



# ***Dedication***

***In the name of Allah, the most gracious, the most merciful.***

*I dedicate this work, foremost, to myself for the hard work I invested in it.*

*I would like to dedicate this work with all my love and gratitude to my beloved family, whose endless support, patience and encouragement have been my guiding light throughout this journey. Especially to my dear mother “ZAHIA”.*

*To my parents, thank you for teaching me the value of hard work and perseverance.*

*To my kind, supportive friend **ABD AL-RAHEM** thank you for always being there and helping me succeed. I truly appreciate your support.*

*To my dear teachers, who have inspired, motivated and for their valuable guidance, encouragement and support throughout my studies*

*I dedicate my work to each one who supported and encourage me with a word, smile, or gesture and to everyone who believed in me and illuminated my path with care, patience, strength and love*

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## *Abstract*

Beginner pupils of English often face a low motivation, limited participation and anxiety in the classroom, especially when exposed to traditional teaching methods based on memorization and repetition. To respond to this issue the present study investigates the effectiveness of Gamification in improving both motivation and academic achievement in English among fourth-year primary school learners in Tizi-Ouzou, Algeria.

I to determine whether the use of gamification can improve pupil's English performance and to what extent it increases their motivation and engagement during lessons. A mixed method design was adopted, twenty (20) pupils took part in a quasi-experimental study involving a pre-test, a gamified learning phase for the experimental group and a post-test. A questionnaire was also administered to English teachers to support the quantitative data with qualitative insights. The results showed a noticeable improvement in the experimental group compared to those taught through traditional instruction. Gamification created a more positive learning atmosphere, reduced fear of making mistakes and encouraged collaboration and active participation.

I concludes that educational games can be a valuable tool in teaching English to beginners pupils, particularly those who struggle with motivation. It recommends that teachers integrate game-based activities to make learning more meaningful, enjoyable and confidence-building.

**Keyword/** Motivation, Quasi-Experimental study, Beginner English Learners, Mixed Methods, Engagement, Gamification, Academic Achievement.

## *List of Abbreviation*

**EFL:** English Foreign Language

**FLL:** Foreign language learning

**FLT:** Foreign Language Teaching

**FL:** Foreign Language

**T.O:** Tizi-Ouzou

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# *General Introduction*

## **1. Background of the study**

In today's world, learning English as a foreign language has become increasingly essential, particularly with the rise of technology in education. As advancement and changes affect various aspects of human life, the educational system is no exception. This adaptation could involve modernizing teaching techniques, incorporating different tools or introducing entirely new methods.

Moreover, teaching, especially when it comes to foreign language presents a unique set of challenges that require careful planning. Foreign language teaching for instance, encompasses various methods, all aimed at establishing a solid foundation for effective learning acquisition. When learning English, collaboration between teachers and students is crucial to improving student learning. However, students may encounter challenges such as grammatical inaccuracies. A major obstacle is often a lack of motivation, an intrinsic, personal drive that empowers individuals to feel confident in their actions, studies and life choices. Without motivation feeling of success is often diminished.

In foreign language learning, motivation is critical, as students who are not motivated may struggle to participate or engage fully in the classroom. One modern approach to address this issue is the use of Gamification or educational games, as a teaching tool in foreign language teaching. Gamification makes learning more enjoyable and help teachers convey knowledge through engaging methods.

Gamification in education attracted the attention of different researchers, because they seek to find different techniques to improve the instructional process. In this view, Al Dosakee & Ozdamli (2021), in their research "Gamification in teaching and learning languages: A systematic Literature Review" ,aimed to present this tool and related it to foreign language learning over three databases: Web of Sciences, Science Direct and Scopus. This study was a

literature review of 103 studies published between (2010\_2020) that had gamification as the principle matters. These findings revealed that gamification is a beneficial technique for teaching and learning languages.

## **2. Statement of the Problem**

Learning a foreign language in primary schools in Tizi-Ozou presents unique challenges, particularly with regard to student motivation and engagement. Despite the recognized importance of English proficiency in globalized world, many young learners in selected schools, such as Mohamed Benslama, face struggle to remain interested and actively involved in their language studies. Traditional teaching ways, which rely on lectures and textbooks, have not been fully effective in capturing students' attention. As a result, learners frequently experience low intrinsic motivation, limited exposure to authentic language use, and difficulty connecting classroom activities to real-life communication needs. Therefore, one of the most significant issue is that learners do not find the process of learning English sufficiently engaging, which leads to disengagement and a lack of sustained effort. This problem is further compounded by the dominance of Arabic and French in the local education landscape, making English feel less relevant to students. Teachers face ongoing difficulties in encouraging active participation, maintaining students' interest and fostering a positive attitude toward language learning. Given this persistent challenges, there is an urgent need to investigate innovative strategies that can revitalize language classrooms and specifically address the motivational challenges experienced by primary school pupils in Tizi-Ouzou. Incorporating game-based methods, known as gamification, represents a promising approach for increasing enthusiasm, participation and active involvement in foreign language instruction. Despite its potential, the actual impact of gamification within the unique context of gamification within the unique context of Tizi-Ouzou's primary schools has not been thoroughly examined. This investigation aims to determine whether applying gamification can

offer an effective remedy to the ongoing problem of insufficient motivation and low engagement among young English language learners in this area.

### **3. Objectives of the Research**

The primary objective of the study is to explore the effectiveness of Gamification in promoting learners engagement, interaction and participation in the foreign learning classroom.

By incorporating entertaining and challenging techniques, the study seeks to boost learner's motivation, ultimately leading to improved academic performance and language proficiency. Additionally, the research aims to develop modern teaching tools and methods that facilitate foreign language learning. Overall, the study focused on evaluating how Gamification can enhance learner's motivation, classroom engagement and interaction within an EFL setting. By examining the effectiveness of Gamification techniques and strategies, this investigation seeks to provide insight and recommendation for improving language learning outcomes and enriching the educational experience of students in the region.

### **4. Research Questions**

This study focuses on answering the following questions:

**RQ1:** What are the challenges faced by pupils in primary school Mohamed BenSlama regarding motivation and engagement in English language learning?

**RQ2:** To what extent does Gamification contribute to motivation of English as EFL pupils'?

**RQ3:** What strategies can educators employ to optimize the efficacy of gamified approaches in fostering motivation and engagement in English language learning?

## **5. Research Hypothesis**

Based on the above mentioned research questions, we suggested the following hypotheses:

**H1.** Primary school learners in Mohamed Benslama face low motivation and engagement in English learning due to limited exposure and lack of interactive activities.

**H2.** Gamification enhances motivation and engagement among EFL students by making learning more interactive and enjoyable.

**H3.** Educators who implement well-designed gamified strategies can significantly improve students' motivation and engagement in English language learning.

## **6. Research Methodology**

In this research, I will adopt a mixed-methods approach in order to explore the role of gamification in English language learning. The idea behind choosing this approach is to obtain a clearer and more complete understanding of the issue by combining both quantitative and qualitative data. To collect quantitative data, I will administer a pre-test to the pupils before introducing gamification in order to measure their initial level of motivation and performance in English. After that, I will implement gamified activities during the lessons and then conduct a post-test with same group. By comparing the results before and after the intervention. In addition to this, a questionnaire will be used to collect teachers' views, as their observations can provide valuable qualitative support and help explain the statistical findings.

## **7. Significance of the Study**

The significance of this study is evident for both students and teachers. Gamification is an educational approach that has the potential to enhance learner's motivation which, in turn, can lead to improved academic performance. For students, educational games serve a dual purpose: they provide both a learning tool and a source of entertainment. This combination of

learning and enjoyment helps to foster a desire to engage with foreign languages, ultimately boosting motivation within the language learning setting, from teacher's perspective it is important to understand the effectiveness of using game-based activities aligned with educational content to increase student engagement and interaction in the English language classroom. The benefits of game-based learning indicate that gamification can be core component of foreign language education by encourage engagement.

## **8. Structure of the Research**

The present study is divided into two main chapters. The first chapter includes a full introduction to the research, along with the literature review, this chapter gives a clear understanding of the background of the study, the main research question and the steps taken to collect and analyze data. The second chapter presents the research methodology, the finding and discussion. It focuses on the results of the study and explain what they mean, especially in terms of using gamificationin foreign language classrooms. This chapler also looks at the effects of gamification on student motivation and process. In addition, it reflects on the importance of the result and how they can help improve foreign language education.

# *Chapter One*

## *Literature Review*

## **Introduction**

Learning and motivation are closely connected with motivation being key to success especially in second or foreign language learning. In Algeria, French is used as a second language in both formal and informal settings, while English is treated as a foreign language, mainly taught in school. Motivation plays a critical role in learning English in Algeria primary schools, where a lack of it can hinder teaching learner engagement and progress.

Factors such as outdated teaching methods and teacher attitudes can decrease motivation. Recent studies recommend using gamification by integrating game elements into learning activities to enhance student engagement. This approach has been shown to improve participation, motivation, academic performance in language learning, making it an effective tool for boosting learner's enthusiasm and success in foreign language classrooms.

### **I. Gamification in Foreign Language Learning Classroom**

#### **I.1. Definition of Gamification**

Gamification refers to mechanisms of games particularly to the rules of video gaming.

The widespread use of gamification dates back to 2011 when it was most commonly defined as

“The application of elements of game design in a non-game environment” (Deterdiny, Dixon, Khaled, & Nacke, 2011, p.10).

Gamification initially popularized in business and marketing involves applying elements of game design to non-game contexts to increase productivity and motivation. Werbach and Hunter (2012) highlighted how gamification principles could be applied to various tasks and activities beyond computer games. In education, gamification strategies as noted by researchers like Lopez et al. (2019) and Pappas (2013) make the learning process more interesting and stimulating by incorporating elements from computer games. This adopting of

gamification in educational setting represents a significant shift impacting not only motivation and engagement but also assessment methods (Sailer & Hommer, 2020). The use of games is a new approach to educational methodology, enhancing learner's participation and learning outcomes. Among the many other definition we should highlights Kapp (2012) definition refers to the field of education, gamification is a set of principles and methods borrowed from games and applied to the non-game part of life.in principle any process or activity can be gamified, but today it is mostly used in education business and marketing, point accumulation schemes, frequent flyer schemes, prize draws all contain some form of motivational elements used in the game. This is main purpose of gamification to create and maintain motivation (Szabd, & Polory, 2021).

In simple words gamification is a strategy employing game elements to enhance learning and engagement, it has been described as a method for improving critical thinking and creativity (Kapp, 2012; Steel, 2013). This approach, utilizing entertaining games, creates a conducive learning environment by transforming theoretical frameworks into engaging activities (Guler, 2022; Hadfield, 1990; Senturk, 2014).

## **I.2.Gamification in Education**

Gamification in education involves integrating game elements and mechanics into educational activities to enhance learning experiences. This approach has gained popularity, as it fosters student engagement and active participation among students (Hamari, Koivisto, & Sarsa; Marti-Parreno et al.). The use of games as teaching methods has been found to shift classroom dynamics from being teacher-centered to student-centered. This change encourages students to take more control over their learning process, which in turn facilitates and guides their journey. Moreover, gamification has been shown to improve motivation, learning, awareness and motivation, as it allows teachers to convey information in a more sensible manner compared to traditional methods.

Studies have shown that gamification is effective across various educational levels, from elementary to higher education. It not only enhances language skills but also promotes classroom interaction, communication and student learning achievement. Additionally, games have the potential to address issues like student demotivation and disengagement, as interactive features in games foster active participation. Gamification in education serves the dual purposes of facilitating learning and providing entertainment, making it a valuable approach for educators seeking to create engagement and effective learning setting. De-Marcos et al. (2017) observed that gamification plays a crucial role among different learning strategies. This confirms the application of games as a learning tool, rather than traditional ones, promotes learners' self-efficacy to acquire developed language skills.

### **I.3. Gamification in Learning English as Foreign Language**

Gamifying in teaching English as a foreign language involves integrating entertainment elements from games into the learning process, making lessons more enjoyable and enhancing motivation and creativity among learners to engage with the language in a playful and meaningful way, fostering a more effective learning experience. While gamification and games are related, they differ; gamification incorporates game elements into non-game contexts to boost motivation and engagement, whereas serious games are fully developed games designed for educational purposes, such as teaching specific skills or achieving learning objectives (Dores, 2015). Gamification employs game mechanics to increase motivation and engagement without creating an actual game (Huang, 2018). Serious games, in contrast, turn learning objectives into gameplay, offering more immersive educational experience.

Traditional teaching methods may lack the diversity and engagement that gamification provides. Games and gamified activities play a key role in fostering fluency, self-efficacy and positive educational outcomes by balancing social, emotional and academic aspects of

learning (Cornelia White, 2000). Macdonia (2005) affirmed the value of games in teaching fundamental aspects of a FL as grammar structures and vocabulary. Gamification proves beneficial in foreign language learning by enabling educators to select games that cater to various learning styles, thus increasing learners' awareness and fostering classroom interaction. Effective game selection requires teachers to consider critical features such as classroom context, necessary materials, time allocation and learner characteristics, as outlined by Langham and Malarcher (1997). While educational games can boost motivation and attention, their success depends on alignment with learners' needs and subject content. Gamification helps identify suitable games for FLL, supporting improved classroom achievement and knowledge retention. According to Langham and Malarcher (1997), successful gamification in FLL should adhere to key criteria including:

- **Satisfaction:** learners should derive satisfaction from participating in the games.
- **Relevance:** there should be a clear correlation between game and the subject content being taught.
- **Enjoyability:** games should be both comprehensible and enjoyable for learners.
- **Appropriateness:** the game should be suitable for all scholars in the English as FL classroom.
- **Technology integration:** if necessary, technology such as online games can be incorporated the gaming experience.
- **Creativity:** games based activities should foster a competitive setting through creative approaches.
- **Alignment with learners' goals:** games should be chosen based on learners' objectives and curriculum.
- **Relevance to course:** the games selected should align with the overall course objectives and curriculum.

This rules guide educators in creating a conducive gaming setting that can be implemented in both teacher-centered and student-centered classrooms, allowing students the freedom to engage and perform at their own pace.

#### **I.4.Gamification Elements**

The component of games are the fundamental elements responsible for designing a game with a particular purpose in mind. According to Flores (2015) “the game component are available in the majority of game like points, badges rewards...etc. This components have different purposes and can be easily adapted to other contexts than games; work, business, education and so on (p.39)”. This means that games mechanics represent the rules underlying the game which can be adopted in several domains rather than gaming setting. Pavlova, 2019, p: 26; Naji, 2020, p.p15-16; Flores, 2015, p.39) emphasized that the widespread mechanics that can be used in the instructional process are as follows:

- **Avatars:** are the visual representation of learners in a virtual setting, allowing them to personalize their experience and reflect their progress through visual feedback and motivation.
- **Badges:** serve as symbols of achievement, recognizing learners’ accomplishments and progress. They enhance motivation by providing tangible rewards for meeting specific goals (Grant, 2013; Richter et al., 2015).
- **Feedback:** provides learners with information about their performance, guiding them on how to improve. Immediate feedback helps maintain motivation and supports more effective learning.
- **Leaderboards:** rank players based on their achievements, fostering competition and encouraging learners to strive for higher performance (Reeves & Read, 2009).
- **Points and levels:** these function as motivational tools that track learners’ progress and reward achievement. By accumulating points and advancing through levels,

learners experience a sense of progression and are encouraged to engage more deeply with the material (Nicholson, 2015; Robertson, 2010).

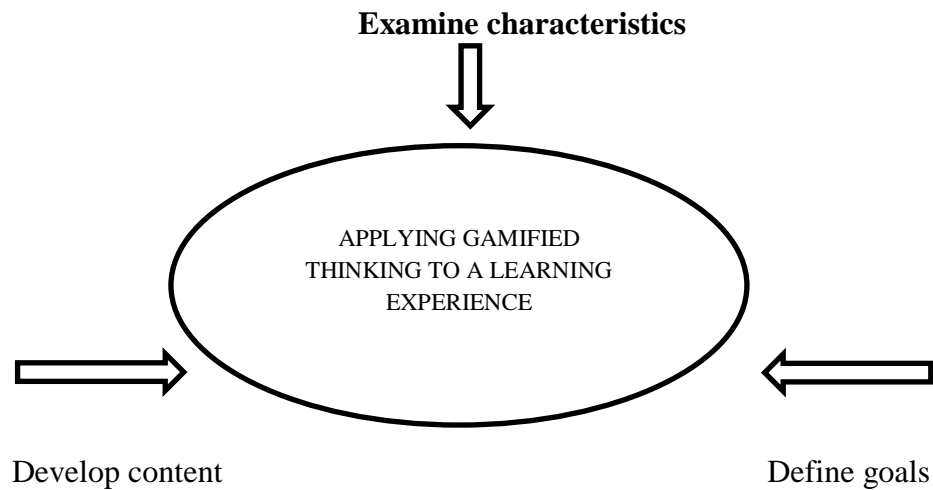
- **Challenges:** are tasks designed to exceed learners' current abilities, encouraging growth through problem-solving and hand-on practice. They foster engagement by pushing learners to improve and often lead to rewards or advancement within the learning context.
- **Rewards and competition:** this element motivates learners by offering tangible incentives (e.g., gifts or stickers) and fostering a competitive setting. It enhances engagement, recognizes progress and supports ongoing participation, especially when rewards are tailored to individual goals.
- **Progress tracking:** according to Toppo it is vital in any game and it gives players feedback on their performance, helping them understand their levels and improve their weaknesses. Similarly, Kapp suggests in 2011 that measuring educational progress in each subject is necessary. For instance progress tracking involves measuring the learner's improvement over time, it is like checking if you are getting better at something. Typically it is shown with graphs or bars giving a visual representation of how much of the task has been completed.

Game mechanics incorporated into instruction involve challenges, points, missions and goals. Avatars and rewards evaluate achievement, while progress tracking and feedback guide, and teamwork encourages cooperation.

### **I.5. The Integration of Gamification in Education**

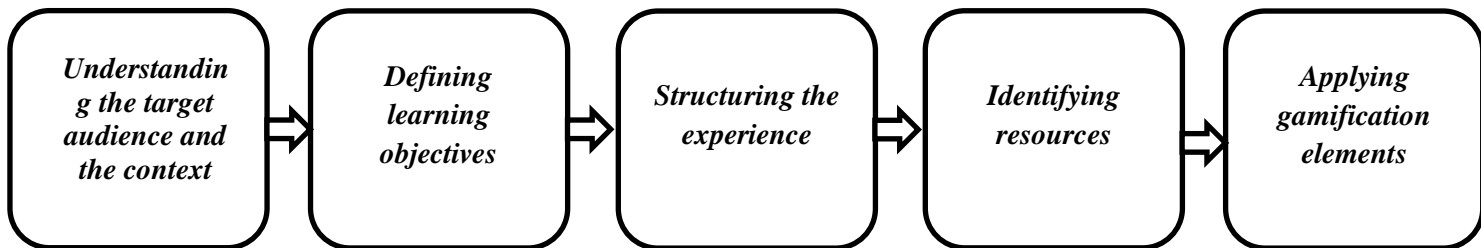
Educators integrate gamification by identifying goals, choosing game elements, designing activities and evaluating engagement. Flores (2015) outlines a step-by-step model (p.43). The process involves understanding the audience, defining objectives, structuring the experience, identifying resources and applying game elements. Integrating gamification with

blended learning has a favorable impact on student learning (Mass & Dussart, 2019), increasing motivation to complete assignments.



**Figure 01 :** Applying Gamified Thinking to a Learning Experience

Foreign language teachers should select educational games that align with student’s learning objectives, relate to lesson content, enhance subject understanding and serve a clear purpose such as improving learners’ achievement, interest or motivation.



**Figure 02:** Educational Gamification Five-Step Model (adapted from Huang and Sonar, 2013, p. 7).

The figure above shows the five steps of the gamified education model. First, understanding the target audience and the context this key factors govern the success of the instructional program (Huang and Sonar, 2013, p. 7). Instructors first understand their students, then define clear learning objectives. Next, they structure the learning experience

and identify necessary resources. Finally, they apply game elements to engage students, selecting elements based on activity type and desired outcomes. Mase and Dussart (2019) found that integrating gamification with a blended learning setting favorably impacts student learning. This combination improves learning by increasing student motivation to complete assignments relevant to their academic careers. Gamification in blended learning enhances both in-person and remote learning, boosting student enthusiasm and encouraging success.

### **I.6. Forms of Gamification in Foreign Language Learning**

This integration of games into the foreign language classroom depends on factors class size, timing and resources at hand. Teachers should take these factors into account when choosing the type of games to ensure their effectiveness for EFL student's (Sigrioum, 2010). The various forms of gamified activities as outlined by Wright (2006) and referenced in Zemmit (2015) include:

- **Individual Work:** engaging in individual game play enhances student's sense of self-efficacy as they are tasked with working independently. Focused on achieving victory, students strive to overcome the challenges presented by the game, fostering competition among peers.
- **Pair Work:** enhances English language skills through peer collaboration. This approach reduces stress and facilitates speaking skills as learners emulate each other.
- **Group Work:** group activities are essential in game-based learning, enabling collaborative discussion. Exchanging ideas promotes cooperation among students.

### **I.7. Examples of Game-Based Activities**

Numerous educational games enhance student satisfaction, motivation and engagement thereby improving academic performance in EFLL. Here are some examples of such games and activities:

- **Flashcards games:** use flashcards with English words or phrases on one side and corresponding games or translations on the other. Learners can play memory watching games, where they have find pairs of matching cards or they can take terms flipping over cards and saying the word or phrase in English.
- **Board games:** like snakes and ladders or Bingo can be adapted with English vocabulary or questions. Students roll dice, move pieces and answer questions on none vocabulary words in English as they play.
- **Puzzles:** encourage critical thinking, item recognition and collaboration among students fostering creativity and developing problem-solving skills.

### **I.8.The types of educational Games**

Educational games in FLT can be diversified to cater to different learning styles and enhance student knowledge. According to Hadfield (1984) educational games can be classified into the following types:

- **Speaking games:** the speaking skills designed to improve student's proficiency in a foreign language, particularly focusing on their ability to communicate effectively. This game helps overcome the challenge of communication faced by beginners and foreign language students by providing interactive opportunities for practice and engagement within the classroom steps.
- **Kinetic games:** integrate physical activity into EFL classroom to reduce boredom and misunderstanding, promoting language use in an engaging setting.
- **Listening games:** utilize audio-visual materials to develop students' listening skills, thereby enhancing comprehension and overall language proficiency.
- **Experiential games:** support learning through direct experience, enabling students to identify and address their needs. These include cooperative and individual reflection games (Hadfield, 1984):

- a. **Guessing games:** foster mental and creative thinking as students work toward specific objectives.
- b. **Searching games:** or word locate games, encourage students to discover and define new vocabulary, reinforcing language acquisition interactively.
- c. **Information gap games:** involve students sharing information to complete tasks, promoting collaboration and communication.
- d. **Exchanging and collecting games:** these games foster interaction as students exchange necessary materials, promoting communication, teamwork and resourcefulness.
- e. **Games of combining:** structured activities requiring adherence to rules, these games enhance critical thinking, problem-solving and strategic planning.
- f. **Role-playing:** students assume diverse roles to explore perspectives, practice communication and deepen understanding of varied situations.
- g. **Games of sharing:** promoting a sense of belonging, these games encourage students to share opinions, fostering a valued communication setting.

### **I.9. Effects of Gamification on Student's Motivation, Engagement and Achievement**

Fan and Wolters (2014), along with Yang et al. (2013), noted that a primary factor contributing to underperformance in language learning is a lack of motivation and engagement, a notion supported by Yang and Sonar (2013). Gamification significantly influences learner attitudes and motivation, improving learning skills (Muntenu, 2011). Lee and Hammer (2011) suggested it boosts self-confidence, promoting learning and engagement. Kiany (2012) noted that games foster interaction, creativity and productivity.

Blending learning with gamification cultivates a positive attitude, contrasting conventional methods (Dornyei & Ushido, 2011). Davis and McPaartland (2012) supported

this notion, stating that gamification instills enjoyment, impacting learning abilities. Furthermore, Hummari et al. (2016) highlighted attentiveness and enjoyment as contributors to engagement, with gamification facilitating information retention. Involving students in game development enhances its effectiveness. Kim (2015) underscored that teachers should consider lesson content and student performance when implementing games, ensuring alignment with proficiency levels. Gamification fosters intrinsic motivation and provides valuable feedback, aiding students in self-assessment and identification of areas for improvement. The use of badges recognizes learners' efforts, boosting engagement and promoting healthy competition. Rewards extend beyond mere recognition of a "winner" acknowledging participation, interaction and learning experiences, ultimately enhancing students' language performance. Dorling (2015) concluded that gamification offers opportunities to enhance student engagement, improve the learning setting and evaluate student level through continuous feedback, making it an appealing modern strategy. He emphasized gamification's role in promoting effective classroom interactions and influencing motivation and engagement with course materials. Hazne and Berger (2007) highlighted the correlation between group play and academic success, stressing the benefits of cooperative learning in language classrooms, where interaction among students aids comprehension. Acikgoz (2000) noted that, in small groups, learners collaborate to achieve success collectively, fostering language skills development. Lee and Hammer (2011) assert employing games as an educational approach improves motivation, engagement and academic performance development. They highlighted the effectiveness of games across various domains including cognitive emotional and social aspects:

- a. **Educational Context Areas:** gamification uses game-design to enhance engagement across subjects, encouraging active learning through quizzes, rewards and progression.

- b. Cognitive Areas:** gamification aids understanding of rules through application, supporting comprehension of material (Gee, 2003).
- c. Emotional Areas:** equitable activities are vital for emotional balance; rewards and minimized punishment allow students to develop identities without stress, reflecting well-being in performance (Dominguez et al., 2003).
- d. Social Areas:** games promote classroom interaction and identity formation; collaborative activities facilitate learning from peers, fostering achievement (Dominguez et al., 2003).



**Figure03:** The ABC Model of Game Design Adapted from (homer & Kinzer, 2015).

The three educational domains are interacted and influence each other. Contributing to the overall success of the learning process of the learning process, each concept supports and reinforces the others, collectively fostering personal motivation and engagement in learning.

The emotional aspects is impacted by cognitive process as a learner’s ability to graphs rules or games systems directly influences their emotional well- being through successful interactions with classmates.

**I.10. the Relationship between Gamification, Student Motivation and Engagement**

Motivation and engagement, while intertwined, are distinct concepts crucial for learner success (Dornyei & Ushido, 2011; Guthrie, Willinger, & You, 2012). Brooks and Goldstein (2012) define motivation as the psychological factors influencing students’ feelings, actions and behaviors. Williams (2003) highlights the connection between student psychology and

classroom interaction, particularly in application. Integrative motivation and prior experiences shape task engagement, contributing to successful learning experiences. Whitton (2015) asserts that challenging rules and systems spur student action, fostering curiosity, competition and critical thinking. Research by Kingsly and Grabner (2015), as well as Kowitz and Hammari (2014), emphasizes the integration of motivation and engagement in successful learning outcomes. Dominguez et al. (2013) argue that different game types enhance specific skills, maintaining motivation and participation. Nicholson (2015) stress the importance of balanced challenge levels to promote student competition and interaction.

### **I.11. Conditions of Educational Games**

Game-based activities require the inclusion of two primary elements, which can be identified as follows:

- a. Competitive Interaction :** Competition, understood as the full deployment of individual skills, ensures an equitable allocation of rewards and responsibilities, mitigates disengagement, evaluates benchmarks and promotes progress across diverse fields. This fosters positive relationship through collaboration, focusing on shared success rather than conflict. A competitive environment enhances students' sense of belonging, as individuals perceive their roles as integral to the game's dynamic. Furthermore, students mutually reinforce their understanding of game rules and motivation through shared experiences.
- b. Fun** Studies have demonstrated that incorporating the concept of fun into educational games is essential, as it influences students' attitudes toward language learning. Fun contributes to creating a relaxed, energetic and effective classroom setting, as noted by Prensky (2001). Swason-Ferguson (2014) suggests that elements such as rewards, a sense of belonging, and scores are inherent in enjoyable games. From students' perspectives, fun is perceived as essential.

### **I.12. Advantages of Gamification in Foreign Language Learning**

Gamification in foreign language learning offers numerous advantages, as it inspires learner behavior, enhances motivation and fosters classroom engagement into educational activities (Kapp, 2012). Educational games provide a supportive context for language use, promote collaboration and encourage students to practice various language skills, such as reading and speaking, in a low-stress environment (Folsaar, 2015; Richard-Amato, 1996). By reducing student anxiety and creating enjoyable learning experiences, gamified activities help learners develop their communicative abilities, boost memory retention and facilitate the absorption of new content. Furthermore, using games in the classroom can alleviate stress and make language learning more approachable and effective for students facing the challenges of acquiring a new language and culture (Avedon, 1971).

Employing games in the FLL classroom offers several benefits that enhance the learning experience. Games encourage student interaction and communication by providing a context for using the target language in a fun and engaging way. They also boost student energy, motivation and engagement in learning, offering a break from the typical routine of language classes. Learning a foreign language requires sustained effort and game assist students in making the process more enjoyable and less daunting. Furthermore, games allow students to develop speaking, writing, listening and reading skills while promoting teamwork and collaboration, fostering a sense of camaraderie and mutual support. By providing memorable and engaging experiences, games can increase student retention of information, making them a valuable tool in the FFL classroom.

### **I.13. Guide and Mentor in Gamification Learning Setting**

In gamified foreign language classrooms, the teacher's role evolves from a teacher centered approach to a student-centered one, empowering students to actively engage within

the academic setting. Initially, teachers outline the game's instructions and timing expectations, but during gameplay, educators maintain a passive role to avoid disrupting student interaction, intervening only in cases of misunderstanding or disorganization. Ojeda emphasizes that managing classroom atmosphere, timing, seating assignments and aligning games with course content are crucial for ensuring coherence. Adapting game-based activities to students' levels enhances language learning outcomes and motivation, with successful educational games being well-defined and enjoyable for EFL learners. According to Pransky (2001) and Karaslan (2013), educational games should directly engage foreign language learners to enhance academic progress, entailing learning from game outcomes and feedback, potentially leading to improved grades.

#### **I.14.The Effectiveness of Gamification**

Gamification enhances educational outcomes in vocabulary acquisition, grammar instruction, critical thinking, reading comprehension and motivation and engagement.

- a. Vocabulary Acquisition:** According to Harmer (2015), vocabulary acquisition is notably improved through educational games, especially those emphasizing word lists and activities aimed at enhancing writing and reading skills. By focusing on both word form and meaning, these games engage students, creating a motivating learning strategy that combines academic rigor with enjoyment.
- b. Grammar Instruction:** Grammar instruction benefits from educational games inspired by everyday activities, which can boost learner engagement and motivation (Harmer, 2015). These games offer opportunities for active participation in various grammar-related activities, making lesson review an effective and enjoyable process.
- c. Critical Thinking:** Gamified learning experiences cultivate critical thinking by engaging students in problem-solving, encouraging decision-making and promoting strategic

thinking through challenges, puzzles and simulation (Deterding et al., 2011). This pupils to analyze information effectively.

**d. Reading Comprehension:** Improves reading by engaging student with quizzes and challenges, motivation active participation and progress. It also offers personalized learning experiences, enabling students to read at their own pace and receive instant feedback for better understanding.

**e. Motivation and Engagement:** Integrating rewards, achievement and progress tracking, clear goals immediate feedback in gamified learning experiences keep student focused and driven to achieve. Gamification instills feeling of autonomy and competence, empowering students to take charge of their learning (Deci and Ryan, 2000).

## **II. Motivation and Engagement in EFL Classroom**

### **II.1. Definition of Motivation**

According to Salvin (1997) who defined motivation as “ Motivation is what gets you going, keeps you going and determines where you are trying to go.” This implies that motivation is the underlying purpose and reason behind one’s intended objectives. Motivation functions as the guiding force that propels individuals toward their desired objectives; it is the driving factor that initiate tasks, sustains momentum and directs individual toward their intended destination. Within the realm of education, motivation assumes particular importance.

According to Weiner (1992), motivation of an individual’s behaviors and cognitive processes, delineating the main reasons behind student’s choices. Woolfolk (1998) additionally contends that motivation is essential for understanding students’ choices, engagement and efforts in their learning. Motivation is thus closely associated with students’ achievement, attentiveness and commitment to academic pursuits. Motivated students are more likely to make consistent progress in their studies.

### **II.2. Types of Motivation**

Language learning for cultural achievement and personal development is referred to as integrative (natural) motivation, whereas language acquisition as a means of achieving instrumental goals in termed instrumental (artificial) motivation. These two types of motivation were classified by Brown (2000) and Gardner (1985).

#### **Investigative (natural) Motivation**

Cultivates positive attitudes towards learning, enabling students to become competent independently. Research indicates that integratively motivated learners value social integration within the target language community (Saville, 2006). Wang (2008) posits that

intrinsically motivated students demonstrate a willingness to overcome challenges in language acquisition to enhance their proficiency. Furthermore, it has been suggested that highly motivated students exhibit openness toward the culture and community associated with the language (Mangort, 2003).

### **Instrumental (artificial) Motivation**

Conversely, arises when language acquisition is pursued for specific instrumental reasons, such as professional or academic requirements. In contrast to intrinsic, Gardner (1983) characterizes this as “learning for perceived utility”, wherein learners prioritize practical benefits, such as attaining favorable grades or securing employment. These learners may utilize the language without necessarily understanding the associated culture or community. Gardner (2010) notes that instrumentally motivated students primarily concentrate on the linguistic aspects of the language, rather than social considerations. This type of motivation is often driven by external factors and rewards, including grades or career prospects.

### **II.3.Motivation in Foreign Language Learning**

Motivation is a critical factor in foreign language learning, alongside individual characteristics like age and personality (Cook, 2000). Educators should foster supportive learning setting to enhance motivation. Ellis (1994) emphasizes the significance of motivation in language learning, as it facilitates students’ identification of their objectives and reasons for learning. When students comprehend their rational for language acquisition, they tend to exhibit greater motivation in achieving their objectives.

#### **II.4.The Role of Motivation in Foreign Language Acquisition**

Motivation exert a substantial influence on the efficacy of foreign language learning, with researchers consistently highlighting its multifaceted benefits. Guthrie (1997) established that intrinsic motivation fosters enhanced comprehension and retention of textual material.

Lucas (2010) further observed that learners actively engaged in developing productive skills (speaking and writing) in a foreign language exhibit a greater propensity for collaborative knowledge sharing. The classroom environment also significantly modulates learners' motivation. Chang (2010) demonstrated that interested and engaged students experience heightened relaxation and confidence in their learning process. Conversely, classrooms characterized by a paucity of motivated students may witness the propagation of disengagement (Chang, 2010). Dital (2012) found that learners demonstrating both internal and external motivation achieve superior outcomes in English language acquisition. Supporting these findings, Al-Hazemi (2000) underscored the criticality of a robust desire to learn, while AlOtaibi (2004) posited that learners with well-defined objectives in learning English demonstrate greater efficacy than their less-motivated counterparts. Moreover, Good and Brophy (1994) and MacIntyre (1999) emphasized the imperative of cultivating a supportive and comfortable classroom atmosphere, wherein motivated learners can thrive in a calm and relaxed setting. These findings collectively underscore the multifaceted role of motivation in fostering successful foreign language acquisition.

#### **II.5.Role of the Foreign Language Teacher**

The foreign language (FL) teacher functions as a crucial guide for students navigating the complexities of language acquisition. According to Dornyei (2001), the teacher's role is paramount strategies to enhance student motivation. By cultivating a conducive learning setting characterized by elements of engagement, calmness and relaxation, teachers foster

student involvement with the language. This positive milieu, shaped by the teacher's demeanor and actions, mitigates student stress, fear and anxiety associated with foreign language learning, thereby promoting confidence in language use. Furthermore, the teacher acts as a facilitator, establishing rapport with students and fostering open communication and the exchange of ideas pertaining to various facets of students' lives, including personal, social and educational challenges (Dornyei,2001). This interpersonal connection enables teachers to gauge students' levels of motivation and provide intrinsic support to enhance their learning experiences. Moreover, FL teachers play a pivotal role in imparting knowledge regarding the significance and benefits of multilingualism, while also integrating cultural elements into language instruction to enrich students' understanding. By establishing clear learning objectives and articulating the purpose of language acquisition, teachers inspire students to maintain a positive attitude and remain committed to their language learning goals (Dornyei, 2001). In summary, the FL teacher's multifaceted role encompasses guiding students through effective teaching strategies, fostering a supportive learning setting, establishing meaningful connections with students, promoting cultural awareness and motivating students to achieve their language learning objectives.

## **II.6.The Importance of Motivation in Foreign Language Learning**

Motivation, a cornerstone of the learning process (Ushioda, 1996), is indispensable for students to realize their academic objectives. Its absence can impede progress and pose challenges for educators in facilitating student development. Huang (2007) underscores the significance of motivation in foreign language learning, impacting student performance, the quality of teacher-student interactions and sustained engagement with the target language. Xu (2008) posits that increased effort, a clear sense of purpose and positive attitude toward the language enhance motivation, leading to improved learning outcomes. Furthermore, dornyei (2001), Xu (2008) and Alghamedi (2014) emphasize that motivation not only plays a crucial

social role but also strengthens linguistic competence specifically vocabulary, grammar, pronunciation and the four core language skills, thereby fostering holistic linguistic development extending beyond purely social interactions.

## **II.7. Impact of Motivation on English Language Learning**

The cultivation of student motivation in foreign language learning is presented as a nuanced and multifaceted endeavor that extends beyond mere linguistic instruction. Effective teachers prioritize the establishment of a supportive and inclusive classroom climate characterized by mutual respect, trust and a sense of belonging, recognizing that such a setting is conducive to fostering intrinsic motivation and promoting student well-being (Gardner, 2010). These instructors actively adapt their pedagogical approaches to address the diverse needs, learning styles and motivational orientations of individual students, recognizing that a one-size-fits-all approach is unlikely to resonate with all learners (Lennon, 1993). By demonstrating genuine enthusiasm, empathy and care for their students' holistic development, teachers can cultivate a more engaged and collaborative learning atmosphere, inspiring students to take ownership of their learning journey and fostering a sense of collective responsibility for creating a positive and productive learning environment (Freng & Chen, 2009), furthermore both integrative and instrumental motivations helping learners to develop a personal connection with the target language and culture while also emphasizing the practical benefits and realworld applications of language proficiency, thereby enhancing their sense of purpose and relevance (Gardner, 2010). Ultimately, the overarching goal is to empower students to become self-aware, autonomous and lifelong learners who can effectively leverage their strengths, address their weaknesses, cultivate a passion for language acquisition and develop the intercultural competence necessary to navigate an increasingly interconnected world (Shafai &

Najati, 2008; Klemens, 2009). This holistic approach not only enhances students' linguistics proficiency but also equips them with valuable cognitive, social and emotional skills that are transferable to other domains of life.

## **II.8. Classroom Engagement**

Classroom engagements is conceptualized as a multifaceted construct reflecting the dynamic interplay between students and their educational experiences. Encompassing elements such as involvement, interest and participatory connection, engagement mirrors the nuanced interactions of emotions, thoughts, behaviors and relationships within the learning environment. It reflects the extent to which students are actively immersed in their learning, exhibiting curiosity, attentiveness, and a sense of investment in their educational trajectory. Operationally, measuring engagement involves assessing the congruence between students' level of interest, their interaction with learning materials and their overall connection to the educational process. Furthermore, engagement is characterized as an abstract phenomenon that can be utilized in learning, recognizing through dimensions of emotional cognition and effect with indicative of the degree of influence exerted on students through their learning experiences, thus measuring the correlation between the student and their educational development.

## **II.9. The Relationship between Motivation and Engagement**

Motivation serves as the initial spark that ignites the learning process, while engagement represents the sustained effort that keeps this process ongoing. Both elements are essential: motivation inspires learners to begin their educational journey and set goals, whereas engagement ensures that they remain actively involved, persistently participating and overcoming challenges. Research highlights the importance of the connection between motivation and engagement for improving learning outcomes (Schlechty, 2001; Woolfolk &

Margetts, 2007). Zyngier (2008) notes that both factors contribute significantly to academic performance. Engagement, as described by Schlechthy (2001), involves the enjoyment and active participation in learning, which is especially evident when motivated students pursue their goals, including in foreign language learning. Bowen (2003) further identifies that recognizing students' skills, encouraging creative expression and fostering peer collaboration are indicators of strong engagement. Bomia et al. (1997) associate engagement with qualities such as critical thinking, comprehension, curiosity and willingness, all closely linked to motivation. Additionally, Schelechty (2001) emphasizes that engaged students show resilience and patience in overcoming learning obstacles, particularly in the context of foreign language acquisition.

#### **II.10. Classroom interaction**

Classroom interaction refers to the communication that takes place between teachers and students, as well as among students themselves, within an educational setting. It is essential for language learning, as it involves exchanging ideas and knowledge. According to Ellis (1991), classroom interaction occurs in stages: students first observe linguistic input from the teacher, then compare it with their existing knowledge and finally produce language based on this input. Vanlier (2015) adds that such interaction enhances learning by providing input and supporting the learning process, with teachers playing a crucial role in facilitating effective interaction. Moreover, engaging with knowledgeable individuals, like teachers, helps students develop their language skills and critical thinking. Classroom interactions follow organized systems and rules, which create meaningful learning opportunities. As Maekee and Kasper (2013) note, classroom interaction is structured, and both teachers and students use language according to these rules. Thoms (2012) emphasizes that interaction with well-educated individuals improves students' skills and thinking. Overall, classroom interaction is

a social process where specific language use reflects authentic communication aimed at achieving educational goals.

### **II.11.The relationship between Motivation and Classroom Interaction**

Motivation plays a crucial role in classroom conversation, as highlighted by Consilio (2016). In FL classrooms, students often face obstacles such as limited proficiency, which can hinder participation if not addressed. Educators should use varied teaching strategies, like integrating technology and creating supportive settings, to meet students' learning needs and encourage engagement. Addressing factors such as stress and anxiety is essential for sustaining motivation. Teachers can foster better teacher-student and student-student interactions by providing comprehensible input and supporting negotiation of meaning. The connection between motivation and classroom interaction is vital, as motivation enhances both communication and the effective use of the target language.

### **II.12.Lack of Motivation**

Lack of motivation as described by Shore (2017), refers a lack of interest or carelessness towards specific activities, particularly in the context of learning. This lack of motivation can manifest as students being unwilling to engage in their studies or showing disinterest in learning. Dornyei (1998) further explains that demotivation in learning can be characterized by a lack of interest, a sense of not belonging in the educational setting, teacher centered classrooms and passive student's participation. Several internal and external factors contribute to student's decreased motivation including a lack of self-confidence, stress and fear stemming from teachers, parents or unsupportive classroom environments (Japari, 2018). Besides that, Huit claimed the significant role that FL teachers play in influencing students' motivation levels and academic performance, suggesting that unsatisfactory results and performance issues can arise ineffective teaching methods or classroom dynamics. It is

important to address lack of motivation early on to prevent it from negatively impacting students' learning experiences and outcomes, creating a supportive and engaging learning setting, providing opportunities for student-centered learning and offering encouragement and support can help reignite students' motivation and enthusiasm for learning.

### **II.13.Reasons for Students' Lack of Motivation in EFL Setting**

The absence of motivation among students in English as a foreign language (EFL) settings can significantly hinder language progress (Consilio, 2016). Scholars have identified various factors contributing to this lack of motivation and engagement. Motivation in EFL serves as a pivotal force driving students toward their learning objectives and shaping their language production outcomes. It is also a catalyst for academic success. However, when motivation is lacking, it presents challenges for both EFL teachers and students within the educational landscape. Several factors contribute to this lack of motivation, as highlighted by scholars. These include external pressures, the perceived irrelevance of language learning and a negative or unsupportive classroom atmosphere. For instance, students may feel disengaged if they cannot connect the foreign language learning process to their personal or professional aspirations. Additionally, an unsupportive classroom setting can undermine students' enthusiasm for learning, leading to decreased engagement and participation. Addressing these factors requires a comprehensive approach that involves creating a supportive and stimulating learning environment, implementing effective teaching strategies and emphasizing the practical relevance of language learning. By addressing the underlying causes of low motivation, EFL educators can cultivate student engagement and success (Consilio, 2016). These reasons are mentioned as following:

- a. Teachers' Attitude:** The attitude of teachers plays a crucial role in shaping students' motivation within the classroom. Tuan (2012) emphasizes that teachers can either enhance or

diminish students' motivation through their actions. The use of repetitive teaching methods and a lack of variety in classroom activities can lead to student disengagement and boredom.

Timmins (1999) notes that when teachers display favoritism or discourage certain students, it can negatively affect classroom enthusiasm and participation. Moreover, Nakamura (2000) highlights the importance of acceptance, stating that students are more motivated when they feel included and valued. Teachers should strive to treat all students equally, regardless of proficiency, and foster a positive environment by adapting teaching strategies to meet diverse learning needs. Ultimately, a teacher's positive attitude and adaptability are key to enhancing student motivation and achievement.

**b. Parental Factors:** Parental involvement is another significant factor influencing children's motivation and creativity in education. As Bulter (2015) points out, when parents actively support and engage with their children's learning, it positively affects students' attitudes. This is particularly important for parents who may not be familiar with the foreign language being studied. Cheng and Pomerantz (2012) argue that supportive and knowledgeable parental involvement can improve student achievement, even when parents lack proficiency in the target language.

**c. Student Attitudes and Self-Competency:** Student's attitudes towards the language are fundamental in shaping their learning outcomes. Self-competency, as discussed by Mills et al. (2006), is a key psychological factor in foreign language learning. Students with high self-efficacy are more capable of self-regulating their learning, willing to take risks and learn from mistakes. In contrast, students with low self-efficacy often struggle with language skills and acknowledge anxiety as a barrier (Ersoz, 2004). Demotivating factors such as lack of self-confidence, insufficient language knowledge and limited cultural awareness further hinder motivation (Safari, 2013). Additionally, the absence of socio-cultural connections with the target language can decrease students' interest and engagement. Addressing psychological

factors like anxiety, self-efficacy and cultural relevance is essential for fostering student motivation and success in language learning.

**d. Classroom Features :**Environment factors within the classroom also significantly impact student motivation and learning experiences. These include physical aspects such as classroom size, seating arrangement and the availability of learning materials. Uncomfortable seating, poor lighting and high student number can increase anxiety and reduce motivation.

Overcrowding or fear of criticism may also lower self-esteem and participation (Morozova Tuan, 2012). A disorganized or chaotic classroom environment can further contribute to student demotivation and disengagement. Thus, maintaining an atmosphere is essential for promoting student motivation and engagement in the learning process.

**e. Psychological Factors:**Psychological factors play a significant role in shaping students' motivation and performance in EFL contexts. Timmins (1999) highlights the impact of emotions such as anxiety and stress, which can affect student' sense of belonging and engagement. Motivation and self-efficacy are crucial for overcoming these emotional barriers. MacIntyre and Gardner (1991) further note that anxiety can negatively influence achievement, motivation and understanding. Addressing these psychological factors is vital for fostering a positive learning environment and enhancing student motivation.

#### **II.14.The Relationship between Motivation and Academic Performance**

Motivated students who exhibit a willingness to learn and perform are more likely to achieve their desired academic outcomes. In essence, motivation is a key determinant of students' academic performance and overall achievement. The relationship between motivation and academic performance is significant; motivated students generally attain better academic results, whereas those lacking motivation may struggle to reach satisfactory educational levels (David, 2013). Various factors, such as fear of studying, insufficient

knowledge of the subject and neglect of skill development, can negatively affect motivation and consequently, academic achievement (Al-Zoubi & Younes, 2015). Both internal and external factors, including social, psychological and biological influences, also play a role in students' motivation (Kanande & Kaur, 2015). A diminished motivation level can adversely impact students' academic performance. Research conducted by Strover et al. (2012) and the National Association of School Psychologists underscores the importance of motivation in achieving academic success.

## **Conclusion**

In summary, gamification has garnered significant attention from researchers due to its integration of game elements into educational contexts. This approach is predicated on the belief that incorporating game mechanics can effectively motivate and engage students, thereby enhancing their overall learning experiences and improving outcomes, particularly for EFL learners.

This chapter has provided a comprehensive literature review on motivation as both a process and a critical factor in foreign language learning. It has underscored the importance of motivation in educational setting and highlighted the persistent issue of insufficient motivation among learners, especially in the context of learning English as a foreign language. The review has also identified a range of factors contributing to diminished motivation, such as psychological, social and contextual influences. Furthermore, the literature review has explored the intricate relationships between motivation, language proficiency and academic performance, emphasizing how these elements interact to shape learning trajectories. Additionally, the chapter has examined the use of gamification as an instructional strategy aimed at boosting student motivation, fostering classroom interaction and promoting active engagement. It has defined gamification, discussed its theoretical underpinnings, and analyzed its practical application in EFL classrooms. The discussion has further illuminated the connections between gamification, motivation, classroom interaction and learning performance, highlighting the potential and challenges associated with this approach.

Moreover, the chapter has emphasized the importance of integrating key features such as motivation, classroom interaction and student engagement into EFL instruction to create more dynamic and effective learning environments. The subsequent chapter will build upon these insights by presenting empirical research studies and evaluating their effectiveness in enhancing motivation and learning outcomes in EFL contexts.

***Chapter Two :***

***Methodology***

## **Introduction**

The current research, presented in this study will be analyzed and interpreted in the second chapter. This chapter focuses on examining the effectiveness of gamification in enhancing primary school students' motivation, particularly in the context of foreign language learning. The main aim of this research is not only to explore the positive impact of educational games on students' academic performance but also to promote the use of game-based activities as a regular teaching and learning method in primary school foreign language classrooms. The study adopts a mixed-methods research design. Additionally, this chapter discusses the validity of the gamification technique in improving foreign language performance among learners at Mohamed Ben Slama primary school.

## **I. Research Methodology**

### **I.1. Research Design**

In accordance with the objectives of this research, a mixed-methods approach was selected, it offers an effective framework for both qualitative and quantitative analysis of the collected data. This methodology provides essential tools for assessing the impact and relevance of the study's independent variable. To fulfill the research aims, two primary instruments were utilized: a questionnaire for teachers and a quasi-experimental procedure. The first instrument, the teacher questionnaire, was developed to collect structured insights and broader perspectives related to the study's topic. The second instrument, the quasi-experimental, was organized into three sequential phase, each building on the previous one to examine the validity of the research hypothesis. The initial phase involved a pre-test, consisting of a set of activities thoughtfully selected and prepared by the researcher. These activities were deliberately chosen from the fiveyear English textbook, covering key language skills such as grammar, vocabulary, spelling and pronunciation. In order to preserve the

learners' confidence and avoid unnecessary anxiety, the pre-test was administered by the classroom teacher rather than the researcher. The main purpose of the pre-test was to evaluate the learners' motivation, their interaction with the teacher and peers, and their grasp of lesson content, given that the material had already been introduced earlier in the academic year. A secondary aim was to measure the learners' familiarity with revision practices. The pre-test results served as a fundamental reference to guide the treatment phase, involved the researcher attending a class session as a passive observer. During this session, the researcher documented learners' learning behaviors, attitudes and the teaching strategies employed by the instructor. The final phase comprised the administration of a posttest. In this stage, the original pre-test activities were restricted and delivered as educational games. Although the lesson content remained the same, it was adapted into a game-based format to foster engagement. This allowed the researcher to gather new performance data and compare it with the pre-test outcomes, thereby assessing the effectiveness of incorporating gamified activities in the foreign language classroom.

## **I.2. Data Collection Tools**

The present study adopted both qualitative and quantitative methods for data collection. Two principal instruments were employed: a quasi-experimental design administered to a selected sample, aimed at hypothesis and a questionnaire conducted for English language teacher at Mohamed BenSlama primary school in T.O. the questionnaire were intended to elicit in depth insights, thereby providing essential data to support the development and validation of the research finding.

## **I.3. Population of the Study**

The primary objective of the present study is to examine the validity of the research hypothesis within the context of primary school education. Mohamed BenSlama primary

school, located in T-O, was purposefully selected as the site of investigation. The study population comprised forty (40) fourth-year learners enrolled during the academic year 2024/2025.

**I.4. The Sample of the Study**

The sample selected for this study was drawn purposefully at Mohamed BenSlama primary school. This group of primary school pupils was chosen based on the relevance of the study’s objectives to their educational level, which was considered more appropriate than other stages of schooling. The sample initially comprised 20 learners, the final sample consisted of 12 females and 8 males. The researcher conducted a questionnaire for one English language teacher from Mohamed BenSlama Primary School to obtain qualitative data that would enrich and support the finding of the study.

	Total number of students	Percentage
Population	<b>40</b>	<b>100%</b>
Sample	<b>20</b>	<b>52.63 %</b>

**Table 01:** The Study of Population/ Sample

This table displays the total number of fourth-year primary school students (38), representing 100%. It also shows the number of students in the targeted group (20), which correspond to 52.63% of the total.

Gender	Students Number	Percentage
Males	<b>8</b>	<b>40%</b>

Females	<b>12</b>	<b>60%</b>
Total	<b>20</b>	<b>100%</b>

**Table 02:** The Study of Pupils' Gender

Out of the selected sample of 20 students, which represents 100% of the targeted group, 12 females (60%) and 8 were males (40%).

### **I.5.Questionnaire Description**

According to MacDonald and Headlam (2008), the questionnaire is regarded as a valuable research instrument widely employed to collect information and generate numerical data through the use of structured questions (p. 11). As the name implies, this tool consists of a series of questions addressed to a sample population, with the aim of gathering data for analysis and knowledge generation. It is commonly used in quantitative and qualitative research to collect data on opinions, behaviors, experiences or characteristics of a target population. It can include various types of questions, such as closed-ended, open-ended, multiple choice, allowing researchers to analyze and interpret data systematically.

### **I.6.The Questionnaire Objective**

The main purpose of the teacher questionnaire is to gather insights from teachers' professional experiences regarding the use of gamification as a teaching and learning tool. It aims to assess the effectiveness of this approach in enhancing students' motivation and engagement in learning English as a foreign language. Additionally, the questionnaire seeks to explore the underlying causes of students' lack of motivation, interest and classroom participation.

## I.7. Analysis of the Questionnaire

**Question 01:** Have you ever incorporated gamified activities into your foreign language teaching?

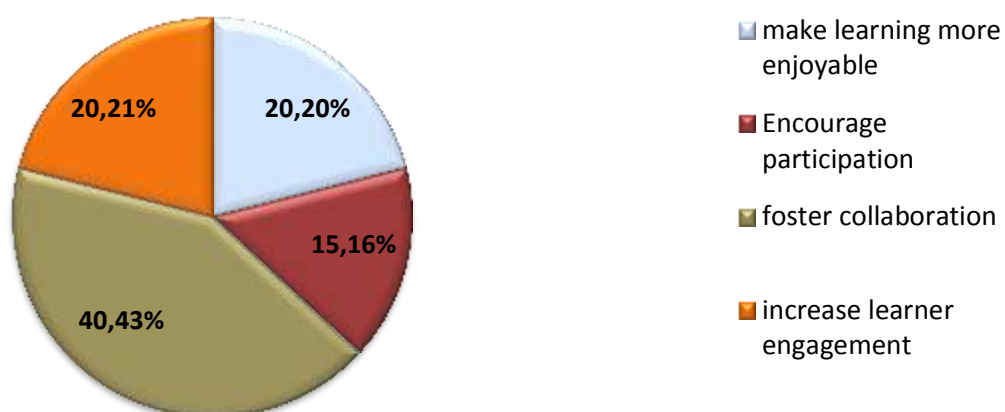
**Response 01:** yes, as a teacher I have incorporated gamified activities into my foreign language teaching. These activities have enhanced student engagement and motivation. While initial implementation required some adaptation, the overall response from students was positive and gamification contributed to a more interactive learning environment.

**Question 02:** How long have you been using gamification strategies in foreign language classes?

**Response 02:** As a foreign language teacher, I have been incorporating gamified activities into my classes for approximately three years.

**Question 03:** What are purposes of using gamification in your foreign language lessons?

### Experience with Gamification



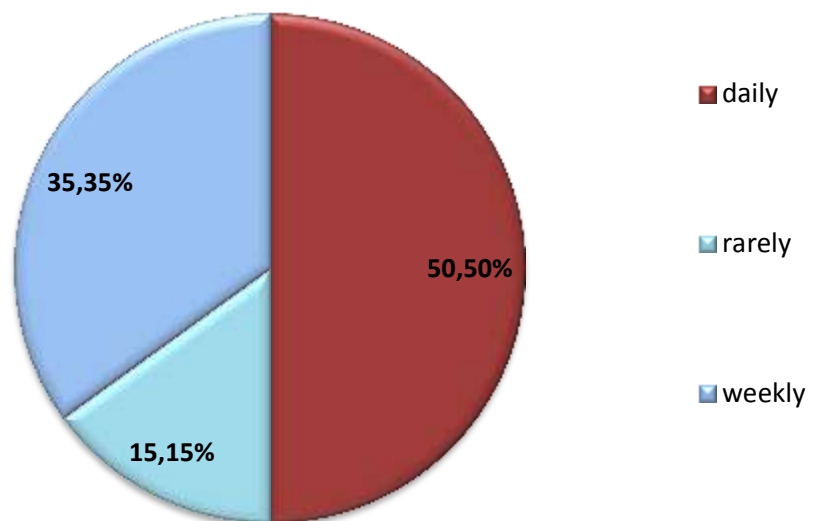
**Figure 04: Experience with Gamification**

Gamification in foreign language instruction enhances learner engagement, as indicated by 40.42% of respondents in statistical data. Additional benefits include making

learning more enjoyable and fostering collaboration (both at 20.21%), while 15.16% highlight its role in encouraging active participation. These results underscore gamification's multifaceted advantages, particularly in promoting engagement and interactive learning.

**Question 04:** How often do you use gamification techniques in your foreign language lessons?

## Gamification usage frequency



**Figure 05: Gamification usage frequency**

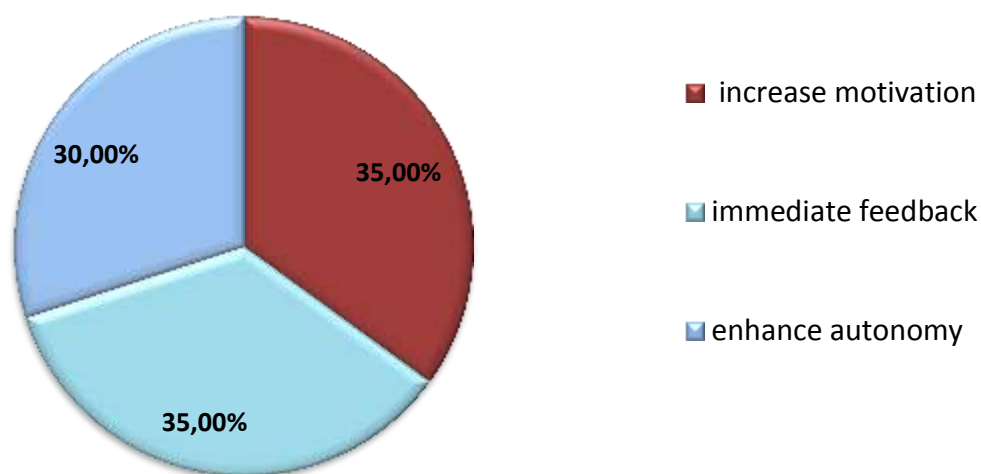
Gamification usage varies by academic year in foreign language learning. It is most frequent in the third year, with 50.50% of students experiencing daily use. In the fourth year, 35.35% engage with gamification weekly, while in the fifth year, its use declines to 15.15%, occurring rarely. This indicates a decreasing trend in gamification as students' progress.

**Question 05:** In your opinion how effective is gamification in enhancing learners' motivation to learn a foreign language?

**Response 05:** Gamification is very effective in motivating learners to study a foreign language. It makes learning more engaging and enjoyable, encouraging students to participate actively and stay committed to their progress.

**Question 06:** How do you observe gamified activities impacting learners' engagement in language learning?

### Gamification and learners Engagement in Language Learning



**Figure 06:** Gamification and learners Engagement in Language Learning.

The data shows that 35% of respondents associate gamification with increased motivation, another 35% highlight immediate feedback and 30% note enhanced engagement. These results indicate that gamified activities positively impact learner motivation and involvement in language learning.

**Question 07:** What challenges do you face when integrating gamification into language teaching practices?

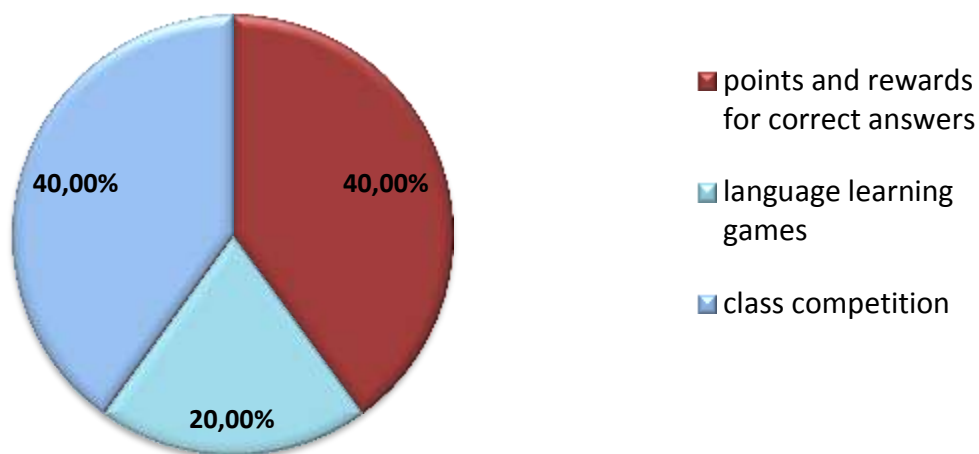
**Response 07:** Integrating gamification in language teaching presents challenges such as limited technological resources and difficulties managing students with varying skill levels. These issues require careful planning to ensure effective and inclusive learning.

**Question 08:** how do you overcome these challenges or adapt gamified activities to suite your teaching context?

**Response 08:** To address challenges in gamification, it is important to understand young learners, have a backup plan, use group work and gather student feedback. These strategies help create engaging and adaptable language lessons.

**Question 09:** Which gamification elements do you find most effective in promoting scholars' motivation and engagement in language learning?

## Gamification Elements



**Figure 07: Gamification Elements**

Gamification in language learning is primarily implemented through points and rewards for correct answers (40%) and class competition (40%), both of which promote motivation and active participation. Additionally, 20% of educators use language learning games to create

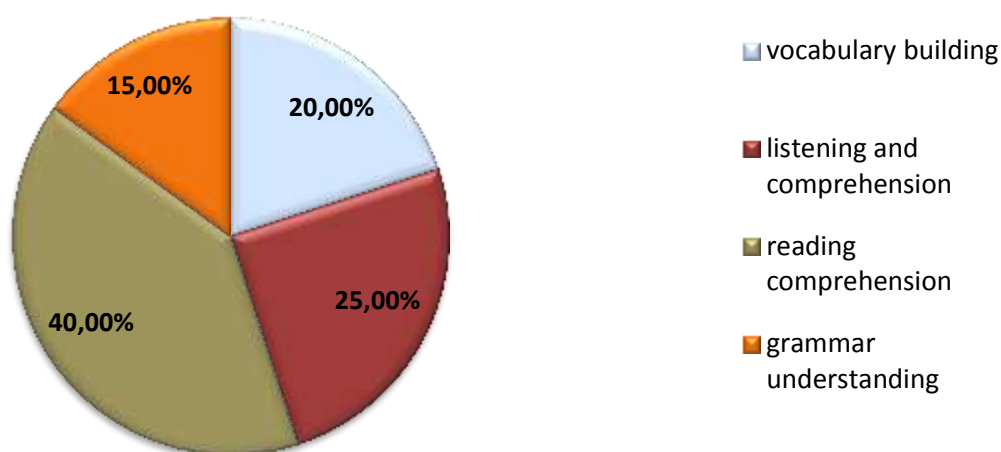
interactive and enjoyable learning experiences. These varied techniques collectively enhance student engagement and foster a dynamic classroom environment.

**Question 10:** Are there any specific gamification techniques do you find beneficial in your teaching?

**Response 10:** Visual tracking helps students stay focused, while songs make learning more enjoyable and memorable. Movement-based activities engage learners physically, boosting participation and supporting different learning styles. Together, these gamification techniques effectively enhance motivation and involvement in language learning.

**Question 11:** Which language skills do you believe the most from gamification?

## Impact of Foreign Language Learning



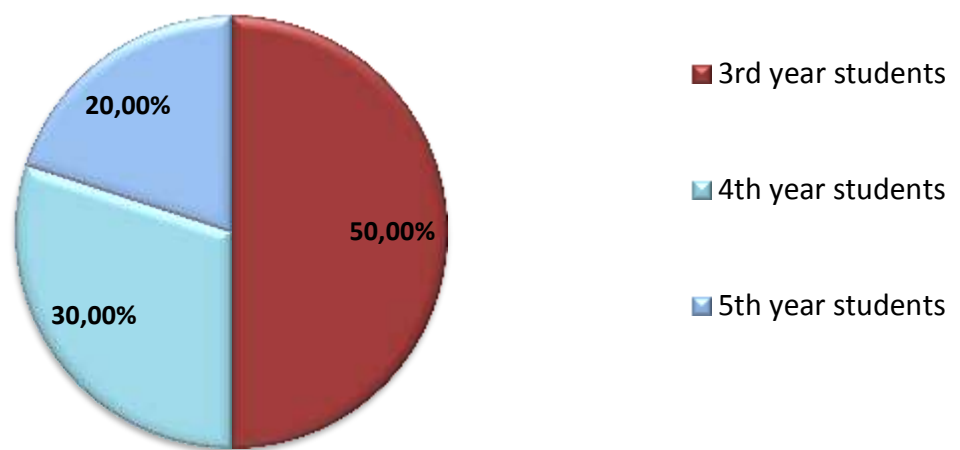
**Figure 08: Impact of Foreign Language Learning**

The findings show that reading comprehension receives the most focus at 40%, highlighting its key role in language learning. Listening and comprehension for 25%, emphasizing spoken language skills. Vocabulary building makes up 20%, supporting word acquisition, while grammar understanding in 15%, providing a foundation for accuracy. This

balanced approach addressed multiple essential language skills for effective learner development.

**Question 12:** In which level did you notice an improvement in a classroom behavior and participation due to gamification?

### Levels of Improvement in Classroom Behavior and Participation



**Figure 09: Levels of Improvement in Classroom Behavior and Participation.**

The greatest improvement in classroom behavior and participation are observed among third-year students, accounting for 50% of the progress. Fourth-year students show a 30% improvement, while fifth-year students demonstrate 20%. This pattern indicates that students' engagement and positive behavior increase most significantly during the earlier years, emphasizing the importance of focused interventions early in the learning process to sustain and build upon these gains.

**Question 13:** How do learners respond to competitive elements?

**Response 13:** Learners respond very positively to competitive elements, often showing increased motivation, engagement and enthusiasm during activities that involve friendly

competition. This dynamic encourages active participation and can enhance overall learning experience.

**Question 14:** Do you think that gamification is a sustainable strategy for long-term foreign language learning?

**Response 14:** Yes, gamification is highly sustainable for long-term foreign language learning, as it effectively maintains learner motivation and engagement over time.

**Question 15:** How satisfied are you with the use of gamification in foreign language education?

**Response 15:** I am highly satisfied with the use of gamification, as it demonstrably increases student engagement and contributes to a more effective and enjoyable learning experience.

### **I.8. Interpretation and analysis of the questionnaire**

The finding from the questionnaire indicates that gamification techniques such as visual tracking, songs, movement based activities and competitive elements significantly enhance student engagement, motivation and participation in foreign language learning. Instructional emphasis is predominantly placed on reading comprehension (40%), followed by listening skills (25%), vocabulary acquisition (20%) and grammar understanding (15%), reflecting a balanced pedagogical approach that prioritizes receptive skills alongside foundational language components. Notably, improvement in classroom behavior and participation are most pronounced among third-year students (50%), with a decline observed in fourth-year (30%) and fifth year students (20%), suggesting that gamified interventions are particularly effective during the earlier stages of language education and warrant sustained adaptation in later years. Learners respond very positively to competitive elements, which further stimulate motivation and active involvement. Educators report high satisfaction with gamification, recognizing its capacity to maintain learner engagement over time, thereby

supporting its sustainability as a long-term strategy for language acquisition. Collectively, these results underscore gamification as a highly effective and sustainable pedagogical tool that fosters comprehensive skill development and promotes positive classroom dynamics in foreign language education.

### **I.9. The Quasi-Experimental Method**

One of the well-established and scientifically methods for testing the validity of research questions and hypotheses is the quasi-experimental design. This approach provides a structured framework through which researchers can examine, interpret and analyze their studies. The present research adopted this method to fulfill its primary objective. The hypotheses was evaluated through three key phases: a pre-test, the implementation of a treatment and a post- test.

#### **The Pre-test**

The pre-test included activities from the official fourth-year English textbook, selected based on the English teacher's feedback on lessons students found difficult or demotivating, the researcher chose lessons that pupils often find challenging such as the present simple tense, prepositions of place and the imperative form. The test consisted of three tasks related to these topics, scored out of 20, and was administered during a 45-minute session. Its main objective was to assess pupils' prior knowledge, engagement and motivation in learning English.

#### **The Treatment**

The second phase of the quasi-experimental design involved the treatment stage, during which classroom observation was conducted to assess pupils' behavior, interaction and comprehension. The aim was to evaluate learners' attitudes and motivation toward learning English as a foreign language. To support the observation process, the researcher used an

audiovideo recording tool for more accurate data collection and reflection. The observation took place with a fourth-year primary class during a 45-minutes session on May 14, 2025. The researcher attended as a passive observer, seated at the back of the room. While the teacher led the lesson on a grammar topic; the present simple tense through interactive and engaging methods. The session began with a warm-up game (Hangman) to capture pupils' attention and activate prior knowledge related to the day's theme. As the lesson progressed the teacher guided pupils through reading and comprehension tasks, followed by grammar practice. She asked leading questions and encouraged participation by promoting learners to deduce grammatical rules. Despite some variation in participation, the majority of students engaged with the tasks, especially those seated at the front. The researcher also noted environmental and classroom factors that influenced learning. The session took place in the morning, when pupils were generally more alert, the classroom was well-lit and the weather was mid-both positive conditions. However, external noise from a nearby playground occasionally distracted some pupils, particularly those seated near the windows. In terms of interaction, active participation was observed among a small group of pupils, while others remained passive throughout. The teacher used motivational language and avoided the use of the mother tongue, relying instead on gestures and simplified English to aid understanding. Nonetheless, classroom dynamics showed that teacher-centered methods limited some opportunities for broader engagement.

Overall, the treatment session provided valuable insights into pupils' responses to English instruction and highlighted both strengths and areas for improvement in fostering motivation and interaction.

### **The Post-test**

The post-test represents the final stage of the quasi-experiment. It was designed to mirror the pre-test in terms of assessed content while differing in its interactive, game-based

delivery. This step was crucial in measuring the impact of the treatment and evaluating any observable improvements in pupils' understanding, engagement and motivation towards learning English as a foreign language. The post-test was conducted immediately following the treatment phase. Unlike the pre-test, the classroom teacher assumed a passive role, while the researcher led the session and administered the test through interactive activities. The test was spread across three sessions, each lasting 45-minutes, and focused on grammar topics suitable for the primary level, including the present simple tense, demonstrative pronouns and prepositions of place-areas drawn directly from the fourth-year Algerian English curriculum. In the first session, the researcher introduced herself to the pupils to establish a friendly and relaxed atmosphere. She explained that the class would include games, which immediately generated interest and excitement among the pupils. The researcher began with a game-based activity related to the present simple tense.

**a Sentence Ordering Game (Present Simple Tense):** This activity aimed to reinforce pupils' understanding of sentence structure using the present simple. The researcher prepared jumbled words to form basic present simple sentences (e. g., "She/ everyday/ plays/ football"). Pupils were divided into small groups, each group received a set of jumbled sentences and their task was to reorder them correctly. The groups competed to complete the task quickly and accurately. The researcher acted as a facilitator, answering questions and providing hints when needed. The game fostered collaboration and improved sentence construction skills.

**b. Flashcard Challenge (Demonstrative Pronouns):** In the second session, the focus shifted to demonstrative pronouns (this, that, these, those). The researcher used flashcards featuring objects positioned at various distances to demonstrate the use of each pronoun. Pupils were asked to identify and form correct sentences using the visual cues (e. g., "This is

a pen”). The class was divided into two teams, and points were awarded for correct responses. The game promoted engagement and clarified the contextual use of demonstratives.

**c. Treasure Hunt Game (Prepositions of Place):**In the third session, the researcher organized a classroom-based “treasure hunt” to reinforce prepositions of place (on, in, under, behind...etc). Pupils were asked to find hidden objects in the classroom following prepositional clues given by the researcher (e. g., “Look under the teacher’s disk”). After locating the object, each group had to form a sentence using the correct preposition. This interactive activity encouraged movement, language production and active learning.

Throughout the post-test, the researcher assessed the pupils based on participation, accuracy and teamwork. The games not only aligned with the curriculum but also offered insights into the effectiveness of using gamification to improve grammar acquisition. The overall performance was compared to pre-test results to determine whether the use of educational games positively impacted learners’ comprehension and motivation in learning English.

Number of sessions	Hour	Date	Game
<i>1</i>	10:15-11:00	14-05-2025	Sentence ordering game
<i>2</i>	12:45-13:30	15-05-2025	Flashcard challenge
<i>3</i>	9:30-10:15	19-05-2025	Treasure hunt game

**Table 03:** The Post-Test Sessions

The table above presents the number of sessions conducted by the researcher during the post-test phase, along with the timing of the test administration.

The researcher aimed to select games that closely reflected real classroom situations.

These games were used as tools to complete activities aligned with the students' curriculum. This approach positively influenced the pupils' behavior and attitudes while engaging in each game. The three games incorporated essential elements of gamification, including fun, competition challenge and rewards, with small gifts awarded to the winning students. Throughout the sessions, the researcher acted as an explainer, facilitator and guide, offering support to ensure the pupils could complete the activities effectively.

### **I.10.The Quasi-Experiment Results**

Descriptive statistics help transform collected data into interpretable information

<i>Students Number</i>	<b>Pre-test scores</b>
<i>1</i>	07
<i>2</i>	06
<i>3</i>	08
<i>4</i>	10
<i>5</i>	07
<i>6</i>	09
<i>7</i>	06
<i>8</i>	09
<i>9</i>	10
<i>10</i>	09
<i>11</i>	08
<i>12</i>	7.5
<i>13</i>	5.75
<i>14</i>	06
<i>15</i>	9.5
<i>16</i>	10
<i>17</i>	9.5
<i>18</i>	08
<i>19</i>	6.5
<i>20</i>	08

**Table 04:** The Scores of Students' Pre-Test

### The pre-test Results

The table above displays the pre-test results of the selected group of 20 learners. The test was marked out of 10, and the scores varied; some pupils performed below the mean, whereas others attained up to 10.

### The Post-Test Results

By implementing the games-based activities designed for the students, the researcher was able to record the scores from each game in order to calculate the final grades, as shown below:

Number of Students	Post-Test Scores
<i>01</i>	08
<i>02</i>	07
<i>03</i>	09
<i>04</i>	09.5
<i>05</i>	08.5
<i>06</i>	07.25
<i>07</i>	05
<i>08</i>	10
<i>09</i>	10
<i>10</i>	09.5
<i>11</i>	10
<i>12</i>	08
<i>13</i>	08
<i>14</i>	09
<i>15</i>	10
<i>16</i>	09.5
<i>17</i>	08
<i>18</i>	10
<i>19</i>	09.5
<i>20</i>	07

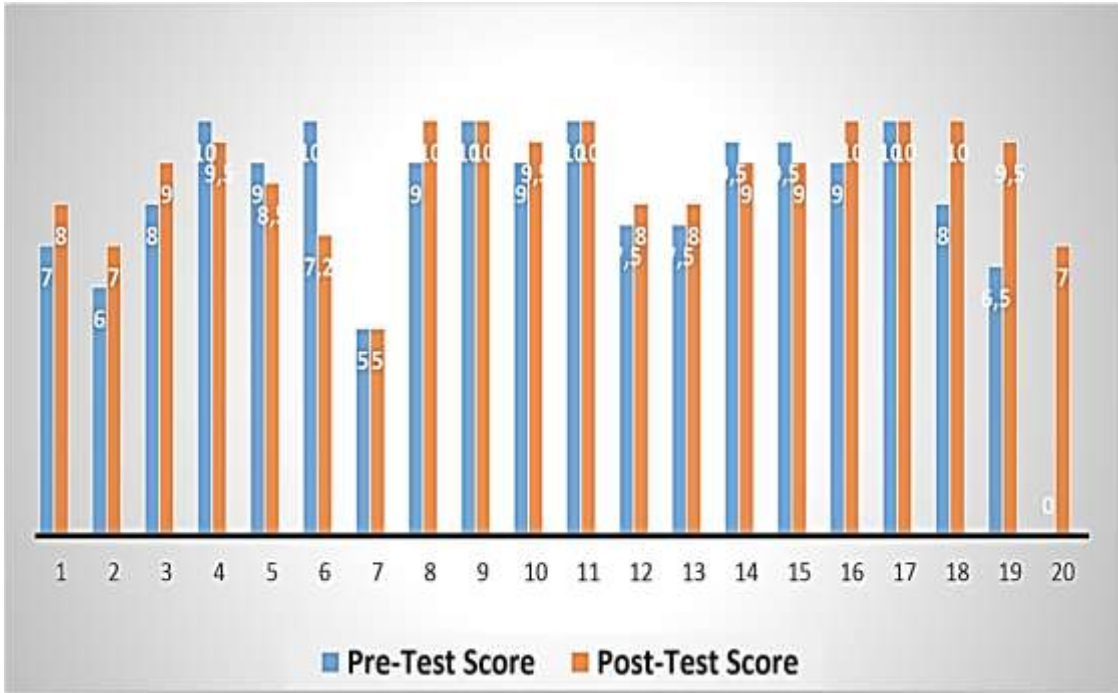
**Table 05:** The Score of Students' Post-Test

The table represents the pupils final test results, which were obtained through the implementation of game-based activities. The students numbering from 1 to 20 corresponds to that used in the pre-test scores table. The most notable observation is the improvement in scores, which differ significantly from the initial results.

<b>Number of Students</b>	<b>Pre-Test Score</b>	<b>Post-Test Score</b>
01	<b>07</b>	<b>08</b>
02	<b>06</b>	<b>07</b>
03	<b>08</b>	<b>09</b>
04	<b>10</b>	<b>09.5</b>
05	<b>09</b>	<b>08.5</b>
06	<b>10</b>	<b>0 7.25</b>
07	<b>05</b>	<b>05</b>
08	<b>09</b>	<b>10</b>
09	<b>10</b>	<b>10</b>
10	<b>09</b>	<b>09.5</b>
11	<b>10</b>	<b>10</b>
12	<b>07.5</b>	<b>08</b>
13	<b>07.5</b>	<b>08</b>
14	<b>09.5</b>	<b>09</b>
15	<b>09.5</b>	<b>09</b>
16	<b>09</b>	<b>10</b>
17	<b>10</b>	<b>10</b>
18	<b>08</b>	<b>10</b>
19	<b>06.5</b>	<b>09.5</b>
20	<b>08</b>	<b>07</b>

**Table 06:** The Comparison between Pre-test and Post-test Scores

The table displays the comparison between pre-test and post-test results and demonstrates a slight overall improvement in students' performance after the implementation of game-based learning. The mean score increased from 08.50 in the pre-test to 08.54 in the post-test, with an average difference of +0.12. While several students showed noticeable gains, particularly student 19 with an increase of 03 points, a few, such as student 04 and 06, exhibited a decline. Nonetheless, the general trend indicates that integrating educational games had a modest but positive impact on learners' achievement, supporting the hypothesis that such activities enhance motivation and engagement in the learning process.



**Figure10:** The Difference between students pre/post Tests Scores.

Here is the bar chart comparing pre-test and post-test scores for each student. Each pair of bars shows the change in performance before and after the implementation of game-based learning. The visual clearly highlights individual improvements, consistency or declines in scores.

### **I.11.Hypothesis testing**

Based on the stated hypothesis, the present study aims to investigate the impact of gamification on motivation and engagement among primary EFL learners, particularly in contexts where traditional instruction is limited by lack of interactive activities. It is hypothesized that the integration of gamified strategies such as game-based tasks, rewards and competitive elements will significantly enhance students' motivation and engagement by making learning more interactive and enjoyable. This research further posits that educators who effectively implement gamified approaches can foster substantial improvements in classroom participation and language learning outcomes. By employing a mixed methods approach, the study seeks to provide empirical evidence on the efficacy of gamification for increasing motivation and engagement, thereby offering practical insights for optimizing English language instruction in primary school settings.

## *Chapter three*

### *Discussion of the Result*

The results of this study provide meaningful insights into the impact of game-based learning on student achievement and motivation in language education. The numerical improvement in student performance from 8.50 to 8.54 might appear minimal. However, this slight increase, especially over a relatively short intervention period, highlights a trend that is both encouraging and pedagogically significant. It suggests that the implementation of educational games does more than just entertain; it initiates cognitive engagement and promotes a shift in how students approach language learning. While traditional teaching methods can often lead to disengagement or anxiety. Particularly for struggling learners, the use of gamebased activities creates a more relaxed and interactive atmosphere that is conducive to deeper learning. This is not to say that games should replace conventional instruction, but rather that they offer an effective supplement one that can energize classroom dynamics and cater to the varied learning styles of students. Beyond the average scores, the variability among individual learners was particularly telling. Some students experienced marked improvement up to three points while others saw a slight decline. This variation highlights the complex and multifaceted nature of learning, where factors such as prior knowledge, engagement level, learning style and even classroom dynamics play pivotal roles. For some learners, the interactive and competitive elements of games can be incredibly motivating, pushing them to try harder, collaborate more and take risk in using the target language. For others, however, games might not align well with their learning performances or may even be distracting. These divergent responses underscore the importance of differentiated instruction and the need to tailor educational strategies to meet the individual needs of students. The findings remind us that there is no one size fits all approach in education; what inspires one student may overwhelm another.

Furthermore, the emotional and psychological benefits observed during the intervention should not be overlooked. Many students reported feeling less anxious and more

enthusiasm about language learning when engaged in game-based tasks. The pressure of traditional assessments often creates a high stress setting where learners are afraid to make mistakes. Games, by contrast, offer a safe space where errors are part of the process and are often met with laughter rather than criticism. This fosters a growth mindset, encouraging students to persevere and try again without fear of failure. In turn, this supportive environment contributes to greater participation and a willingness to take linguistic risks, both of which are crucial for language acquisition. Additionally, the social component of games working in teams, competing in friendly challenges or solving problems collaboratively further enhances motivation and creates a sense of community within the classroom. These outcomes align with existing literature on gamification and its effects on student motivation and achievement. Numerous studies have shown that incorporating elements such as points, badges, levels and interactive feedback can increase student engagement. In our study, it became evident that even the simplest game-based interventions, when integrated thoughtfully, could elicit enthusiasm and active participation. However, this does not mean that games alone are sufficient. As noted in both our data and the broader research field, gamified learning should complement not replace traditional instruction. Games are tools, not ends in themselves. They must be embedded within a structured pedagogical framework that supports learning objectives and includes opportunities for reflections, reinforcement and feedback.

Nevertheless, the modest average improvement in test scores also raises important questions. It invites us to consider other variables that may have influenced the outcomes: the duration of the intervention, the complexity of the language material, the design of the games and the skill of the facilitators. It is possible that a longer intervention period might have yielded more pronounced results. Alternatively, different types of games digital versus physical, competitive versus cooperative, or those emphasizing different language skills might produce different outcomes. These are areas ripe for further exploration. Additionally, the role

of the teacher cannot be underestimated. A well-trained teacher who can effectively integrate games into lessons, manage classroom dynamics and provide meaningful debriefing sessions will likely see greater success than one who uses games in a disjointed or superficial manner. The study also highlights the importance of considering the individual learner's profile when implementing game-based methods. Factors like age, cognitive development, prior experience with games, language proficiency and even personality traits can influence how a learner responds to gamified instruction. For example, a student who thrives on competition might excel in a points-based game, while another who prefers collaboration might benefit more from a team-based activity. Therefore, effective gamification requires a nuanced understanding of the learners and a flexible approach to the need for teacher training and professional development in the area of game-based pedagogy.

In conclusion, this investigation supports the premise that educational games can play a valuable role in enhancing both the performance and motivation of students in language classrooms. While the numerical gains in performance were modest, the qualitative improvements in student engagement, enjoyment and confidence were significant and promising. The findings underscore the potential of gamified instruction to create a more dynamic and supportive learning environment. However, they also call for a thoughtful and informed approach to implementation one that considers individual differences, aligns with curricular goals and incorporates a balanced mix of instructional methods. Future research should aim to explore these variables further, perhaps through longer term studies, comparative analyses of different game types and investigations into teacher perspectives and experiences.

By continuing to refine our understanding of how, when and for whom game-based learning works best, educators can harness its full potential to transform language education in meaningful and lasting ways.

## **Synthesis of the Results**

This study used both qualitative and quantitative tools to better understand the effects of gamification on English language learning in primary school. The qualitative tool, which was a questionnaire, helped the researcher collect useful information about teacher' view and experience with using games in the classroom. The questionnaire responses showed that games increased student' interaction, communication and interest in learning English. Teacher also explained that a gamified learning environment can improve motivation, especially for shy or weak learners, by making lessons more enjoyable and engaging. The quantitative tool, a quasiexperiment, was used to measure pupils' motivation before and after applying game-based activities. The results showed a slight improvement in test scores and more active participation during lessons. In conclusion, the finding suggest that using gamification in English classes has positive effects on pupils' motivation, engagement and classroom interaction.

Furthermore, the data indicates that learners who participated in gamified activities demonstrated greater willingness to collaborate with their peers, which contributed to a more supportive and dynamic classroom atmosphere. Teachers noted that incorporating elements such as points, badges and leaderboards encouraged competition and fostered a sense of achievement between students. This, help to increase self-confidence and led more positive attitude towards learning English. Therefore, the investigation found that gamification allowed for more differentiated instruction like teachers could tailor game-based tasks to suit various learning styles and abilities. Also, they reported that learners were more likely to complete assignments and participate when lessons included game-like elements in classroom discussions. The evidence from both qualitative and quantitative data supports the conclusion that gamification is an effective method for increasing engagement, motivation and interaction in primary school English language learning. The positive impact observed in this study

suggests that educators should consider incorporating gamified elements into their teaching practices to create a more inclusive learning environment.

## **Conclusion**

In summary, the second chapter systematically addressed the research problem concerning the insufficient motivation and engagement of primary school learners in English as a foreign language classrooms. Employing a rigorous mixed-methods design, the study incorporated both questionnaire and quasi-experimental approaches, targeting fourth-year students at Mohamed Benslama primary school. The research specifically examined the impact of gamification as an innovation pedagogical strategy, hypothesizing that the integration of game-based activities would foster greater student motivation and participation. The findings substantiate the proposed hypotheses, demonstrating that gamified instruction not only enhances learners' interest and engagement but also contributes to a more interactive and effective language learning environment. The results were thoroughly analyzed and interpreted, ultimately underscoring the pedagogical value and long-term sustainability of gamification in EFL contexts. Thus, the study concludes that the application of gamification represents a significant advancement in addressing motivation challenges and optimizing educational outcomes for primary school EFL learners.

# *General Conclusion*

## **General Conclusion**

### **1. Putting It All Together**

One of the most essential elements in learning any foreign language is motivation. Without motivation learners may struggle to stay focused, participate actively in class or see the value of learning a new language. English, known as a universal language spoken and used all over the world, plays a vital role in communication, technology, science and international relations. In the Algerian educational context, English is taught as a foreign language. It officially starts in primary school, where students begin learning its basic rules and structures.

However, it has been noticed that many students face difficulties not only in understanding English but also in staying motivated and interested in learning it. This lack of motivation and positive attitude toward the subject often leads to low academic achievement and limited progress.

The present research identified this problem and examined it in depth. It looked at the possible causes of students' lack of motivation, such as traditional teaching methods, limited classroom interaction and a lack of engaging activities that match students' interests and learning styles. Many students find English lessons boring or difficult because they are taught in a way that does not capture their attention or make the learning process enjoyable. As a result, they may become passive, less participative and even uninterested in learning the language at all. This negative attitude has a direct impact on their performance and development in the subject. Previous studies have confirmed that motivation, engagement and interaction in the classroom are important factors in successful language learning. When students feel interested and emotionally connected to what they are learning, they are more likely to make an effort, participate in class, and try to improve. Researcher has also shown

that teaching methods should be adapted to suit the learners' needs and performances. Not all students learn in the same way and when teaching does not consider different learning styles, many students may feel excluded or left behind. To address this issue, many researchers and educators have suggested trying modern teaching strategies that are more student-centered. One such strategy is gamification, which means using elements of games in the teaching and learning process. Gamification does not mean playing games for fun only, but rather using educational games and game-like activities to make learning more exciting, interactive and meaningful. This method helps increase students' motivation, keeps them focused for longer periods and encourages healthy competition and cooperation among classmates.

In this study, gamification was proposed as a solution to the problem of low motivation in learning English as a foreign language. The first chapter presented the problem, explained its causes and effects and described how gamification could help. The second chapter included the practical part of the research, where gamified activities were used with primary school pupils to test their effectiveness. The results showed a clear difference between the traditional method and the gamified one. When students were given the opportunity to learn through games, they became more involved, more active and more interested in the lessons. Their motivation increased and they showed better participation and interaction during class activities. These results confirm that gamification can be a powerful teaching strategy, especially when it comes to language learning. It creates a more dynamic and enjoyable classroom atmosphere, where students feel encouraged to take part and express themselves without fear. Gamified activities can also help reduce anxiety, build students' confidence and allow them to learn through experience and practice rather than memorization.

To conclude, this research showed that motivation plays a key role in the success of learning English as a foreign language. When students are not motivated, they struggle to

make progress. The use of gamification proved to be helpful method for increasing motivation, improving engagement and supporting better academic performance. It can be considered an effective and modern approach to language teaching, especially in the Algerian primary school context. Teachers are encouraged to include more creative and interactive activities in their lessons, taking into account students' needs and performances. By doing so, they can create a more positive and motivating environment that supports learners in their journey to master the English language.

## **2. Pedagogical Recommendations**

The current research offers several suggestions to address the lack of motivation and engagement among primary school pupils in English language learning. Teachers play a central role in this process and should be aware of the challenges their students face. They are encouraged to create a motivating classroom environment by using varied and engaging teaching tools, including educational games. Gamification can be particularly effective in enhancing learners' attention, fostering interaction, and stimulating both teacher and student creativity. Preparing assessments through game-based formats may also shift the focus from formality to comprehension and active learning. Additionally, students should be made aware of the importance of English and be encouraged to remain engaged by practicing the language both inside and outside the classroom through reading, writing or listening to English media. Curriculum designers are advised to include dedicated sessions for game-based activities, ensuring sufficient time for teachers to observe their impact across different language skills. Educational institutions should also reduce class sizes to facilitate interactive methods like gamification, and equip English classrooms with appropriate materials. Furthermore, parental support is essential; parents should motivate their children with encouragement and take an active role in reinforcing the value of learning English.

### **3. Limitation of the Study**

This investigation encountered several obstacles that hinder its completion, time constraints were a significant issue, as they restricted the number of sessions that could utilize game-based learning which are necessary to fully observe the effectiveness of gamification in language learning. Additionally, limited internet access in the Algerian educational context posed a challenge, as many of the educational activities referenced in the literature involved online games, but the study could not be conducted in an online classroom setting. Furthermore, conflicting schedules between the researcher and the learners made it difficult to conduct multiple sessions which further limited the scope and depth of the investigation. Thus, the findings might not extend to all primary schools or language learning contexts beyond T.O. even the lack of resources like technology or educational materials could hinder gamification implementation.

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**Appendix 01: Consent Letter for Mohamed Benslama Primary School Administration**

Dear teacher,

I am a Master two student at Mouloud Mammeri Tizi-Ouzou University. I am conducting a research study entitled "Investigating the Role of Gamification in Enhancing Motivation for Foreign Language Learning among Primary Students in Tizi-Ouzou". I would like to invite you to be a part of my research work through sitting for a questionnaire. This letter will help the progress of my study by analyzing and interpreting the collected data from the questionnaire. The objective is to identify teacher's perspective and thinking towards the gamification method as a modern technique of teaching and learning FL, and to realize its role in enhancing students' motivation and engagement inside EFL classroom.

Thank you for your help, participation and collaboration to be a part of my work in order to finish my study.

Please sign the consent.

Your sincerely

Teacher's signature

Contact details

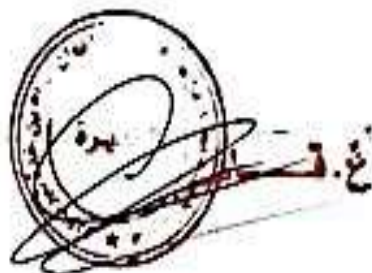
.....

Taharount Lydia

Mouloud Mammeri University of Tizi-Ouzou

Department of Foreign Language Didactics

Section of English



## Appendix 02: Primary School Teachers' Questionnaire

### Questionnaire

Dear teacher, this questionnaire aims to conduct how gamification is used in teaching foreign languages, especially to examine its impact on motivation in selected primary school in TiziOuzou, Algeria. Your participation in this study is extremely valuable, as it will provide insights into how gamification affects motivation and engagement in language learning. Gamification involves integrating elements from games like; points and challenges into educational activities to make learning more interactive. By participating in this study we will have a chance to share your experiences regarding the use of gamification in the language teaching classroom. As teacher, you will help identify effective teaching strategies by sharing your opinion you can help us better understanding the impact of gamification activities. **1.**

#### **Experience with Gamification**

**A.** Have you ever incorporated gamified activities into your foreign language teaching?

.Yes-

. No

If yes, describe your experience with implementing gamification, what challenges or successes did you counter?

**B.** How long have you been using gamification strategies in your foreign language classes?

- . Six months to one year
- . One to two year
- . I do not using gamificatio

**C.** What are the purposes or the goals of using gamification in your foreign language lessons?

- . Increase learners engagement
- . Improve language retention
- . Foster collaboration
- . Encourage participation

- . Make learning more enjoyable

## **2. Perceived Effectiveness of Gamification**

**A.** How often do you use gamification techniques in your foreign language lessons?

- . Daily
- . Weekly
- . Rarely
- . Never

**B.** In your opinion how effectiveness is gamification in enhancing learners' motivation to learn a foreign language?

- . Very effective
- . Some-what effective
- . Not very effective
- . Not effective at all

**C.** How do you observe gamified activities impacting learners' engagement in language learning?

## **4. Implementation Challenges**

**A.** What challenges do you face when integrating gamification into language teaching practices?

- . Lack of technological resources
- . Difficulty managing different skill levels
- . Lack of time to create gamified content
- . Difficulty aligning gamified activities activities with the

language curriculum goals

**B.** How do you overcome these challenges or adapt gamified activities to suit your teaching context?

## **5. Gamification Elements**

**A.** Which gamification elements do you find most effectiveness in promoting scholars' motivation and engagement in language learning?

- . Points and rewards for correct answers
- . Badges for language proficiency milestones
- . Language learning games
- . Missions that require the use of the target language
- . Interactive digital tools
- . Class competitions (vocabulary contest)

**B.** Are there any specific gamification techniques do you find beneficial in your teaching?

## **6. Impact on Foreign Language Learning**

**A.** Which language skills do you believe the most from gamification?

- . Vocabulary building
- . Grammar understanding
- . Listening comprehension
- . Speaking fluency
- . Reading comprehension
- . Writing skills

**B.** Have you noticed an improvement in a classroom behavior and participation due to gamification?

- . A significant improvement
- . Some improvement
- . No noticeable change
- . Classroom behavior worsened

## **6. Effectiveness of Gamification**

**A.** In which level did you notice an improvement in a classroom behavior and participation due to gamification?

- . Third (3<sup>rd</sup>) year learners
- . Fourth (4<sup>th</sup>) year learners
- . Fifth (5<sup>th</sup>) year learners

## **7. General Feedback**

**A.** Do you think that gamification is a sustainable strategy for long term foreign language learning?

- . Yes, it is highly sustainable
- . Yes, but it evolves
- . No, it is more of a short term solution
- . Unsure

**B.** How satisfied are you with the use of gamification in foreign language education?

- . Very satisfied
- . Satisfied
- . Neutral
- . Dissatisfied

Thank you for contributing to our work which aims to enhance language learning experiences for learners.

### Appendix 03: Learners Pre-Test

#### Test

Student's name

Level

**Activity One:** Read each sentence and choose the correct word from the box: (dog- apple- chair- book).

- a. I sit on a .....
- b. A..... has four legs and barks.
- c. I read a ..... every night.
- d. I eat an ..... in the morning.

**Activity Two:** Choose one of these verbs: eat – go – read – sleep –draw – play and write a correct sentence using “I” and the present simple tense Example: I read a novel- I eat an apple.

Your sentence:

.....

**Activity Three:** Complete the sentences with the correct preposition: under- on- in- next tobehind.

- a. The pencil is ..... the table.
- b. The schoolbag is ..... the chair.
- c. The cat is ..... the door.
- d. The book is ..... the bag.
- e. The ruler is ..... the box.

**Activity four:** Complete each sentence with the correct word: that- this- those- these.

- a. .... is a bird (It is flying far away).
- b. .... is my pencil. (You are holding it).
- c. .... are your toys. (They are on the shelf far from you).
- d. .... is my eraser. (It is on your desk near to you).
- e. .... are my shoes. (They are near you).

### **Appendix 04: First Post-Test Session “Game01”**

**Lesson:** Present Simple Tense

**Game:** Build the Sentence

**Instruction:** read each group of jumbled words below and arrange the words to form a correct sentence in the present simple tense. Make sure the sentence is grammatically correct and write it in the line provide.

1. Eat/ I/ every morning/ an apple.
2. Handball/ every Monday/ plays/ he.
3. My little / brother/ piano/ plays.
4. Read/ she/a novel/ ever night.
5. Do/ always/ homework/ I.
6. Like/ I/ banana/ eat.
7. Revise/ our/ in group/ lessons/ we/ every week.

## Appendix 05: Second Post-Test Session “Game 02”

### Lesson 02: Demonstrative Pronouns

#### Game 02: point and say

**Instruction:** Look at each flashcard I show. Decide if you should: this, these, those, that to describe what you see. Then say and write a complete sentence using the correct demonstrative pronoun.

This for things close to us

That for things far from us.

Those for many things far from us.

These for many things close to us.

1. My/ is/ this/ book.

2. Papers/ those/ are/ your

3. Sisters/ my/ are/ these

4. Pen/ is/ black/ that

5. This/a cat/ is

6. An/ is/ an apple/ this

## Appendix 06: Third Post-Test Session

**Lesson:** Prepositions of Plays

**Game 03:** Treasure Hunt Game

**Instruction:** Search the classroom to find the hidden objects, and use the preposition of place when you find an object like: in, under, behind, on, next to and between.

Example: the book is on the table.

1. The keys are..... the table.
2. The bag is ..... the door.
3. The clock is ..... the wall.
4. The lamp is ..... the window.
5. The pencil is ..... in the box.
6. The picture is .....the sofa.
7. The cat is..... the window.