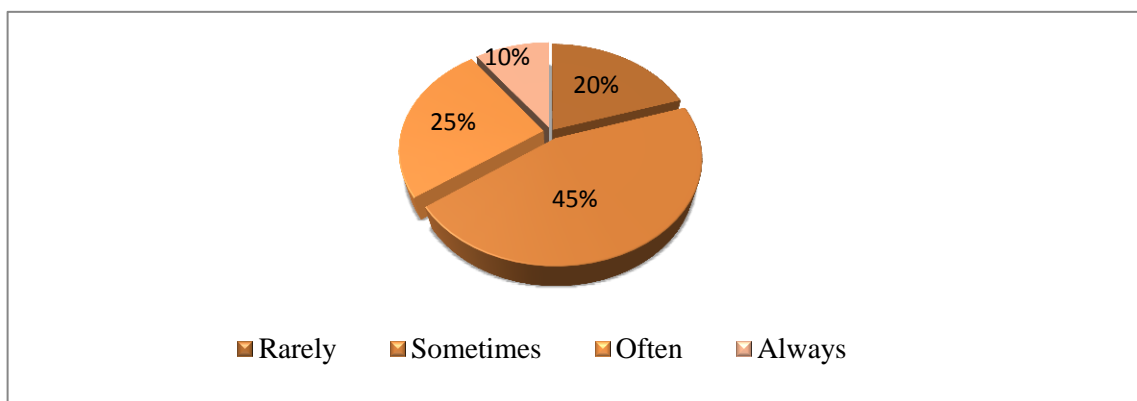


Figure 3.7.2: The frequency of using gamification

As shown in this graph, among 40 participants who have exercised gamified activities, 18 learners representing(45%) said that they sometimes play educational games, besides 10 others referring to (25%) often practicing it. While only 08 learners who form (20%) mentioned that they seldom practice gamification, and 04 others said they always do.

Question 08: How frequently would you prefer to use gamified learning activities in your English language classes?

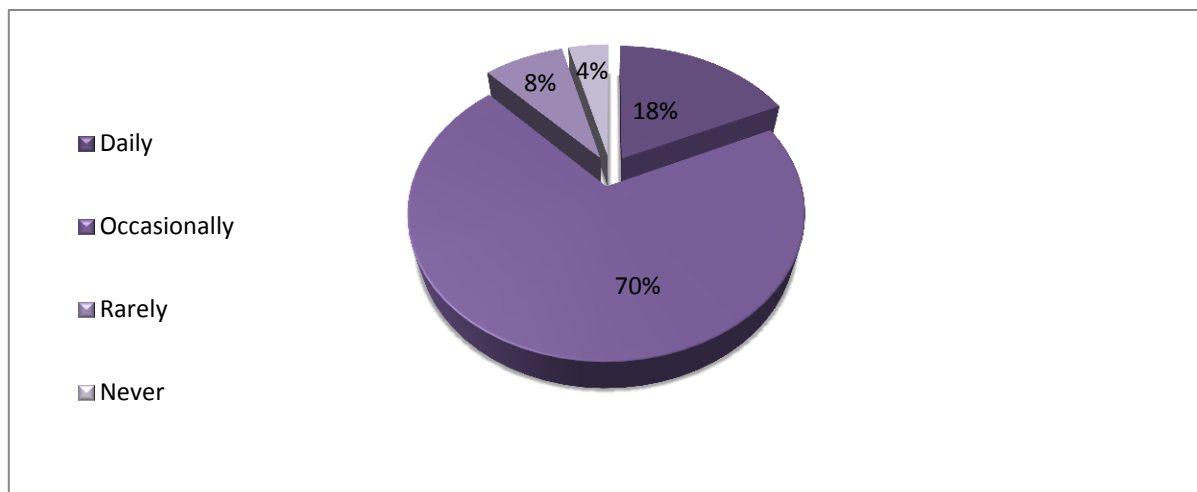


Figure3.8: The frequency of gamified learning preferences

This question shows many times the students want to play educational games. The majority prefers to practice it occasionally with a percentage of (70%), and the other (18%) want to do it daily. On the other hand, just a few of them do not prefer to practice gamified activities excessively; (08%) rarely, and (04%) never.

Question 9: What makes you most interested in gamified activities?



Figure 3.9: The reason behind preferring gamification

The intention behind this question is to know the reasons behind the learners' choice; learning through Gamification. As demonstrated in the graph above, competition is the most frequently chosen motive by percentage of (50%), as well as 11 learners who form (22%) participants has chosen rewards. The motive of socializing was selected by 10 learners (20%), while 13 participants referred to (26%) seek for the feeling of achievement.

Question 10: What type of Gamification elements do you find most effective for learning English?

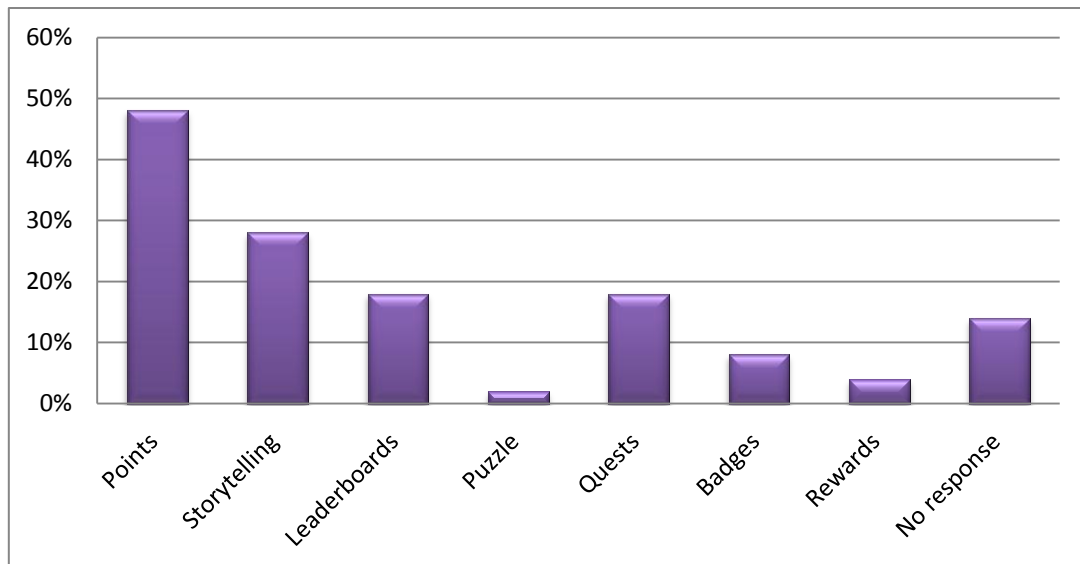


Figure 3.10: What type of Gamification elements do you find most effective for learning English?

Seeking to find what Gamification elements are the most effectual in the instructional process, more precisely in learning English. A large proportion (48%) mention that extra points are the most effective Gamification elements, as well as (28%) chooses storytelling. Equally proportionate leaderboards and quests have been chosen by participants with a percentage of (18%). Other elements were mentioned by participants, but only to a limited degree; puzzles (02%), badges (08%), and rewards (04%). However, 07 participants (14%) did not respond.

Question 11: Can you rate how motivated you feel to learn English when using gamified learning?

Option	Participants	Percentage
Not motivated at all	04	08%
Slightly motivated	06	12%
Moderately motivated	11	22%
Very motivated	19	38%
Extremely motivated	10	20%

Table 3.2: The level of motivation in gamified learning

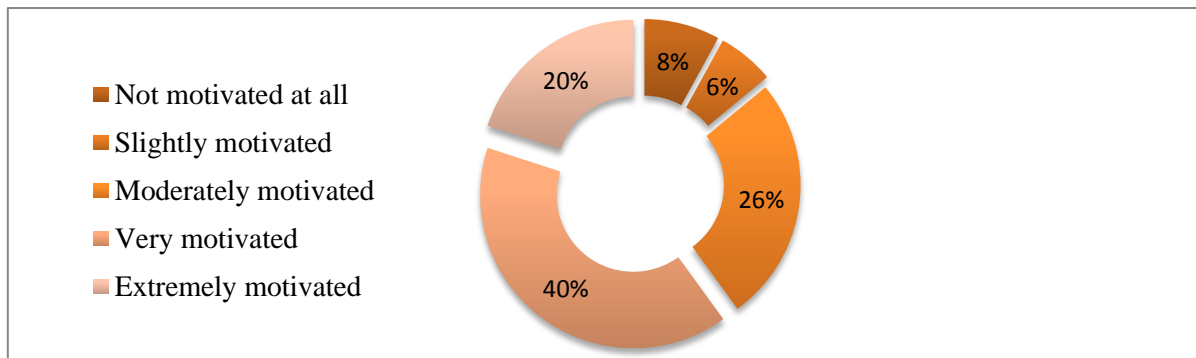


Figure 3.11: The level of motivation in using gamified learning

The purpose of this question is to rate the level of learners' motivation during gamified activities. According to the figure above, 20 learners who form (40%) declare that they are very motivated when practicing educational games, as 13 other learners (26%) state that they are moderately motivated, and (20%) of participants are extremely motivated. Whereas, 04 participants mentioned that when doing educational games, they are not motivated at all, and 03 others were slightly motivated.

Question 12: How do you think Gamification can impact your motivation to learn English?

Although some participants (12) did not respond to this question, many answers were given by the other students (38). The gathered answers can be summarized as follows:

- The enjoyable atmosphere and the excitement that Gamification makes, motivates us to learn. (12 participants)
- The experiences and challenges that we had during gamified learning impact our motivation. (08 participants)
- I believe that Gamification can have a significant impact on our motivation, because it includes competition as an element which pushes us to achieve high scores and outperform others.(12 participants)
- Gamification makes learners collaborate, and this motivates us to work together in common goal.(04 participants)
- The thing that makes me motivated in Gamification is rewards. (02 participants)

Question 13: Can you measure your engagement in gamified activities?

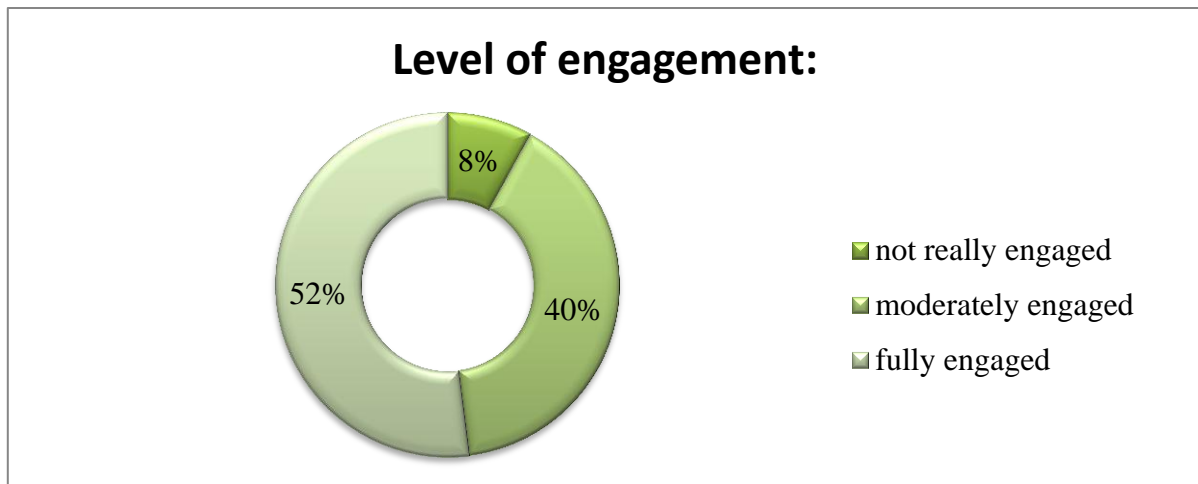


Figure3.13: Students' Engagement Level

The researcher designs this question to measure the level of learners' engagement in Gamification. The data shows that 4 participants who form (08%) declare that they are not really engaged in gamified learning. Besides, 20 other participants who represent (40%) were moderately engaged in practicing educational games, while the rest (52%) considered themselves as fully engaged in learning through Gamification.

Question 14: In what ways do you believe Gamification influence your engagement in English learning activities?

Many participants expressed their perspectives and points of view. The answers are listed as follows:

- Achieving goals and rewards in Gamification gives me a sense of accomplishment and this encourage me to keep persistence in learning and be engaged.
- Gamification enhances my engagements with creating dynamic atmosphere filled with experiences and challenges.
- Gamification increase my engagement when it comes to collaborating with others
- Since Gamification provides different elements in different ways, it is a kind of disruption of routine for us.

Question 15: Do you have any recommendations or suggestions you would like to add regarding the implementation of Gamification?

This question tries to collect any suggestions concerning the implementation of Gamification in EFL instruction. Just a few students answered this question whereas the rest did not. The data collected can be summarized as follows:

- In my opinion, teachers should encounter Gamification in teaching English.
- I think that though it's a great method, it could not be applied daily.
- Gamification should be relevant to the learning objectives to achieve better outcomes.

3.2.2 Interview Results Analysis

Teachers' opinions are also crucial for this investigation and provide valuable qualitative data. This is why nine EFL teachers were involved in this investigation. The teachers have a wild experience in teaching in the English department as they are familiar with Gamification. This interview is composed of 11 main questions. The questions were aimed to investigate the teachers' perceptions towards the implementation of educational games in the EFL instructional process at Dr Molay Tahar, university of Saida.

Q01: What are the teaching methods/strategies that you are following inside your classroom?

Teacher (A): I use the constructivist theory, discussion-based approach, and educational games. Teacher (B): I use a Competence-Based Approach, reading strategies in linguistics, TEFL, ESP, and listening ones in oral expression. Teacher (C): I am using the deductive approach and educational games. Teacher (D): it depends on the module (Explain and give talks, questions/ thinking games). Teacher (E): I use the communicative approach. Teacher (F): I am using the traditional way and the communicative way. Teacher (J): I use the communicative approach, a game-based approach. Teacher (H): I use cognitive, metacognitive, and socio-affective strategies. Teacher (I): the real-world content and improvisation and game-based activities.

Teachers:	The teaching methods/ strategies:
Teacher (A)	Constructivist theory, discussion-based approach, educational games.
Teacher (B)	Competence-based approach, reading and listening strategies.
Teacher (C)	Deductive approach, game-based approach.

Teacher (D)	Explain give talks/ questions, and thinking games.
Teacher (E)	Communicative approach.
Teacher (F)	The traditional way is the communicative approach.
Teacher (J)	Communicative approach, game-based approach.
Teacher (H)	Cognitive/ metacognitive and socio-affective strategies.
Teacher (I)	Real-world content, improvisation, and game-based activities.

Table 3.3: Teachers' Methods and Strategies.

Q02: Have you taught demotivated students? How do you treat them?

Teacher (A) said: yes, I started the lesson with a motivational speech, chose a suitable topic (ask for their favorite topic), and tried different teaching methods. Teacher (B): Yes, It depends on the nature of the subject E.g. in CEO I prefer to include songs, games, and motivational videos. Sometimes I use personal experience to boost their motivational spirit. Teacher(C): Yes, usually, I always ask them for suggestions or examples, as well as I try to give them rewards. Teacher (D): all my students are motivated, if there are demotivated learners, they will catch up by themselves. Teacher (E): yes, try different methods not only depending on one method e.g. games. Teacher (F): yes, firstly discover the reason behind the demotivation, after motivating them through interaction and turning the learning process kind of enjoyable, creating varied practices, reduce the distance between the teacher and learner. Teacher (J): yes, we need to know who we will be dealing with, and choose the suitable methods and activities for them. Teacher (H): Yes, of course, I provide assignments and make them work in groups. Teacher (I): yes, I tried to orient their interest through new methods of teaching.

Q03: What do you think about Gamification (games-based activities)?

Teacher (A): it's interesting and useful. Teacher (B): A very successful strategy when it comes to developing skills. Teacher (C): Gamification is a valuable teaching technique that boosts students' motivation and guarantees their engagement in the learning process since they will be learning and at the same time entertaining. It also strengthens their social abilities such as interaction, communication, and collaboration with peers and teachers. Teacher (D): it's important but when it is controlled, and related to the level of

students, depends on the module. Teacher (E): very important process, it breaks boredom. Teacher (F): it's an interesting tool. Teacher (J): it's very important, students like games, it makes them flexible and relaxed. Teacher (H): It is a new strategy that would make students enjoy learning as it raises their motivation and eagerness towards learning the English language. Teacher (I): it is entertaining and a suitable method to boost motivation and engagement.

Q04: Have you ever used Gamification techniques during your sessions? Can you provide examples of gamified activities or strategies you have used in your EFL classroom?

Teacher (A): yes, I divide them into groups and then reward the winning group (points, badges...). Teacher (B): Yes, in CEO class for the first year, yes-no questions, Race game, and Categories in English. Teacher (C): Yes, I did. The activity that I used was a kind of codeword puzzle. Teacher (D): yes, I did, e.g. 'WHO SAID THIS GAME' - 'THE TALKING BALL' – makes groups and gives them a scenario that should be discussed and represented to others. Teacher (E): yes, I did role plays, and puzzles. Teacher (F): yes, I try songs, and plays. Teacher (J): yes, I did, "NO YES, NO NO", "Memory loss". Teacher (H): No, never. Teacher (I): yes, I have been using it for years. For instance, who is calling, and picturing?

Q05: How many times do you use Gamification? Do you take the whole session or only a part of it?

Teacher (A): the whole session, from time to time (once in 1/2 months). Teacher (B): Often, but in CEO only, the whole because it is time-consuming. Teacher (C): I used just from time to time. I devoted the whole session to the game. Teacher (D): only part of the lesson. Teacher (E): sometimes the whole session and sometimes just half of it depending on the level of the student and the game. Teacher (F): the whole session. Teacher (J): it depends on the objective of the class and the activity, sometimes the whole session and sometimes just part of it. Teacher (H): never used. Teacher (I): just part of it.

Q06: Does Gamification suit all the students in your class? Or in other words, do all of them pay attention when you use educational games?

Teacher (A): most of them are interested and pay attention. Teacher (B): Not really, only motivated students. Teacher (C): Yes, everyone was engaged. Teacher (D): A few of

them don't pay attention. Teacher (E): A few of them don't pay attention. Teacher (F): a large number of them pay attention. Teacher (J): all of them pay attention. Teacher (H): never used. Teacher (I): there are few of them who keep themselves isolated.

Q07: Do you observe a difference in the student's motivation when you use the gamified activities? Can you measure the level of their motivation out of 5?

Teacher (A): yes, there is a huge difference between them, 4/5. Teacher (B): Somehow, 4/5. Teacher (C): yes, it is quite clear that through Gamification students will be high motivated than in the traditional way, 5/5. Teacher (D): yes, there is a difference, depends on the learners 1/5 for shy learners and 5/5 for normal learners. Teacher (E): yes, there is a remarkable difference between them, 4/5. Teacher (F): yes, there is a difference of 4/5. Teacher (J): yes, there is a difference of 5/5. Teacher (H): never used. Teacher (I): yes, there is a difference when it comes to the learners' motivation; they are much more motivated comparing to the ordinary session 5/5.

Q08: In your opinion, do you think that Gamification can help learners of the English language to be engaged and interact with the educational atmosphere?

Teacher (A): yes, certainly students can be engaged in the learning process through Gamification. Teacher (B): Yes, if they are more interested in the process of education. Teacher (C): Yes, of course, it is a significant tool to make students show more interaction and engagement in the classroom. Teacher (D): yes, it reinforces the level of engagement. Teacher (E): yes, the learners are fully engaged in the gamified activities. Teacher (F): Teacher (J): yes, it makes them fully engaged. Teacher (H): in my opinion, yes it may help learners to be engaged. Teacher (I): yes, learners are fully engaged during the gamified activities.

Q09: From your own perspective, how could Gamification affect the 4 language skills?

Teacher (A): it depends on the nature of the game e.g.: Wonder World can enhance their vocabulary and writing skills. Teacher (B): yes, students will develop their skills; it will free them to express themselves when speaking, learn spelling, and develop listening. Teacher (C): yes, all the skills are employed and they will be improved over time thanks to Gamification. Teacher (D): yes, because while doing gamified activities, learners will implement their four language skills. Teacher (E): yes, I believe that Gamification can enhance the development of the four language skills e.g. listening to spoken dialogues, stories,

and music. Teacher (F): yes indeed, for instance, role-plays can affect speaking skills. Teacher (J): yes, it may affect the reading skill through narrative storylines. Teacher (H): It affects the learning of the four skills positively. Teacher (I): there are some particular games which can affect the language skills.

Q10: Have you encountered any challenges when implementing Gamification in your EFL classroom? If so, how have you addressed them?

Teacher (A): no, may be because I don't use it all the time. Teacher (B): Demotivated students face difficulties to cope, absences, and lack of language and vocabulary. Teacher (C): only the problem of time consumption. Teacher D: the problem of controlling when the teacher wants to stop the game he can't because the learners are very motivated. Teacher (E): the lack of interest at the beginning only. Teacher (F): there is a problem only with the shy learners. Teacher (j): no, never. Teacher (H): never used. Teacher (I): the availability of some games.

Q11: Do you have suggestions/ recommendations you would like to add?

Teacher (A): I suggest that the teachers, administration, students should collaborate together in order to find space for this (budes). Teacher (B): Students feel more interested when they play games inside the classroom, you may even help them play those academic and interesting games outside the classroom and it helps boost motivation and enhance their language level. Teacher (C): I hope that some reforms will be made in the future at the level of Algerian universities to give more importance to the quality of learning rather than the quantity offering more opportunities to use Gamification and provide more classrooms and laboratories where to practice. Teacher (D): teachers should take it into consideration but in a controlled environment and use it occasionally. Teacher (E): teachers should. Teacher (F): no, I have nothing to add. Teacher (J): the teacher should balance gamified activities time with the traditional instruction. Teacher (H): No. Teacher (I): No.

3.2.3 Classroom Observation Analysis

The researcher incorporates classroom observation to identify the main aspects related to the research work. The researcher could rely only on the students' questionnaire and the teacher interview; however, classroom observation comes to cover all the related issues regarding the topic on hand. Adding to that, it is a useful instrument for exploring the investigation.

As mentioned in chapter two, the classroom observation took place in the second semester of the academic year 2023/2024 at the English department at Dr Molay Tahar University of Saida. The researcher conducted two classroom observation sessions with first-year license learners from two different groups. The researcher relied on two techniques during the classroom observation which are: checklist and notes-taking in both sessions. These two techniques are exposed in the following table:

	Yes	No
Motivation	✓	
Engagement	✓	
Participation	✓	
Competition	✓	
Enjoyment	✓	
Teacher's flexibility	✓	
The learner's use of code-switching		✓
Challenges	✓	

Table 3.3: The Checklist Used in the Observation Sessions.

The researcher designed this checklist before the observation to check the main aspects that may aid the investigator. As it can be seen from the table, eight elements were mentioned to be checked by the researcher.

The teacher introduced the game similarly to introducing an ordinary lecture, s/he began with introductory expressions such as “Let’s do something exciting today” to attract the learner's attention and stimulate their curiosity. The teacher uses guessing/ vocabulary games. Learners became excited and started to ask questions. Likewise, the teacher explains the game rules and gives them the chance to work together; asks her/his learners to form groups, and gives each group a name (collaborative work). With the commencement of the game, the researcher observed that there was a huge amount of enjoyment among learners. All the members of each group participate and try their best to win; this reflects the competition between them. Moreover, the

teacher checks each group's answers and gives them the chance to declare their answers in front of the other groups. The researcher noticed that learners do not have a fear of making errors; they accept all the points of view and comments in a fun way. In the same vein, teachers correct her/his learners with expressions like "we better say this" and in a fun way. Besides, the instructor writes down points for the winning group in the table and writes the correct answer which they can discuss briefly. The relationship between teacher and learners is an interpersonal relation that refers to the association, connection, interaction and bond among them, as well as, the teacher's flexibility can be clearly remarked. Additionally, the high level of motivation and engagement is abundantly clear.

However, some challenges face the teacher during the gamified activity which is exemplified by: the learners' language: Firstly, some students have limited language skills and this can cause code-switching. Secondly, the teacher may struggle with making the shy (introverted) learners engaged in the game, though they are few. Thirdly, the learners may have difficulties in communicating with their peers especially if they do not know each other.

Group	points
ULtras	[rectangle]
Stars	[rectangle]
Nanami	[rectangle]
Flowers	[rectangle]
MCS	[rectangle]

Figure3.13: A Sample of Game Groups and Scores

The figure above is a sample of the table where the teacher mentions the points for each winner group but in a different manner. As it was observed, the teacher designed the table with group names and put one line once the group got a correct answer until they formed a rectangle shape. Finally, those rectangles will be considered as points.

3.3 Interpretation of the Findings

After the researcher has analyzed the collected data from the three instruments used in the current research, there are revealed significant pieces of evidence that will be presented and interpreted in the following subtitles:

3.3.1 Questionnaire Results Interpretation

As previously stated, the questionnaire was meant to gather as much as students' perceptions toward the implementation of Gamification in the EFL instructional process, in addition to checking whether it affects motivation and engagement. The students' responses were positive to a certain extent and related to the research assumption.

To begin with, according to the revealed results the majority of students (48%) assess their English level as average. Most first-year learners have an average level in English since it is their first year specializing in the language. Furthermore, as mentioned in the data analysis a large number of students (90%) appreciate getting short simple sessions rather than long ones. Furthermore, the following questions were related to gamification. This suggests that short simple lessons are more engaging and effective for their learning needs. In addition, the findings proved that the majority of the sample (90%) asserts that the nature of the lecture is very important and they believe that their participation depends on how the lesson will be held which means whether it is an ordinary lesson with traditional teaching way or it contains new instructional methods and techniques. Regarding the learners' awareness of the term "Gamification", the results demonstrate that half of the sample (52%) has an idea about what gamification is. In the same vein, after learners gained an understanding of Gamification, the result of the following question indicates that almost all learners (96%) prefer to incorporate educational games in their learning process; they claimed that Gamification stimulates their motivation and engagement positively. Adding to this, they agree that it will add an entertaining and exciting atmosphere to the learning process. They also mentioned that having elements like collaborative work will be crucial for developing their language skills. Moreover, results demonstrate that a sizeable portion (70%) of learners express their preference to practice educational games occasionally. This suggests that although learners appreciate the use of educational games as part of their learning experience, they do not necessarily want games to be a dominant component in their learning.

Likewise, shifting focus on the reason why learners prefer educational games, the findings indicate that competition between learners is the reason why (50%) of them prefer to experience gamified learning; learners are motivated by the desire to compete with their peers, which can drive engagement and enhance their learning experience. Besides, (26%) of learners seek for feeling of achievement which indicates that suggest that setting a goal and achieving it is an important component of effective gamification. And few others mentioned that the collaborative work (socializing) and rewards makes them interested in gamification (some of learners prefer to select combination of those elements since it is a multiple-choice question). Students were asked about which type of gamification element is most effective for their learning. In the first place, nearly half of them mentioned that points are the most effectual, probably because points indicate clear progress and this can be motivating. Other learners prefer storytelling; the integration of storytelling makes students engaged in learning as well as making the lectures more memorable. Leaderboards and quests are equally selected by (18%) of the sample as impactful elements in the teaching-learning process. This shows how leaderboards give a sense of competition and achievement to learners, which make it confirming the study made by Jemma (2017), as he mentions that leaderboards are a highly effective gamification tool, and they are more concrete and relevant to real-life experiences. Besides, quests make the learning in the form of adventure to them. Although badges are concrete symbols of achieving goals, a small portion chose them. Finally, only a few learners favor puzzles, and rewards this indicates that they are less effective Gamification elements, though they may have some positive impact. This may validate the research conducted by Vansteenkiste et al (2010) that demonstrates how external factors weaken students' intrinsic motivation. As well as the findings insight into learners' level of motivation during gamified activities, the largest group asserts that they feel motivated (moderately, very, and extremely) by educational games; this indicates how it has a powerful positive impact on the majority of learners. This relates to the study accomplished by Xu (2011) where he suggests that gamification can facilitate extrinsic motivation. Whereas, the rest have low to no motivation towards gamified learning, possibly they do not find Gamification impactful for their learning. The researcher includes a question to assess learners' perspectives on how Gamification can impact their motivation to learn the language. Learners are motivated by the entertaining and enjoyable atmosphere which may reduce stress and increase their desire to learn English. Experiences and challenges as well as overcoming the obstacles presented in gamified learning considered as motives that provide learners with a feeling of achievement thus, indicating its connection with the study made by Xi and Hamari (2019) as they denote

that gamification aims to create positive experiences as those found in games. Besides, learners also mentioned that competition is a motivation factor that pushes them to make extra efforts and stay focused on their learning objectives. Gamification allows learners to work collaboratively; the sense of collective achievement can enhance students' desire to participate in educational activities.

Finally, for some learners, the primary source of motivation during the gamified activities is rewards whether they are tangible or virtual, because they serve as encouragement for them to learn the language. On the other hand, the researcher aims to measure the learner's engagement level. The results demonstrate that a large portion considers themselves as moderately and fully engaged during the gamified learning sessions, however, only a few of them see that they are not really engaged. When analyzing the participants' responses about their perspectives on how educational games can enhance their engagement several significant findings occur. Firstly, learners assert that the feeling of achieving goals and getting rewards in gamified learning is a motive for them to stay engaged in their learning; this suggests that all signs of progress and success are keys to engagement. Secondly, students believe that gamification enhances their engagement through the experiences and challenges that create a dynamic atmosphere; this means that gamification presents new activities that attract learners' attention, as the dynamic atmosphere keeps learners interested in learning. This indicates its connection and supports the study of Ardi et.al, (2022), and Figueroa (2015) as they asserted that gamification helps language learners enhance their language learning experiences as well as the skills to solve any task or challenge that the class, unit, or topic presented. Thirdly, some learners mention that the way gamification increases their engagement is through working and collaborating; working with peers may promote teamwork, communication, and cooperative support which help learners to stay engaged. Finally, participants also declare that the different gamification elements break the traditional learning routine by exposing learners to several activities and methods resulting in more interesting and engaging learning.

3.3.2 Interview Results Interpretation

The interview of this study aimed to gather information from EFL teachers about their perspectives on educational games and their gamified teaching experiences at the University of Dr. Molay Tahar, Saida. After a deep examination of the teachers' interview findings,

several perspectives were derived. Teachers' answers were productive to a certain degree and consistent with the research assumption.

To start with, teachers were asked about the teaching strategies and methods they are following in their teaching process. The findings show that teaching methods and strategies vary from one teacher to another, but the most commonly used are the communicative approach and the game-based approach. Generally, the learning strategy and methods used depend on the course and the learners to tailor the lessons to suit all learners' needs and preferences. Furthermore, the researcher asked the interviewees whether they had faced demotivated learners or not, and all of them claimed that they did face demotivated students except one teacher who believed that all his learners were motivated. Regarding how they treated such cases, teachers mention that the first thing the instructor should do is identify the reason behind this demotivation. One teacher claimed that he started the lesson with a motivational speech to attract the student's interest from the beginning. Teachers also share the same point of view in that they prefer to not rely on only one method of teaching, resulting in maintaining students' interest as well as accommodating to their different learning styles. On the other hand, another teacher has a different viewpoint; she believes that peer collaboration is a suitable method to increase learners' motivation. Finally, teachers mention that they incorporate elements such as songs and rewards to encourage them by providing motives valuing their efforts, as well as turning the learning process entertaining to reduce the distance between learners and tutors. Moreover, the teachers were asked about their viewpoints on gamification. Overall, interviewees align in their opinions on gamification advantages; they assert that it can make learning enjoyable, relaxed, engaging, motivating, and effective. Besides, game-based activities in teachers' perspectives enhance communication, interaction, and collaboration. Also, they mention that gamification effectively helps learners to develop their skills. However, one teacher shares a different point of view, which believes that gamification can be beneficial only if it is well controlled which means that it is crucial to properly implement it and make sure that it suits learners' level and is relevant to learning objectives. The findings of the following question indicate that all the interviewees used educational games in their teaching process except one teacher. As previously mentioned in the interview analysis, teachers adopted several Gamification strategies such as guessing games, structured games, memory games, group competitions, role plays, and musical elements. For instance, in vocabulary games, learners

see how words are used in several situations as they can remember their meaning easily because they implement them in certain stories or even real-life scenarios.

In addition, based on the responses given by teachers concerning how often they are using it, all teachers claim that they occasionally (from time to time). As well as, the majority of teachers devote the whole session to gamified activities, and that's probably because it is time-consuming; they need time to form groups and the students' abilities differ, some groups can finish quickly while others take time to think. Other teachers prefer to take just part of the lesson to integrate gamification as a kind of complement to the other teaching methods. Whereas, two teachers mention that it depends on the nature of the activity and the objectives of the lesson. Likewise, instructors share their opinions about whether learners pay attention while using gamification. Teachers observe that gamified learning suits all learners; students pay attention and show interest in the gamified activities with just a few expectations. Nevertheless, one teacher mentions that gamification is appropriate only for learners who are already motivated; this indicates the need for tailoring those educational games to meet their interests. In addition, the findings reveal that teachers notice the difference in learners' motivation when using gamified activities (with most teachers rating it between 4/5 and 5/5), students have a high level of motivation compared to the ordinary sessions; denoting that gamification leads to a noticeable improvement in motivation. In contrast, one teacher mentioned that shy or introverted learners do not respond as well (have less motivation). Additionally, all teachers who have implemented gamification techniques have a strong belief that a game-based approach can be a valuable tool to significantly increase learners' engagement. One teacher mentioned that this approach can stimulate interest in less motivated learners as well. This provides further evidence for the academic study conducted by Bouchrika et al. (2019), who believe that gamification has a positive impact on behavioral engagement, and the use of its elements including points, leaderboards, and badges appears to have a considerable effect on increasing the learners' engagement. Additionally, interviewees assert that the four language skills may be positively affected by the use of educational games; they add that it depends on the nature of the games. For instance, students were asked to read sentences or paragraphs and speak with each other and at the same time listen to each other to discuss the answer and then write it down; that is to say, it involves activities where learners read, listen, speak, and write, leading to particularly improve language skills development.

All in all, although two teachers have not encountered any problems, other teachers face several challenges when using it. Firstly, gamification can be less effective for learners who are already demotivated/ introverted students, and who have limited language skills. Secondly, the difficulty in managing the classroom due to the highly motivated students; this means that teachers face difficulty in shifting from games to ordinary learning. Finally, the limited resources and games can also hinder the implementation of a game-based approach in the EFL context.

3.3.3 Classroom Observation Interpretation

For the sake of providing extra qualitative data, the researcher adds classroom observation as a research instrument to reinforce the research study. Conducting a classroom observation helped us track students' participation and engagement. Also, it offered valuable insights into the teaching and learning practices as far as gamification is concerned.

To start with, the teacher introduces the lecture with engaging expressions such as "Let's do something exciting today", and shows them that the lesson of the day contains some educational games that pique their interest and attention. Also, the excitement seems obvious to learners when they ask questions about the game and the rules revealing that this method succeeds in stimulating their interest and it can grab learners' attention from the beginning. Moreover, the teacher implements guessing and vocabulary games which are effective for language learning because they encourage learners to use language skills (such as problem-solving and critical thinking), as they make learners actively participate rather than receive information in a passive way. Furthermore, the instructor makes sure that all learners are aware of the game's rules he organizes his learners into groups to encourage them to work collaboratively. This demonstrates that working within groups helps learners support each other and exchange ideas, as it may reduce social isolation problems for introverted learners. Additionally, friendly competition also appeared in the classroom; this factor can be a powerful motive for learners to participate and lead them to work hard. This validates the study made by Banfield & Wilkerson (2014) which asserts that competition is the driving force behind the success of gamification. On the other hand, during the gamified activities learners feel safe to express themselves which means they do not fear making mistakes and they accept the feedback positively; this may be due to the way that the teacher corrects his learners (in a genteel way or in humor way) which is crucial for language learning because anxiety can hinder learners' performance. This affirms the study of Crookal

(1990) that mentions that when employing games in language learning, it helps reduce students' anxiety levels over learning a new language. Their stress is further increased by the fear of making mistakes and receiving criticism from teachers. As well as what is noticeable is the flexible relationship between teachers and learners that gamification provides. This relationship creates a dynamic environment in which the learning will be more effective. However, this does not neglect the presence of some barriers to implementing a game-based approach. The main difficulty that the researcher observes is the limited language skills of learners which lead to code-switching, and consequently, this may hinder the language development of students. Besides, involving introverted students in learning can be quite difficult for instructors. The lack of coherence between learners who are less familiar with each other; they can face difficulties in communication in which the group's dynamic will be hindered.

3.4 Overall Discussion of the Findings

This part is devoted to the discussion of the main results regarding the investigation of teachers' and learners' perspectives toward the use of Gamification in the EFL instructional process. This discussion is structured around the research questions and aligned with the literature review. Indeed, the triangulation method helped us corner the major concepts that revolve around the use of gamification in teaching and learning.

Research Question 01: How significantly does gamification affect the learning outcomes in learning a foreign language?

After conducting this academic research, the final results show that gamification can be considered an effective method for learning English as a foreign language. The collected data is consistent with and reinforces the prior hypothetical assertion, that gamification in the EFL context hasn't a direct impact on the learning outcomes. Significantly, the research findings attained with the study of Kam & Umar (2018) who declare that gamification impacts certain behaviors that may lead to a learning outcome rather than directly influence a learning outcome. This demonstrates that gamification does not have a direct relationship with learning outcomes, however, it impacts learning by influencing learners' behavior and motivation.

Research Question 02: To what extent does gamification influence student's motivation to learn English as a foreign language?

The data analyses and interpretation of the three instruments revealed that the instructors and learners have positive perspectives toward the implementation of gamification and its impact on learners' motivation in the EFL context. The research results are in favor of the previously stated hypothesis, that the implementation of gamification in the EFL context significantly increases students' motivation to learn the language. The achieved results are consistent with the study of Dichev and Dicheva (2017) as they claimed that gamification is a methodology adopted as a way to increase motivation. This indicates that gamification affects EFL learners' motivation by providing entertainment, experiences, challenges, competition, and collaboration as well. In simple terms, all these factors act as motives to stimulate learners' motivation to learn English.

Research Question 03: How does gamification promote student engagement in EFL classrooms?

The obtained findings from learners' and teachers' perspectives affirm that gamification boosts engagement, this method is particularly effective for making the learning environment dynamic by incorporating its elements to meet the learners' needs and keep them interested in the learning process. The study's findings do not support the previously given hypothesis, that gamification in the EFL context cannot be an effective method for learners' engagement. However, the results align with the research conducted by Looyestyn (2017), who declares that "if individuals find learning enjoyable and entertaining, they are inclined to remain involved with it". This means that gamification is the approach that is associated with increasing engagement.

3.5 Recommendations

The results of this research work have inspired the researcher with many recommendations and suggestions to enhance the use of Gamification in the EFL instructional process and make it an effective instrument to boost learners' motivation and engagement. Hence, few recommendations are provided on the findings of this investigation.

- The need for collaboration between Algerian universities including teachers, administration, and learners to effectively implement Gamification.

The Algerian universities should give more importance to the quality of learning rather than the quantity offering more opportunities to use Gamification and providing more classrooms and laboratories where to practice. Also, the English department can provide

necessary support and materials, teachers can design suitable practices and activities, and learners can offer feedback.

- Encourage learners to practice educational games outside the classroom.

When learners are exposed to educational games outside the classroom, they can practice the language in a less formal setting and this can be realized through online platforms or mobile apps that offer academic games.

- Gamification should be used in a controlled environment.

Although Gamification can be effective, it is crucial to implement it in a controlled manner. Besides, making sure that gamified activities meet the learning objectives, that is to say, using it to reinforce rather than replace structured learning.

- Balance gamified activities time with the traditional instruction.

The teachers should plan their lessons to include a combination of activities (gamified activities and traditional methods), ensuring that gamified lessons reinforce the curriculum.

- Integrate more technology in the educational process.

This can enhance the effectiveness of Gamification; combining technology with educational games and teacher training to use these tools can undoubtedly enhance the EFL learning environment.

3.6 Conclusion

This chapter covered the practical part of this investigation. It revolves around teachers' and students' perceptions toward the integration of gamification in the EFL teaching-learning process. Accordingly, the students' questionnaire, the teachers' interview, as well as the collected data from the classroom observation were exposed, analyzed, and interpreted. The researcher in this chapter provided a thorough discussion about the final results and then provided some recommendations to implement gamification in teaching English as a foreign language. The overall results indicate that gamification can be an effective method in the instructional process, particularly in boosting motivation and stimulating learners' engagement.

General Conclusion

General Conclusion

This research was an attempt to test the effectiveness of gamification in the EFL context. Another aim of this study is to examine the gamification impact on learners' motivation and engagement. To investigate this issue, it is hypothesized that gamification may have a positive impact on EFL learning, as it makes learners motivated to the language content, and sustains their interest and engagement. For that reason, a mixed method approach was adopted, as well as the researcher relied on three instruments; a survey questionnaire, a semi-structured interview, and classroom observation to conduct this academic research.

It may be argued that this researcher has answered the three research questions upon which the study is based. The first research question aimed to measure the effectiveness of gamification as a teaching method in the EFL context. The second question focused on the impact of gamified learning on learners' motivation toward learning the language. The final question directs learners' engagement and how can gamification affect it.

The majority of teachers and learners of first-year at the English department positively perceive the integration of educational games in the EFL classroom, as well as, they argued how effective is gamification for the instructional process since it stimulates learners' behavior to affect their language learning. Motivation and engagement are extremely crucial factors in the learning process, particularly in the context of language learning. In the same vein, feelings of achievement, competition, challenges, socializing, and enjoyment, all these gamification elements are the most accepted among both instructors and learners which promote learners' motivation and engagement in learning English.

All things considered; the purpose of this study is to provide a substitute teaching method that can be applied in the EFL context. This investigation concludes that gamification is foreseeable to be advantageous and fruitful if it is well integrated into the foreign language learning process. In this respect, the results demonstrate that adopting gamification by teachers will create a motivational atmosphere as it engages students in the educational process by integrating its elements into lessons and activities. Finally, the researcher suggests some recommended points regarding the implementation of educational games in the EFL classroom such as: providing all the necessities to improve the use of gamification, using it in a controlled manner, and relating technology with educational games.

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Appendices

Appendix one

Questionnaire for First-Year EFL Students:

Dear Students,

The present questionnaire is part of an academic research 'Master thesis' entitled « *Implementing Gamification in the EFL Instructional Process* ». You are kindly requested to select the answer(s) that you think is (are) more appropriate and provide full answers whenever necessary. We are interested in your personal views which will be kept anonymous and confidential. Your assistance is appreciated.

***Obligatory**

1. You are *

Male ☐

Female ☐

2. How would you describe your current proficiency level in English?*

Beginner ☐

Intermediate ☐

Advanced ☐

Native speaker ☐

3. How do you prefer your lessons to be? *

Short ☐

Long ☐

4. Do you believe that your participation in the class depends on the lesson's nature? *

Yes ☐

No ☐

5. 'Gamification as it is the use of game design elements, game thinking, and game mechanics to enhance non-game contexts' (Caponetto, 2014). Have you ever heard about Gamification?

*

Yes ☐

No ☐

6. According to the given definition, would you like your teacher to use gamified Lessons? *

Yes ☐

No ☐

Please justify your answer

.....

7. Did you practice gamified activities inside the classroom? *

Yes ☐

No ☐

* If yes, how often? *

Rarely ☐

Sometimes ☐

Often ☐

Always ☐

8. How frequently would you prefer to use gamified learning activities in your English language classes?*

Daily ☐

Occasionally ☐

Rarely ☐

Never ☐

9. What makes you most interested in gamified activities? *

Competition ☐

Rewards ☐

Feeling of achievement ☐

Socializing ☐

10. What types of Gamification elements do you find most effective for learning English? (e.g., points, badges, leaderboards, quests, storytelling, etc.)*

.....

11. Can you rate how motivated you feel to learn English when using gamified learning?*

Not motivated at all ☐

Slightly motivated ☐

Moderately motivated ☐

Very motivated ☐

Extremely motivated ☐

12. How do you think Gamification can impact your motivation to learn English?*

.....

13. Can you measure your engagement in gamified activities?*

Not really engaged ☐

Moderately engaged ☐

Fully engaged ☐

14. In what ways do you believe Gamification influences your engagement in English learning activities?*

.....

15. Do you have any recommendations or suggestions you would like to add regarding the implementation of Gamification?

.....

Appendix Two

Teachers' Interview:

Q01: What are the teaching methods/strategies that you are following inside your classroom?

Q02: Have you taught demotivated students? How would you treat them?

Q03: What do you think about Gamification (games-based activities)?

Q04: Have you ever used Gamification techniques during your sessions? Can you provide examples of gamified activities or strategies you have used in your EFL classroom?

Q05: How many times do you use Gamification? Do you take the whole session or only a part of it?

Q06: Does Gamification suit all the students in your class? Or in other words, do all of them pay attention when you use educational games?

Q07: Do you observe a difference in the student's motivation when you use the gamified activities? Can you measure the level of their motivation out of 5?

Q08: In your opinion, do you think that Gamification can help learners of the English language to be engaged in the educational atmosphere?

Q09: From your perspective, how could Gamification affect the 4 language skills?

Q10: Have you encountered any challenges when implementing Gamification in your EFL classroom? If so, how have you addressed them?

Q11: Do you have suggestions/recommendations you would like to add?

Thank you very much for your cooperation.

Appendix Three

A sample of Game Groups and Scores:

word definitions game challenge

Group	points
ULtras	
Stars	
Nanami	
Flowers	
MCS	

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ملخص

لا جدال في أنا اللغة الإنجليزية كلغة أجنبية ليست عملية سهلة لكل من المتعلمين و المدرسين؛ و مع ذلك، فقد ظهر دمج الألعاب و عناصرها في العملية التعليمية من أجل تعزيز تعلم اللغة. هذا البحث العلمي هو مهام تركز على التحقيق في فعالية دمج عناصر الألعاب في العملية التعليمية و تأثيرها على دوافع المتعلمين و مشاركتهم. لقد تم تنفيذه في جامعة الدكتور مولاي طاهر، سعيدة، بمشاركة المعلمين و الطلاب في قسم اللغة الإنجليزية. من أجل تحقيق هذا الهدف، تم استخدام نهج الأساليب المختلطة جنبًا إلى جنب مع ثلاث أدوات بحثية رئيسية وهي «استبيان الطلاب، ومقابلة المعلمين»، والملاحظة أثناء الفصل الدراسي. كشفت النتائج النهائية أن اللعب يمكن أن يكون طريقة مثمرة و له دور مؤثر في سياق تعلم اللغة الأجنبية، لأنه يعزز تحفيز المتعلمين و يحفز مشاركتهم. يؤيد المعلمون والمتعلمون في جامعة سعيدة تنفيذ الألعاب التعليمية في التعليم. في نهاية هذا التحقيق، يقترح الباحث سلسلة من التوصيات للاستخدام الجيد للألعاب في سياق تعلم اللغة .

Résumé

L'apprentissage de l'anglais comme langue étrangère n'est indéniablement pas un processus facile pour les étudiants comme pour les enseignants ; cependant, l'intégration de la gamification et de ses éléments dans le processus d'enseignement de l'EFL (anglais comme langue étrangère) a émergé pour améliorer l'apprentissage des langues. Le présent travail se concentre sur l'investigation de l'efficacité de l'intégration des éléments de gamification dans le processus d'enseignement et de son impact sur la motivation et l'engagement des apprenants. Ce projet a été réalisé en impliquant les enseignants et les étudiants du département d'anglais à l'Université de Dr Moulay Tahar, Saïda. Dans le but d'atteindre cet objectif, une approche méthodologique mixte a été utilisée, accompagnée de trois principaux instruments de recherche, à savoir le questionnaire des étudiants, l'entretien des enseignants et l'observation en classe. Les résultats finaux ont révélé que la gamification peut être une méthode fructueuse et avoir un rôle influent dans le contexte de l'EFL, car elle stimule la motivation des apprenants et stimule leur engagement. Les enseignants et les apprenants de l'Université de Saïda sont favorables à la mise en œuvre des jeux éducatifs dans le processus d'enseignement de l'EFL. À la fin de cette enquête, le chercheur propose une série de recommandations pour la bonne utilisation de la gamification dans le contexte de l'EFL.