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Digital Immigrants Teaching Digital Natives, Implementing Game-Based Learning Tool to Increase Motivation in Higher Education

Case study of third year students of English at Belhadj Bouchaib University of Ain Temouchent

An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master's Degree in Didactics and Applied Languages

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Academic Year: 2021/2022

Dedication

I dedicate this humble work to all members of my family,

To my parents

To Hbiba,

To all my friends,

To everyone that helped me and stood by my side even with a single word

To YOU, whom without I would not be standing here today

I will be eternally grateful for all of you

Thank you.

Abstract

Due to the wide spread of technology, the current perspective of learning and teaching is facing new challenges, different characteristics and learning styles that digital natives of this new world exhibit, new learning strategies are emerging with the rapid integration of technology and the internet such as game-based learning tool namely Kahoot!

Kahoot is an online platform that allow the learning process to be more fun and motivating, in sort of quizzes and entertained questions. The present work aims to study the impact of game-based learning tool such as Kahoot! On enhancing the students' motivation and classroom interaction, through conducting a case study on L3 students at the English Department at Belhadj Bouchaib University of Ain Temouchent. This study is based on three research tools, as the researcher has conducted a classroom observation implementing a Kahoot in Culture and Civilization session, a questionnaire was addressed to students that experienced the Kahoot, and a structured interview was made with 05 teachers from the same department to collect their point of view about such learning medium. The gathered data were analyzed quantitatively and qualitatively. On balance, results indicate that both students and teachers liked the game and they enjoyed it, the finding also demonstrated that Kahoot could increase classroom interaction. In addition, the data revealed that Kahoot could have significant outcomes and influence on students' motivation finally; this study shows that game-based learning is serving students' needs and affecting positively their academic performance. The researcher hopes the findings would raise awareness about the use of such methods, as well as encourages administrators to facilitate the implementation of such modern learning tools.

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List of abbreviations and acronyms

DI : Digital Immigrants

DN : Digital Natives

GenZ : generation Z

ICT : Information and Communication Technology

EFL: English as a Foreign Language

DG: Digital Games

GBL: Game Based Learning

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Background

Chapter Outline

1.1 Introduction

George Orwell (n.d) says '*every generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it*' this quote sums up the real relationship between generations, or at least before the birth of the internet in the late 1990s.

The dot-com era has brought significant changes to the world, and in a short time line , generations are changing fast than ever; The following are the most identified ones ; the hard working Traditionalist (trads), are the ones born between 1924-1944, then the workaholics Baby Boomers, born between 1945-1964 grow up with the philosophy that hard work is the path to success(Tolbize, 2008) , then generation X came, the ones born between 1965 and 1979, the parents of GenZ's, they value work-family balance; Generation Y, the ones born between 1980-1994 are also called the millennials, this generation grow up having technology savvy, growing up in a multimedia and interactive environment, and finally we have the Gen'Z (generation Z) born after 1995, are the natives of this new world, famous to be fast decision makers. The last two generations grow up highly connected, and technology is a natural part of their lives (dauksevicuite, 2016), therefore they are called Digital Natives, natives speakers of the digital language of computers, video games and the internet (prensky, 2001a) they are born in the digital era, and the ones that are not born into the digital world but adopted its features later in life are called Digital Immigrants (prensky, 2001a).

Learners of today are mostly Digital natives of this new technological world, they are accustomed to its features while their educators that are mainly from previous generations, outsiders from this world and they adapted the language of their students later in their life; This new generation of student exhibit different characteristics, their learning preferences tend toward collaborative style and value-oriented, multi-task thinking, they spend more time interaction on the web and playing video gamed than reading actual books, they have been shaped by this technology-rich environment, therefore they expect a teaching environment that corresponds to their virtual world, this implies for real challenges for the educators of this new generation, teachers need to be aware of such distinctions especially in what regards the cognitive structure of this group of learners.

Their parallel processing minds thrive for new ways of learning that are not boring, since their brain is in constant reorganization due to the technological input it receives and one of the few structures that are capable of meeting their learning needs as Prensky suggest is to adopt a Game-Based Learning approach (prensky, 2001b).

Nowadays , young adults are playing digital games more than any other activity , they carry an attitude of interest and motivation towards the play , an attitude we can not find in school banks ; game-based learning approach is gathering the motivation of game play into learning while preserving the main goal of education.

In this study, the researcher is introducing a game-based learning application into higher education context; KAHOOT which is an online free application that serves to gamify subject matters in the purpose of reinforcing learning through the aspect of game play, to determine how can this medium of learning help foster and increase the motivation of learners within higher education.

1.2 Back ground of the study

'The problems that exist in the world today cannot be solved by the level of thinking that created them' (Albert Einstein, n.d)

A learning Theory is an attempt to describe how people learn, and to achieve the goal of a facilitator for learning, it is important for all educators to understand how their students learn. Many pioneers have formed the foundation of learning theories, such as the father Piaget, Vygotsky, Skinner, Bloom just to name a few, these theories have served the fields in enormous ways however that was before the digital era, the ambiguity that lays is: do these theories still hold for the digital natives of today.

The significant difference between the Digital natives (DN) and Digital Immigrants (DI) being two mutually exclusive cohorts, there are sharp characteristics that define the two, for example, neurobiology research shows that the brain is massively plastic, and it can constantly reorganise based on the inputs it receives (Perry, 2000) therefore Digital natives cognitive structure is structured based on technological inputs, their thinking is parallel and not sequential as most of their educators , according to PIAGET's theory of constructivism posits that learners gain knowledge and construct meaning from the interaction between their own experiences and ideas (Piaget, 1923)and being grown up in a digital environment, they are used to fast information, multitasking, they prefer graphics before the text, they thrive for random access and frequent rewards (oblinger, 2004) . These cognitive differences needs to be fed up by new methods and approaches to better 'fit' their needs.

In (Harmanto, 2013) the author points out the issue of teaching English for young learners, discussing the challenges encountered by the teachers and highlighting the importance of the link between what to teach and how young learners are taught and what they learn, as

(Camerron, 2001) confirms that the richer and the broader the language experience is provided for them, the more they likely to learn; since the most of today's young learners are Millennials and Gen'Zs thus digital natives, adopting a 'information-age mindset', (Harmanto, 2013) suggest that the needs of these techno-hungry and techno-savvy students must be accommodated by the implementation of new teaching strategies.

While There has been growing interest in the role that ICT can play within education (Grimley M, Allan M, 2010), it was suggested that all learners of generation Z and Y can benefit from the integration of entertainment and games to maximize participation (Terzioglu, 2013).

A recent study conducted by the department of information systems and operations management of the university of Aucklznd Business School, aimed at reviewing the existing research about DI and DNs, as well as its use within education, showed that 80% of articles studies were published between 2010 and 2011 which makes it a recent matter of study that still needs further research (Wang Q.E, Myers M.D, Sundaram D;, 2013), as indicated in the thematic review, when investigating the search key words such as millennial, generation Y are used less frequently compared to digital natives and digital immigrants and Net generation, this is because the latter terms are liked in somehow with technology whereas the firsts are ore generational term, which shows that research is being curious about the new generation of digital natives, moreover 10.8% of the paper reviewed investigate student use of ICT in education and only 8.1% of the papers focuses on issues and changes required for better ICT usage in education (Wang Q.E, Myers M.D, Sundaram D;, 2013) this to highlight that literature about this topic is beginning to emerge with a small proportion, which gives the urge for more related studies.

In what regards language learning, Susan affirms, that today's learners have grown up with technology, playing video games, computer games, so it would make sense that they show up for school with an already well established characteristics and instinct to be educated in technology which will also help them learn language better, and this is an important point for teacher to consider (Halliwel, 1992).

It is highly important that educator must cope with these changes and must reconsider methodological aspects and content in teaching the digital natives, students in their twenties may have more experience with games than with reading, approximatly 10.000 hours versus 5000 hours reading as prensky estimates (prensky, 2001a).

Reading a novel may take a 60-70 hours of time while youngs of today prefer spending more than 70-80 hours playing games , because it is more fun to do so , as this virtual mean provides a more multi-sensorial environment, they are present in the game by body and spirit, and hence memory is enhanced, as researchers are increasingly interested in studying the effect of games as a mean of teaching this new generation of students (oblinger, 2004).

Another recent survey found that 'by high school 77% of respondents had played computer games and over two thirds (69%) had been playing video games since elementary school (jones, 2003).

While it is entertaining for them , the young of today can spend hour after hour and day after day playing computer games and not considering it a waste of time , in the contrary to an hour of a must focus at school bunches it seems to be boring , so they don't have the same attitude toward both inputs. Since they thrive on instant gratification from games, it would be great to have such interested, competitive, cooperative, results-oriented, actively seeking information and solution attitude from the learners of today toward schools instead for non-educational games that are playing; therefore it is a of a great concerns to marge these two aspects, the motivation of games with the content of learning in order to create a more effective learning environment (Prensky, 2003).

Many studies have tackled the impact of game play on the learning motivation and

21st century learners are constructing their own self-directed and internally motivated learning, learning that is facilitated by technology (sheppard, 2000).

"*The reason most kids don't like school is not that the work is too hard*," says Dr. Seymour Papert, MIT Professor, "but that it is utterly boring!" So making it little bit fun may help increase engagement (Seymour, 1996).

This particular research attempts to define the impact of a game-based learning tool on learner's motivation level by introducing a KAHOOT in a L3 civilisation class of English language learners of Belhadj Bouchai Universtity, Ain Temouchent.

1.3 Statement of the problem

This study attempts to determine how a KAHOOT as a game-based learning tool can impact the motivation of digital native's towards EFL learning, specifically, it sought to answer the following questions:

1. What are the issues that digital immigrant teachers face in teaching digital natives?

2. What suitable methods should educators implement for digital native' needs?
3. What are the real implications of using Kahoot as part of learning on student's motivation?

The hypotheses

The following are the null hypothesis of this research:

- Digital immigrant teachers may struggle maintaining their student's concentration and motivation in class
- The Algerian educational system is not meeting the academic needs of today's students, and games can be a helping factor in reaching the learning goals of this new generation
- Implementing a game based learning tool such as KAHOOT may enhance the learning motivation and classroom interaction

1.4 *Significance of the study*

The results of the study will merit the following:

- Higher education administrator: the result of this study could serve as a baseline data to improve program for more academic advancement.

- Curriculum planner: the result of this study will help them appraise the existing programs in terms of today's students needs and make changes as required.

- Facilitators: the result of this study may serve as an eye opener to innovate the teaching strategies.

- Students: this study will help students to raise their awareness about the wide use the games and games-based applications such as KAHOOT and increase their motivation for learning.

- Parents: this study may relief the fear about their children's attitude within their digital world and that this attitude can be beneficial for their academic performances.

- Future researcher: the result of this study can serve as basis for further study on game-based learning and academic performance (learning motivation).

1.5 Scope and Limitations

- This study is limited only to L3 student of English at Belhadj Bouchaib University of Ain Temouchent.

- Determine the level of motivation of games on the learning process was the scope of this research.

- All information and conclusions drawn from this study were obtained only to this particular group of students.

1.6 Research design / methodology

In order to enlighten the hypotheses and gather the information required to meet the objectives of this study; this research is being conducted via a *quantitative* measurement of multiple-choices questionnaire distributed over 52 students of L3 in English department, in the purpose of defining the scale of their preference in games as part of their learning.

An aid of a *qualitative* survey of open-ended questions might be offered to teachers from the same department in order to understand and interpret perspectives from the other side of the learning/teaching experience.

The sample of population under study is university student because they have generally high level of network connectivity and access to resources. Statistical analysis will be used to interpret the data collected from students, a grounded theory analysis to measures teachers' responses from the interview.

1.7 Thesis outline

This present work will be devided into FOUR major chapters.

The first chapter is an introductionary chapter that is introducing the main concepts of this research as well as the statement of the problem and the purpose of this study, it also discusses the research objectives and questions, as well as the significance of this study is argued. The limitation faced have also been demonstrated as well as an over view of the methodology used to serve this work have been identified.

The second chapter, the literature review is divided into two sections, section A, defines learning of the 21st century , it exhibits the learning style of today's students , it also deals with

the learning motivation and its types, later on in this section , another aspect is presented which is games and how they are related with learning, by identifying the change in brain structure that is the heart of the study. While Section B reveals a clear review about a game-based learning application which is KAHOOT , it defines the main characteristics of this medium as well as a brief demonstration on how to use it in favor of teaching and learning , this part will also discuss the use of KAHOOT within higher education and its influence on the motivation of students .

Chapter 3 is devoted to the methodology and data collection, describing the methodology used in this study as well as shedding light on the target situation and the sample of population as well as the materials that helped collecting the data required, the classroom observation that carried the Kahoot! game, an interview hosted for teachers and a questionnaire delivered to students that experienced the kahoot!.

Finally, the fourth chapter discusses the quantitative and qualitative analysis and the interpretation of the findings.

At the end some suggestions and recommendations for both EFL teachers and EFL learners are proposed.

1.8 Definition of terms :

Generation : people born around the same time and have common characteristics , a cohort born almost in the same years that share the conditions, problems, and sorrows of the same age, undertake similar duties (oblinger, 2004).

Digital natives : the term was first appeared in the literature in the late 1990s (Creighton, 2018), they are considered to be the native speakers of the new age of technology ,the first generation that grew up surrounded by computers, cell phones and video games (prensky, 2001a) , mainly millennials and generation Z.

Digital immigrants: are those who were not born in the digital world but adopted its features later in life, the origin of the term is traced back to Rushkoff , Griffith and Barlow works but mostly popularised by Mars Prensky (Prensky, 2006).

Game based learning: is an approach that describes the use of games to enhance the learning experience

Gamification: is the idea of adding game element of a non-game situation (Rula Al-azawi, Fatma Al-faliti, Mazin Al-Blushi, 2016)

Edutainment: a combination of two words, education and entertainment, which means an entertained education (Harmanto, 2013), according to Collins Dictionary, edutainment is the presentation of educational material in an entertaining style , as the term is used to refer to things such as computer games which are designed to be entertaining and educational et the same time.

The dot-com era: according to Wikipedia, it is a period of massive growth in the use and adoption of the internet.

Savvy: according to Cambridge dictionary, the word is used to describe someone with practical knowledge and ability.

Kahoot: a game based online application with free access for teachers/educators and worker.

CHAPTER TWO: Literature Review

Chapter Outline

2.1 Introduction

This chapter deals with learning in the 21ˢᵗ century especially adults learning as well as the characteristics of learners of the 21ˢᵗ century and their learning styles, it covers also learners motivation, and how teaching is held in the 21ˢᵗ century; the second part is devoted to define the approaches of gamification and game based learning and the importance of using such a medium within education , it represent also a definition of the online application KAHOOT and its use and impact in higher education especially on students motivation.

2.2 Learning in the 21ˢᵗ century

Learning is the acquisition of knowledge, information and skills, an ongoing process that takes place throughout life and it is not restricted into the classroom (kendra, 2022).

2.2.1 Pedagogy

The techniques and practices used in teaching, especially for children, with a one-way focus where the teacher has more control on the learning experience, tools and techniques

Learning can happen in many ways, the richer and the broader the language experience is provided for children, the more they likely to learn (Camerron, 2001) thus several pedagogical theories have been proposed by psychologists in order to explain how and when learning occurs, including:

- *Behaviourism learning theory*: Learning is built on a series of routines that "drill" knowledge into a student's memory bank, as well as encouraging feedback from instructors and a learning environment itself. Positive reinforcement is given to pupils who perform well in class.

- *Cognitive learning theory*: According to the International Bureau of Education, learning is viewed in cognitive psychology as the acquisition of knowledge; the learner is an information-processor who takes in information, performs cognitive operations on it, and stores it in memory.

- *Constructivism learning theory*: in contrast to the passive approach of teaching, which sees the learner as "an empty vessel" to be filled with knowledge, constructivism holds that learners can only create meaning by active engagement with the outside world such as experiments or real-world problem solving

- *Humanism learning theory:* a learner-centric approach that emphasizes fostering an atmosphere that supports self-actualization whereas the teachers may help students

achieve their learning objectives and addressing their needs, allowing them to choose their own goals.

- *Connectivism learning theory*: informed by the digital age, greatly influenced by technology, places a strong emphasis on a learner's capacity to regularly locate and update reliable information. Both the knowledge itself and knowing where and how to find it are crucial.

2.2.2 Andragogy

The net-generation students (oblinger, 2004) are outraging universities today , being an adult digital native students is not easy to understand, however Malcolm Knowles introduces the concept of Andragogy , the practice of teaching adults , in contract with pedagogy which the practice of teaching children, since adults think differently, process information differently thus they learn differently , K (Knowles, 1970) identifies the following characteristics of an adult learner:

- A preference to self-directed learning, adults need to be integrated in the planning and evaluation of their learning process.
- A capacity to use life experience as a learning tool, including mistakes, provides the basis for learning activities.
- Readiness to pick up new skills when taking on new responsibilities, and apply them on real situation.
- Adult learning is problem-centered rather than content-oriented which emphasis on immediate application of knowledge to real world situations.
- A tendency to be internally motivated, adults are intrinsically motivated for learning, and they need the teacher to guide them.
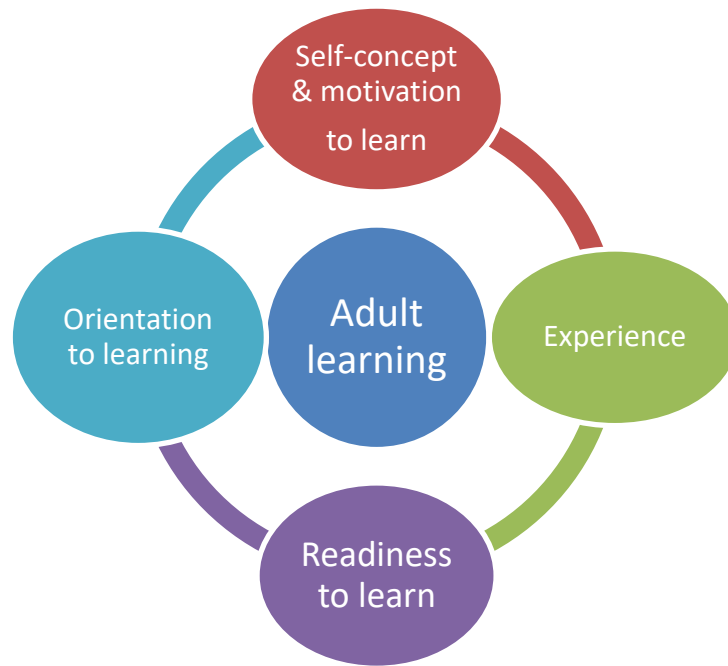
Figure 2.1: conceptualisation of Andragogy
retrieved from Public Heath Notes, KusumWagle (2019)

To sum up, adult learners are independent and experienced , they like to involve discussion and use they gained knowledge in real problem solving situation, they are self-motivated to learn , and their learning is goal oriented , for them the teacher is a facilitator and a guide for the process , the content needs to be meet their needs so Mastering the art and science of teaching these type of learners (digital native adults) is crucial because , if they are taught well they have a better chance of succeeding the next stage of learning , the one they need in their out of benches life (eg.professional life).

2.3 The characteristics of the 21st century adult learners:

Harmento identifies This generation of learners that they are accustomed to be always on , which means they breath technology and internet, they text before having coffee, they socialize trough instant messaging, they communicate, entertain by technology , this explosion of technology has constructed certain characteristics for those learners (Barcelon, 2010).

- Tech savvy: members of this generation have never knew life without technological tool, totally digital natives, comfortable with computers and internet and games, they enjoy texting and surfing the blogs, thus they have developed technological skills that previous generations lack.

- Social: having little concern about privacy , they used to always share their lives on virtual communities ,having instant messaging and email as a facilitator for immediate

communication , as a result this generation of learners aren't just social , they are community oriented and also collaborative, friends, relationships are important.

- Multitasking: these learners have a talent that stuns adults , they can text, read, talk and eat at the same time, and since they breath technology they have any desirable knowledge is one click away, a blessing , and a curse , when it comes to their attention span , they cannot maintain the ability to focus and analyze more lengthy complex information.

- Speedy: this generation thrives for instant gratification, their multi-tasking minds requires rapid flow of information.

2.4 Learning styles of the 21st learners

With the rising era of technology advancement, no doubt that the use of technological tools is in constant spread, especially among young students, highly exposed to IT and raised in a media-rich environment, students of today grow up highly connected, playing video games and having any kind of activity just one click away, this have shaped their learning style corresponding to the new world, Harmanto defines them as follows:

- *Learn from experimentation*: Technology have shaped their attitude to be more interactive and community-oriented, they have developed a learning capacity that is based on experience so they learn by doing. (oblinger, 2004), rather than being told what to do, they enjoy browsing all of the time, exploring blogging sites, application and games, they like learning through self-discovery.

- *Prefer visual learning* : Being grown in a media rich environment , from iPad to mp4 players , to computers and even IPhones , this generation of learners have been exposed to a rich visual effect that train their minds to always look for information in the most interactive way first.

- *Like to work in groups*: Today's learners prefer to work in a collaborative way, they enjoy supportive teamwork, Harmanto (2013) refers to the theory of Vygotsky ZPD zone of proximal development that describes how learners support each other, these learners learn by scaffolding knowledge from each other.

- *Have short attention span while multi-tasking:* Seeing a student listening to music while surfing the internet and talking to friends is often distributing to educators because they understand that this is the nature of their students, they are generally able to multi-task, they get frustrated when focusing on one thing and soon they lose attention to it, so they prefer to switch attention over several other things to complete their tasks.

- *Edutainment* : Education and entertainment , is what students of today are seeking , adding fun to educational content in order to reinforce the learning process , they see learning as a spontaneous interactive fun activities and they prefer to be free and not restricted with instruction w guidelines (Harmanto, 2013).

2.5 Learner's motivation

It is not always simple to learn. You occasionally have to overcome challenges in order to learn new things. These challenges could come in a variety of shapes and sizes. One of these challenges is motivation, how much people learn depends on their motivation, including both internal and extrinsic reward. Strong learners who are intrinsically motivated feel impelled to learn for the sake of learning. For them to feel driven to learn, rewards like grades or prizes are not necessary.

2.5.1 Intrinsic motivation *is* a Behaviour that is motivated by internal rewards is referred to as intrinsic motivation. In other words, you are motivated to act in a certain way because it makes you feel good inside.

2.5.2 Extrinsic motivation, which involves engaging in a behavior in order to earn external rewards or avoid punishment.

Today's university learners are mostly digital native adults that are by nature intrinsically motivated, however (Gardner R C ,Lambert W E, 1972) have carried out an influential study on motivation in second language learning and came up to distinguish some other types of motivation, integrative and instrumental motivation (as cited in (Learner motivation and interest, 2012)).

2.5.3 Integrative motivation refers to the desire of the learn to be integrated into the target language community

2.5.4 Instrumental motivation is the urge to study the language in order to accomplish personal objectives, such as passing an exam, career development etc. (Gardner et al, 1977)

The success of language learning is influenced by a set of variables, motivation is the most important one, whether it comes from within or from an outside source, whether it is integrative or instrumental, language learners especially young adults are setting themselves long-term goals and determined to reach them, however not all student comes with the same degree of motivation, it may stem from their peers, society, previous learning experience, and even attitude toward the target language and community. (Nina Daskalovska, Liljana Koleva Gudeva, Biljana Ivanovska, 2012).

2.6. The job to be done by education

The rise of internet and online communication technologies has changed the way people work, communicate, and learn, implementing these tools in teaching has become a undeniable obligation, in order to predict the success of this innovation (the use of technology within education), Clayton Christensen developed a theory called : 'the jobs to be done' , this framework posits that people 'hire' product to do 'jobs' that enhance their lives, for example students are hiring schools and universities to make them feel successful, in his book *Competing Against Luck* , Christensen says : 'We assert that going to school is not a job, the job and every student's life is: I want to feel successful every day (Christensen, 2016)*(p195)*

Prensky adds to this saying , that most schools are not designed to do that job well , in the contrary, learners come home frustrated or 'intellectually beat up' as Mark describes it , for that reason, student may hire another tempting figure to do that job for them, they can hire a game to feel successful at it instead .

The main purpose of universities is to prepare student for professional work life, today's student are witnessing a massive change in their world, however, education is not addressing this change thus they are not finding relevance to their current life, they are feeling that there is no correlation between academic success and life success and in result they are firing education and dropping out. (Prensky M. , 2019)

In order for education to do the job that is expected from it, it should start by understanding its clients, the students of this new world; that are seeking to build their self-esteem, to feel supported, to achieve their goals, to work on things they are passionate about and they enjoy.

Prensky suggest that it high time for education to use new alternatives and innovation to do the job like real-world project-based education which includes some type of technological support tool like game-based learning tools, for example the free online application KAHOOT!

2.7 The job to be done by the teacher

In order to improve the learning process, it is essential to understand how our students learn, how to keep them motivating and engaged

Times have changed and traditional teaching methods are no longer adequate for today's or tomorrow's students, as we mentioned earlier, the learning styles of the digital natives of this generation are different, and their immigrant teachers are facing challenges in order to adapt to this change in learning; (harmer, 2001) suggests that teacher's behaviour can

have an impact on their motivation so by setting goal , language learners are likely to be motivated to achieve them, teacher can sustain their motivation for long-term goals by helping them reach short-term goals, another area Harmer suggested to be addressed is the learning environment , teachers may help setting the perfect environment for their learners , they can adopt weekly themes, include visuals , bring entertainment to class , interesting classes can highly get their focus and increase their interest .

Teachers' efforts are appreciated in what regards the learning outcomes of students, language learning can be overwhelming sometimes, (Ur, 1999) sets some activities that encourages interaction in class like:

- Setting clear task goals
- Using visuals
- Incorporating challenge by using game activities
- Personalizing tasks
- Including forms of entertainment, like presentations, videos.ect

In order to fulfil his role , which includes planning, designing and organizing classes and courses, the teacher of today's digital students' needs to skill him-self with technology use, (Simpson, 2013) suggest for teachers to not be afraid of technology and encourages them to use visuals more often , and handle the multitasking ability of their student with care .

Terzioglu (2013) proposes a set of activities that may help reaching those learners, he suggests including movie in class as a source of ideas, integrate pictures, sounds and videos in all activities, let learners record and share their projects on social media in order to encourage online communication, he suggest also the use of entertainment and games for the sake of maximizing participation (Terzioglu, 2013).

2.8 Games as learning environment:

'Play is our brain's favourite way of learning things' says (V Frederik Berentsen, 2016)

Many studies have been developed in the field of learning that uses FUN as a bridge to reach learner's motivation. Games are defined as an activity that is characterized by interaction, fun, engagement, rules and goals as well as win states (Prensky M. , 2001) , a set of qualities that brings intense involvement, pleasure and gratification, motivation and emotion; in this

context, playing and learning share common features, both include rules and present goals that fuels participation and engagement for players or students .

Oblinger says, 'games also offer advantages in terms of motivation. Oftentimes students are motivated to learn material when it is required for successful game play- that same material might otherwise be considered tedious (oblinger, 2004).

The debate on games and education has moved from being a social discussion to a more creative focus, which is the emergence of the two approaches: gamification and game-based learning.

Gamification is using game mechanics in non-game activities, in order to increase engagement and motivation as well as interaction, it proposes to use game-like rule systems to shape learners behaviour, while Game based learning (GBL) is the use of games to enhance the learning experience, by adding fun to the learning process especially in hard, boring subjects, GBL allows to create a more desirable environment for learning.

Besides being a form of entertainment , games can have great potential in education , while games are a source of engagement for learners and a field of personalized opportunities, games can teach today's students the 21st century skills , besides being a performance-based environment that encourages active discovery, analysis, problem solving and memory.

Learning by doing approach insures the deep processing of information and learning data into a deep well-developed neural networks which in result encourages transfer to future learning activities or real life situations (Foreman, 2003) (as cited in (oblinger, 2004)).

In what regards the advantages of using games in education, Prensky characterizes games as follows, quoting: (Prensky M. , 2001).

- Games are a form of fun, that gives enjoyment and pleasure

- Games are a form of Play intense and passionate involvement

- Games have rules, that gives us structure

- Games have Goals, that gives us motivation

- Games are interactive, that gives us doing

- Games are adaptive, that gives us flow

- Games have outcomes and feedback, that gives us learning

- Games have win states, that gives us ego gratification

- Games have conflict, competition and challenges that gives us adrenaline

- Games have problem solving, that sparks our creativity

- Games have interaction, that gives us social group

Educators have been using games in the classrooms for years, especially in language teaching. As new technologies and applications are continuously emerging, an online free application called KAHOOT is a great example of a game-based learning tool that can be used to produce a better learning effect.

2.9 Game Based learning tool: KAHOOT

Game based learning tools is a medium that uses games in the purpose of learning so let's discover this particular one, KAHOOT!

2.9.1 What is KAHOOT!

KAHOOT is a platform that offers quizzes, discussions and surveys using gamification mechanics. Kahoot! Was invented on 2013 and quickly rose to prominence as a leading name in education. Kahoot! Has its own distinctive aspects of traditional interactive and competitive gaming and education methods. The principle of kahoot is building a platform based on games for students to enjoy learning in a fun interactive and competitive way. Instead of the traditional techniques of reading textbooks and notes (Graham, 2015)

Kahoot is a game based response system that is played by the entire class at the same time or in real time, questions are displayed on the screen and students are required to respond to the question using electronic devices such as a tablet, smartphone, or computer.

2.9.2 Kahoot as a tool of learning English:

According to a study conducted in the state university of Jakarta on January,01st 2022 about students' perceptions by using Kahoot in learning English , results showed that Kahoot as an interactive online game-based learning media, is improves students' motivation, fun learning and healthy competition in class, this study also identified four benefits for using Kahoot! In learning the English language.

- Kahoot! Is able to motivate students to learn and study better

- Kahoot! Can create a good atmosphere in the classroom

- Kahoot! Helps maintaining focus

- Kahoot! Provides positive competition

Students are attracted in seeing the features and display appearance in using Kahoot!

They gain and give the effort not only to answer the questions but more to be reaching the first rank (Octa Pratama Putra, 2022).

The application of Kahoot! In classrooms came up with so many beneficial values for students and teachers, many higher education structures are aware of the benefit of such technological tools such as Kahoot! In classroom activity (Y Zhao, 2002)

From the exploratory study of Paramjit Kaur & Reenuga Naderajan (2019), it has been shown that Kahoot! can attract learners and give them beneficial learning opportunities in their language classes. When they participated in activities using Kahoot, the study's participants reported pleasant experiences and outcomes in their language lessons. As a game-based platform that gives students a sensation of competition in real time, kahoot enables teachers to be innovative and improve students' learning experiences. Additionally, feedback is provided right away, allowing students to keep track of their own learning progress.

According to the study's findings, nearly all of the students thought Kahoot was a useful tool in their language classes. They also reported feeling joyful and competitive when participating in kahoot-based activities. In every topic and especially when teaching in language classrooms, Kahoot is a fantastic option for teaching students of all levels, student get eager to and implement technology into classroom and use their mobile phones or tablets and implement technology into classroom (Charani, 2015) (as cited in (Kaur Paramjit, 2019))

2.9 Conclusion

This chapter gather the literature review about the key concepts of this study, mainly identifying learning in the 21st century especially adults learning as well as the characteristics of learners of the 21st century and their learning styles, it covers also learners motivation, and how teaching is held in the 21st century; later on the researcher defines the approaches of gamification and game based learning and the importance of using such a medium within education , at the end of this chapter , the researcher has defined the online application KAHOOT and its use and impact in higher education especially on students motivation.

CHAPTER THREE

Methodology & Data Collection

Chapter Outline

3.1 Introduction

The previous chapter dealt with the theoretical part concerning learning in the 21st century, characteristics learning style and motivation of the 21st century learners as well as teaching in the 21st century implementing Game-based learning tools.

This chapter is the practical part. It deals with the methodology used in this research, It starts by presenting the situation of the university of Ain Temouchent and defining the research objectives, and methodology used followed by the sample of population and the instruments of data collection namely a questionnaire delivered to L3 English students, an interview for teachers of the same department and a classroom observation. finally, this chapter ends with a conclusion.

3.2 Description of the setting

The department of letters and English language at Belhadj Bouchaib University of Ain Temouchent has opened its doors is 2012, holding about 699 students from both levels of graduation, divided as follows:

- The licence degree level of graduation, maintaining about 524 students divided into three levels of study:

  1. First year level, holding about 209 student divided into groups

  2. Second year level, encompasses 128 students divided into groups

  3. Third year level, holding 187 students divided into groups

- The second graduation level is the Master level, divided into two major levels:

  1. Master 1, divided in two specialities,

     - didactics and applied linguistics, a speciality that carries 85 students, divided into two groups , dealing mainly with English as Foreign Language (EFL), sociolinguistics and micro teaching throughout the two semesters

     - Literature and civilization, unlike the first speciality, the literary students hit only a number of 16 students held in one group, dealing with modules like theory of literature and gothic literature

  2. Master 2, categorized of the same specialities,

     - Didactics and applied languages holding 57 students divided into two groups.

     -Literature and Civilization, it holds one group of 17 students

In what regards the teaching staff , the department of English at Belhadj Bouchaib University Ain Temouchent comprises of a total numbers of 44 teachers, including twenty three (23) full-time teachers and twenty one (21) part-time teachers, among those, they is one professor, several doctors, and doctoral student and even master holders.

3.2.1 Description of the target situation

This research has been conducted at the department of English at BELHADJ BOUCHAIB University of Ain Temouchent. It is important to note that this study does not concern all the third year students (187 student); only 52 students participated in the questionnaire, however, the researcher has performed a classroom observation on 110 out of total number of 187 students.

3.2.2 Research objectives

This particular research attempts to define the impact of a game-based learning tool on learner's level of motivation and engagement by introducing a KAHOOT in L3 civilisation class of English language learners of Belhadj Bouchaib Universtity of Ain Temouchent. The results of this study will determine whether KAHOOT as a game-based learning tool can enhance motivation and engagement in higher education, if the findings meet the researcher's expectation, game-based learning can have remarkable outcomes in what regards classroom interaction and engagement.

3.3 Research methodology

Research is described as the process of collecting information in order to solve an issues or answer some particular questions, Creswell defines research as a series of steps used to gather and analyze data in order to better understand a subject or problem (articles, 2019), in this context , research is a structured process of gathering information, formulating assumptions ,answering questions, analysing results and drawing conclusions; in fact, the aim of conducting a research is to enhance prior knowledge and form new conceptions on various subjects (Kothari, 2004)

A research problem is an issue that calls for an investigation, a conflict that needs to be addressed or real-life problem that needs to be dealt with (creswell& creswell 2018)

Certain types of research problems calls for different approaches , when a situation is about identifying factors that influence an outcome or understand a predicted outcomes ,the best approach to use is a quantitative approach, whereas when it comes to explore a

phenomenon that little research has been done on it , and the topic is new and never been address with a certain sample (Morse, 1991).

In order to confirm or disconfirm the hypotheses and gather the information required to meet the objectives of this study   , this research is being conducted via a *quantitative* measurement of multiple-choices questionnaire distributed over 52 students of L3 at English department of Belhadj Bouchaib Universtity of Ain Temouchent in the purpose of defining the scale of their preference and opinion about the experience of KAHOOT as part of their learning; an aid of a *qualitative* survey of open-ended questions has been offered to teachers from the same department in order to understand and interpret perspectives from the other side of the learning/teaching experience.

Within this study, the researcher has specified his investigation on a selected case which is the third level student of English at Belhadj Bouchaib University of Ain Temouchent in order to extract the most valuable and necessary data since they meet the characteristics of digital native adult learners , therefore the methodological approach used is a case study , as argued by (YIN, 2009) to be the suitable approach to reach a better and deep understanding of real-life events. A case study can be defines as an investigation about a certain phenomenon that takes places in real life situations, as (Yin, 1984) highlights: A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used (p40)

 It is believed by many researchers that this method is the most effective technique for a well-organized research.

3.4 The sample of population

A sample is group of people that are part from a large population for a measurement, it should be representative of the population to guaranty the generalization the findings from the research sample to the population as a whole. Sampling is the action of choosing an appropriate sample or a representative portion of a population (Mujere, 2016)

According to (Dornei, 2007) sampling techniques can be divided into two types; probability sampling and non-probability sampling:

1. Probability sampling: is the procedure of choosing a sample from a population using the randomization principle, commonly referred to as chance or random selection.

2. Non-probability sampling: In contrast to random selection, sampling is a sampling approach in which samples are selected based on the researcher's subjective judgment.

The sample of population under study is university students because they have generally high level of network connectivity and access to resources; L3 level students of department of English were selected at the University of Belhadj Bouchaib Ain temouchent as a focus population. The whole population under study of the L3 level students are 110 students. Therefore, the number of volunteers who responded to the study are 52 students approximately 47,2 % of the population selected, in addition to five (05) teachers from the same department.

3.4.1 Students' profile

The students who took part in this study are third year LMD students in the department of letters and English language at BELHADJ BOUCHAIB University. The objective behind selecting this sample of population is, besides being young adults-digital natives students; they have enough experience in higher education campus so they can test innovations within the process of learning. The researcher aims to view their attitudes towards the online game-based learning tool KAHOOT as new teaching tool, as well as its impact on their learning motivation.

3.4.2 Teachers' profile

In order to explore the multiple dimensions of game-based learning tool as Kahoot on learners level of motivation, the researcher has chosen a target sample of six (5) teachers who were chosen out of 22 teachers from the department of English language in the institute of letters and foreign languages at the university of Belhadj Bouchaib to be interviewed according to their tendency toward new innovations in teaching , the later are digital immigrant teachers as well, so their opinions about the elaborated tool of learning is massively needed.

3.5 Research instruments

The tools that researchers use to gather data are referred to as data collection instruments. Data collection is a way of obtaining as much possible information from the participants of the study, and various tools can be used to collect data such as observation, tests, questionnaires, and interviews.

Three research tools were used to confirm the research hypotheses, which are a questionnaire, devoted to L3 English students from the department of English Language at Belhad Bouchaib University of Ain Temouchent , and an interview delivered to five of the teachers from the same department while a classroom observation was made throughout the class of civilization that held the KAHOOT game.

This combination of the three tools used is called the triangulation in research; methodological triangulation is useful because it prevent the flaws and research bias that are caused by a single research technique. (Bhandari, 2022) moreover it serves the integrity of the results.

3.5.1 Questionnaire

A questionnaire is a type of data collection tool used to gather information from respondents about a particular subject matter. Questionnaires are similar to written interviews; they can be completed in person, on the phone, online, or by mail. It is a quick, easy, and affordable way to collect large amounts of data from various sources. (McLeod, 2018)

When performing any research, the first tool that researchers frequently consider is a questionnaire. Many academics and researchers define a questionnaire as a set of questions intended to elicit specific information from a sample population in order to gather the data required for a certain research project. Typically, a series of written questions are asked, and the respondent is required to submit their responses. (Bell, 1999)

Hence, a questionnaire was addressed to third year EFL students to collect different viewpoints about the incorporation of the game based learning tool KAHOOT in enhancing their motivation and promoting their classroom interaction.

3.5.2 Interview

An interview is a conversation for gathering information, a research interview is a method for collecting in-depth data about certain inquiry, it is a qualitative method that relies on collecting data from asking questions; there are various types of interview distinguished by their level of structure.

In structured interviews, questions are asked in a pre-arranged sequence and they are often closed-ended, and yes/no questions (Zarinpoush, 2006).While unstructured interview is the most flexible, the order of questions is not set and it tends to be more spontaneously, based on the participant's previous answers, however, so much flexibility can lead to biased responses that invalidate your research. Semi-structured interview flow more naturally than previous type, it is a blend of structured and unstructured interviews, the interviewer has a general plan for what they want to ask, the questions do not have to follow a particular order. (George, 2022)

Asking predetermined questions can help identifying patterns in responses as well as it allow the researcher to avoid biases and result in greater validity and reliability.

Therefore, the researcher used a structured interview of 10 open-ended questions regarding the use of game-based learning tools in higher education classes, conducted with 05 teachers from the department of English language, faculty of letters and social science of the University of Ain Temouchent.

3.5.3 Classroom observation

The classroom observation is the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis (BAILEY, 1991)

The process of sitting in one or more classroom sessions, taking notes on the teacher's methods and the behaviour of the students, and then meeting with the teacher to go over the observations is known as classroom observation, therefore, it is a collaborative process, before, during, and after the observation process, the teacher and the observer each play important roles.

The primary goal of conducting classroom observations in this study is to give the researcher the opportunity to learn more about the problem at hand, as well as to provide the teacher with feedback from the researcher's observations and the opportunity to participate in context-specific conversations about teaching with an advisor. Additionally, information has been gathered about the teacher's activities and how well he can use different teaching techniques (Wragg, 1999)

The researcher has conducted (04) four sessions, of a total number of (04) four hours. The observed classrooms comprise of 110 third year EFL students divided into four groups (classrooms), the latter have been observed only in culture and civilization sessions, while student were introduced to a game based learning tool KAHOOT.

3.6 Validity and Reliability

Validity is concerned with how deeply a study investigates the topic that the author claims to be looking at. (Nunun, 1992). The understanding of the phenomenon is valid if it is carefully chosen to be a part of the problem area and the person is allowed to speak freely Furthermore, The researchers' ability to persuade their audience that their interpretation is almost equivalent to the respondents' intended meaning is referred to as validity (Hammersley, 1989).

When similar results must be obtained under varied conditions, reliability relates to measurement stability. It is concerned with how measurements can be repeated by various people and under varied situations (Nunnally, 1978).

The researcher has used methodological triangulation, which is the use of multiple data research methods, known as namely a quantitative and qualitative methods, and classroom observation. Triangulation emphasizes employing several techniques and theoretical concepts to bring research clarity, richness, and depth, however a veritable magical term in mixed methods research (A Tashakkori, C Teddlie, 2003).

3.7 Conclusion

The research methodology used for this study is presented in this chapter. This study adopted a contemporary mixed-methods approach centred on a quantitative questionnaire backed by qualitative data from teachers' interview and classroom observations. It covers various research topics, including description of the target situation, research objectives, and sample of population, research instruments, reliability, and validity, all of which will be discussed in-depth in the next chapter.

CHAPTER FOUR

Data Description, Analysis and

Recommendations

Chapter outline

4.1 Introduction

In this chapter, the finding are detailed, described and analysed. At first the researcher illustrates the methods of analysis used in this study, secondly; the classroom observation is being presented with the course conduct of the KAHOOT game, then analysed and interpreted.

In the next part of this chapter, the researcher is describing the students' questionnaire, which was targeted to third year EFL students at Belhadj Bouchaib University, while the fourth part deals with the description and analyses of the of teachers' interview that was targeted to 05 EFL teachers from the same university.

The last part of this chapter gathers the results and discusses some recommendations made for higher education administrators, teachers and students in order to enhance the learning environment and motivation by the incorporation of this medium in higher education (KAHOOT), at the end, this chapter ends with a conclusion

4.2 Methods of data analysis

Within the process of investigating a research matter , the data gathered are mainly analysed with :

4.2.1 Quantitative data analyses method

Aliaga and Gunderson (2002) define quantitative research as collecting and analysing numerical data to explain events using mathematical techniques, especially statistics, it expressed as graphs and numbers. It is used to verify theories and assumptions. Studies of this type may be used to establish generalizable data on a particular topic. Common quantitative techniques include numerical observations, surveys with closed-ended questions, and experiments. (Kothari, 2004)

4.2.2 Qualitative data analyses method

Qualitative research aims to define or express the features of a phenomenon, such as human behaviour. Qualitative research seeks to comprehend the topic of study rather than testing, measuring, and experimenting (Mayring 2002) as cited in (EZEKIEL, 2015), in addition (Creswell J W ,Creswell J David, 2018) defines qualitative research as the significance that people or groups assign to a social or human issue. It is expressed in words; it is employed to identify concepts, theories, or experiences. This method of study allows you to gain understanding of poorly understood topics.

4.3 Classroom Observation

The first tool used within this study is classroom observation, before describing the course conduct; the researcher introduces the pre-course phase that gathers all the details of the KAHOOT platform registration and subscription:

4.3.1 Pre-Course conduct

Before introducing the course conduct and content, a preview on the steps that led to the creation of the game are described below:
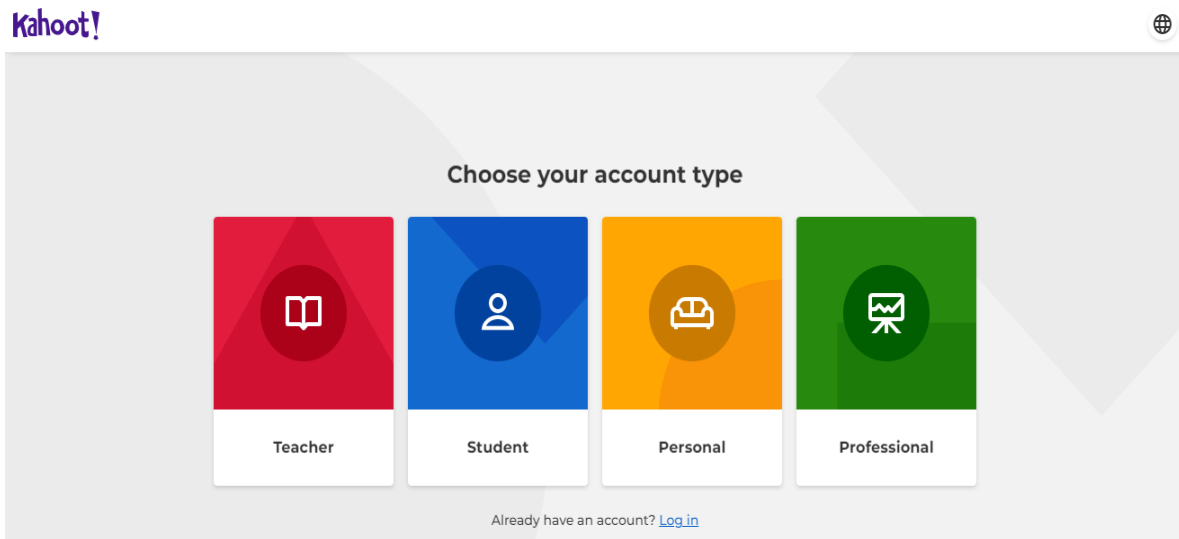

Figure 4.1: different KAHOOT accounts to create

The researcher has created an account via the web site https://create.kahoot.it/auth/login

A teacher account that allows you to create Kahoots adjusted to the needs, level of knowledge and interest of students, whereas the student account give access to various already created kahoots that the students can be interested in and enjoy.
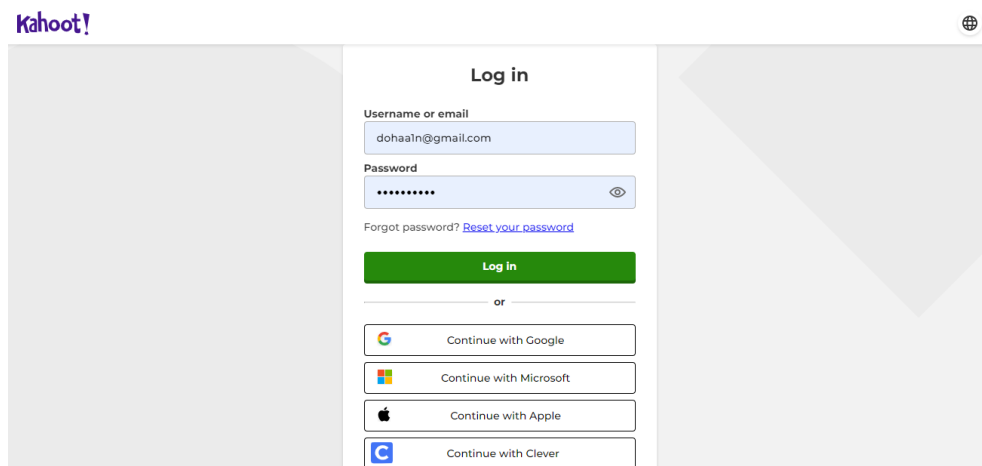

Figure 4.2 : Log In page

There are various Plans for the Kahoot account, each plan has its features, the researcher has subscribes for the Kahoot! Plus for higher education that allowed for more features

Figure 4.3 : Kahoot subscription Plans

Once the account is active, the home page of the teacher's account is shown as such:

Figure 4.4: Kahoot Home page

The home page displays the library of already created courses and Kahoots, detailed reports about previously assigned Kahoots, and even a discovery space that gathers all of shared Kahoots on the platform
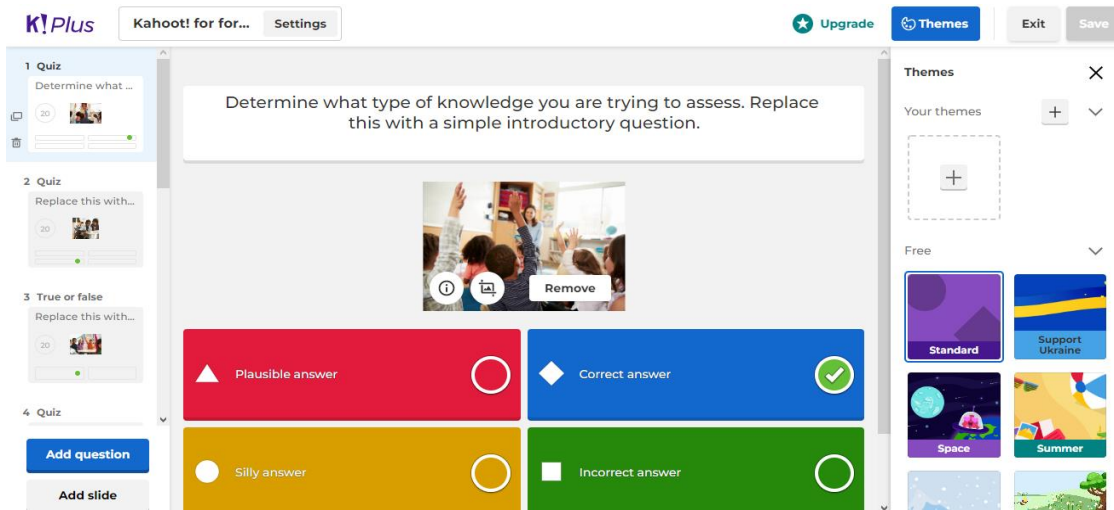
Figure 4.5: Kahoot creation process

When you click on 'create' on the top right, a new window shows the steps of creating a kahoot, it starts by choosing the theme desired, writing a title, than choosing the type of question (true/false or multiple choice question), write the questions, choosing the time given to answer, even include an image or display a video, finally save the Kahoot to be assigned or hosted via a live session as the research did.

4.3.2 Course conduct and content

Once the students took their place, the researcher has introduced the concept of Kahoot to the students, while the hosting teacher prepared the pc and the data show,
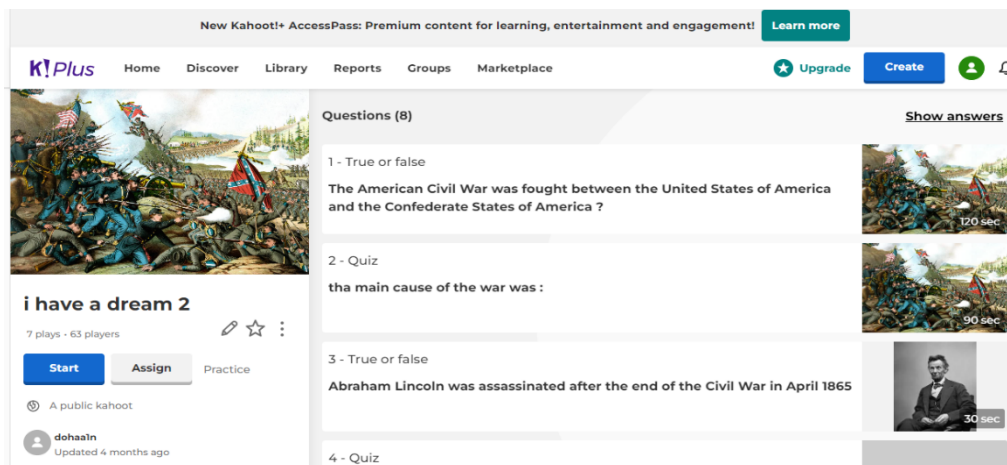
Figure 4.6: I have a dream Kahoot

'I have a dream 2', is the created Kahoot for this students, it deals with one of the topics of Culture and Civilisation module, there are two choices , either to assign the Kahoot to be played on the students space , or host the game live on classroom or via zoom .

Figure 4.7: Assigne a Kahoot

When assigning the Kahoot, there is even a possibility to set a deadline by exact time for receiving the answers and feedback while the other way of playing consist of hosting the screen on the data show board :
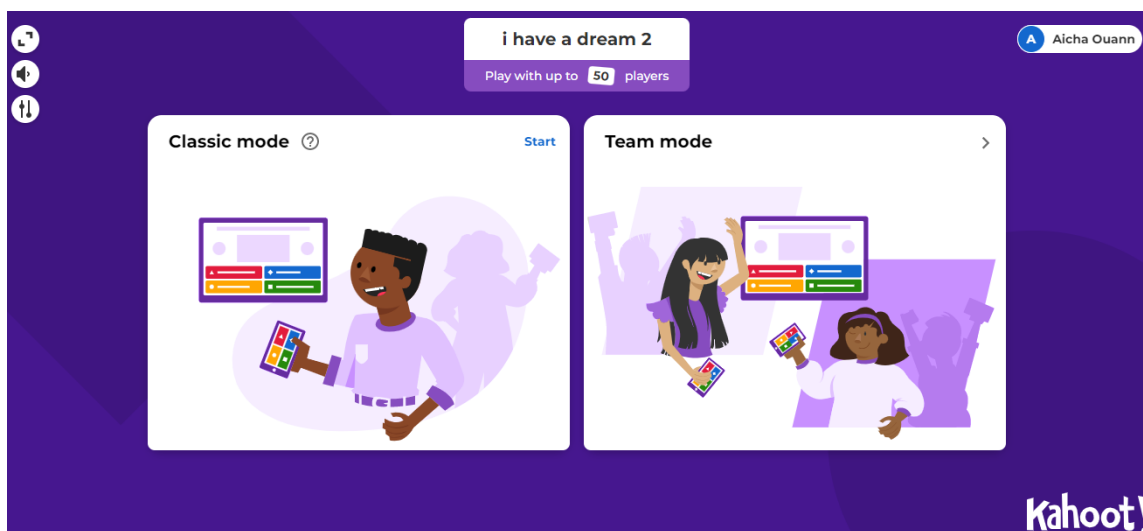
Figure 4.8: Kahoot play modes

Two modes are proposed, a classic mode that allows the students to play separately the game while team mode allows them to share devices among students; by visiting the following site: www.kahoot.it
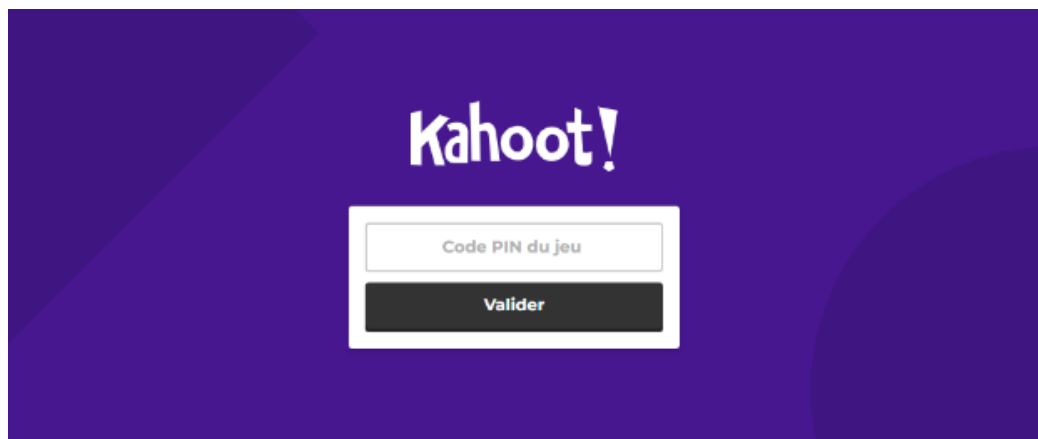
Figure 4.9: Insert the game PIN

Once the students entered the game by inserting the pin code specified for each round of play, (the pin code is displayed on the screen once the game starts), their written names shows up on the screen board , once every student is in , the teachers lock the game and click on start,
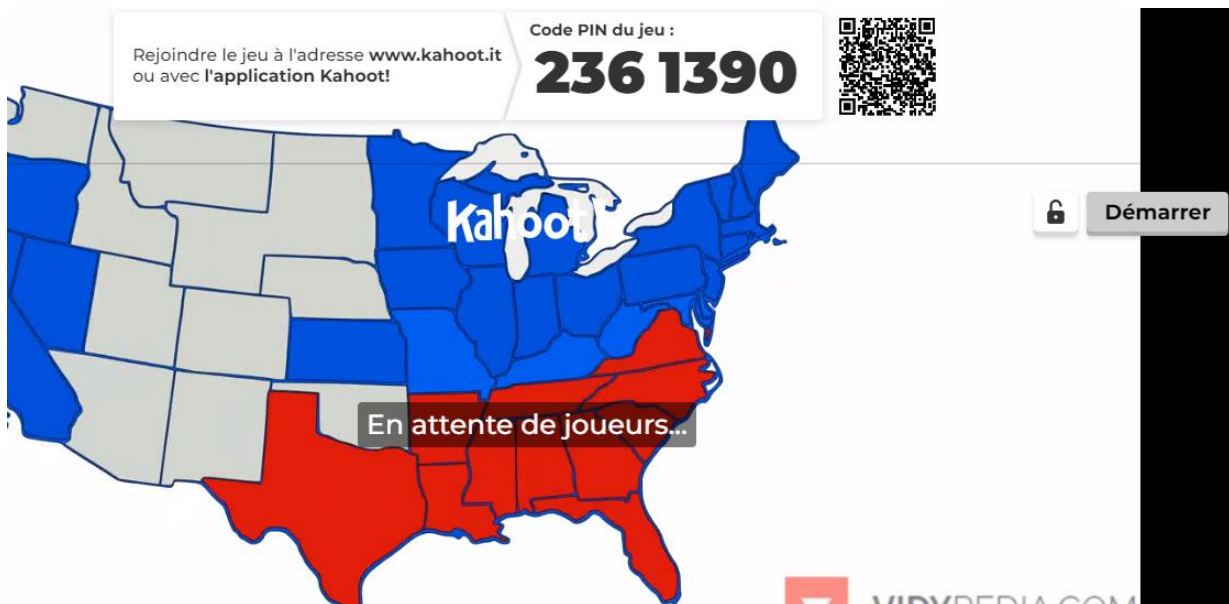
Figure 4.10: Introductionary video

While the introductionary video started to display, students immediately expressed interest and amusement, by looking to the data-show board, the student answered the questions from their phone, while checking each other's answers.

An atmosphere of interaction started to be built; after each answer sent , the feedback is shown immediately which triggered the students to get the next one right, each student got a score for his answer, the scores are given automatically by how fast the students answers.
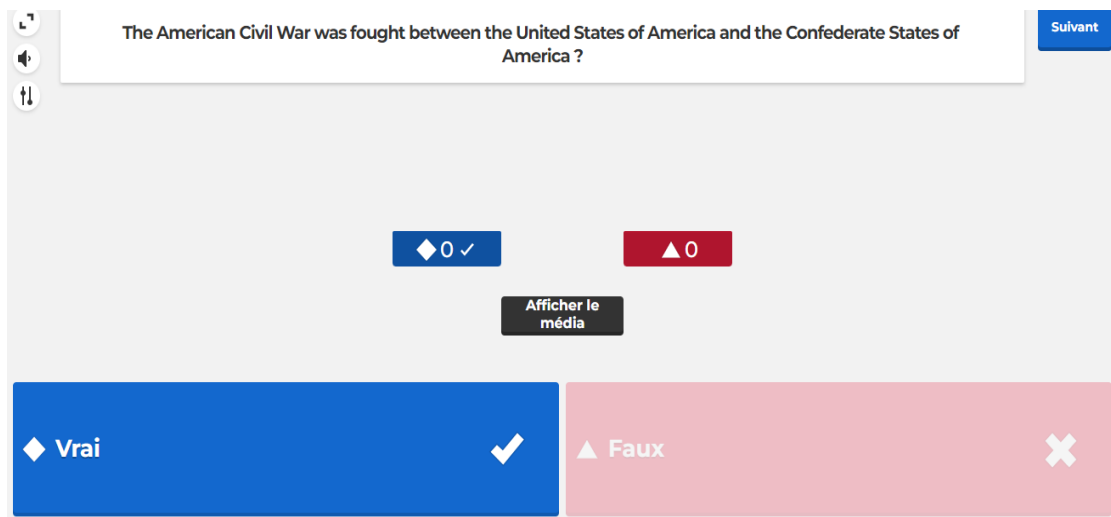
Figure 4.11: Answer feedback

The responses are supported by visual and auditory elements observed during the game, it gave an immediate evaluation of each answer

After completing the questions, a podium of top players is shown with a felicitation display,

Figure 4.12: PODIUM

Showing off the scores and the rank of each student has created an atmosphere of fun, amusement, competition, and entertainment; the participants were satisfied and excited about having the game another time.

4.4 Questionnaire

4.4.1 Description of the Students' questionnaire

The questionnaire delivered to L3 students of English language contains EIGHT (08) questions designed to assist the investigator in gathering the necessary information .In the form of yes/no and multiple-choice questions, the questionnaire addresses various perspectives on the use a game-based learning tool KAHOOT within classroom.

¬ The first section entitled Background Information consists of four (04) questions, and the aim of which is to discovering the student's frequency and use of technological tool namely the smartphones, and examining their perspectives about current teaching methods.

¬ The second section consists of two (02) questions, for the purpose of introducing the game based learning tool of KAHOOT and determining their point of view about such leaning tool

¬ The last section entitled Suggestions and Recommendations, consists of three (02) questions concerning target students' recommendations and suggestions about the use of KAHOOTS in further classes.

4.4.2 Analysis of the Students' questionnaire

Question 01:

Do you have a smart phone?

○ YES

○ NO

The answer about the first question is demonstrated in the following chart:
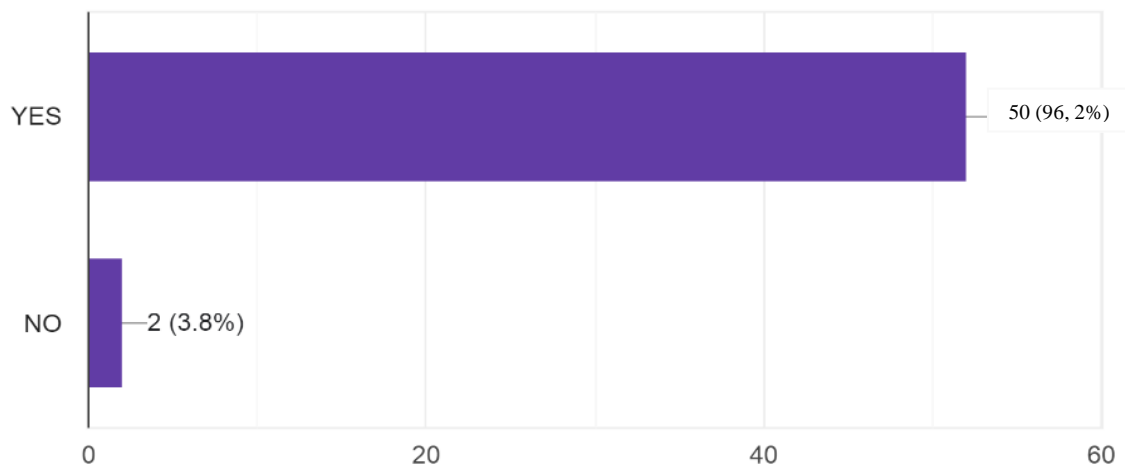
Figure 4.13: the use of phones in class

As the illustration shows, nearly the totality of participants, with a percentage of 96, 2% have declared that they own a smart phone, and only two of them (with percentage of 3, 8%) said that they do not.

Question 02

How often do you use it in class?

◯ Often

◯ All the time

◯ Not at all

The following chart shows the responses of participants:
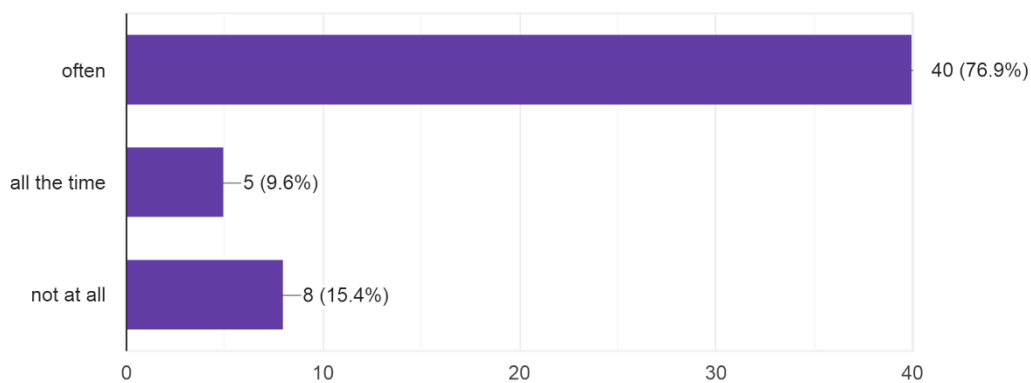
Figure 4.14 The frequency usage of phones in class

As the illustration shows, the majority of the participants, with a percentage of 76,9% , said that they Often use their smartphones in class .However , few students answered by saying that they use it all the time, with a percentage of 09,6% ; while , 15,4% of the participants announced that they don't use their smartphone in class at all .

Question 03

How do use your smartphone in class?

◯ Texting and surfing social media

◯ Reading documents related to your courses

◯ Playing games

41

The answer to this question is summarized in the coming pie chart:
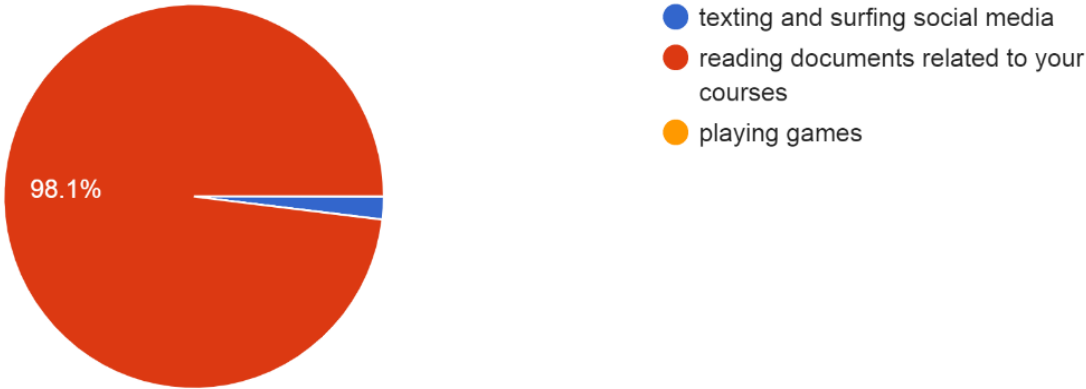
Figure 4.15 the use of phone in class

It is observed in the figure above that, the totality of the students with a percentage of 98,1%, announced that they use their smartphones for reading documents related to their courses while dealing; while only 01,9% of participants said that they use it for texting and surfing social media .Yet, no student (0,0%) declared that they use their smartphone in playing games during classes.

Question 04

The fourth question was displayed as follows,

Describe your feelings about current teaching methods in what regard:

	Boring	Quite successful	Exciting
Teachers performance in reaching your needs	◯	◯	◯
Classroom interaction	◯	◯	◯
Achieving academin goals	◯	◯	◯

The bar graphs show the answers of the fourth question:
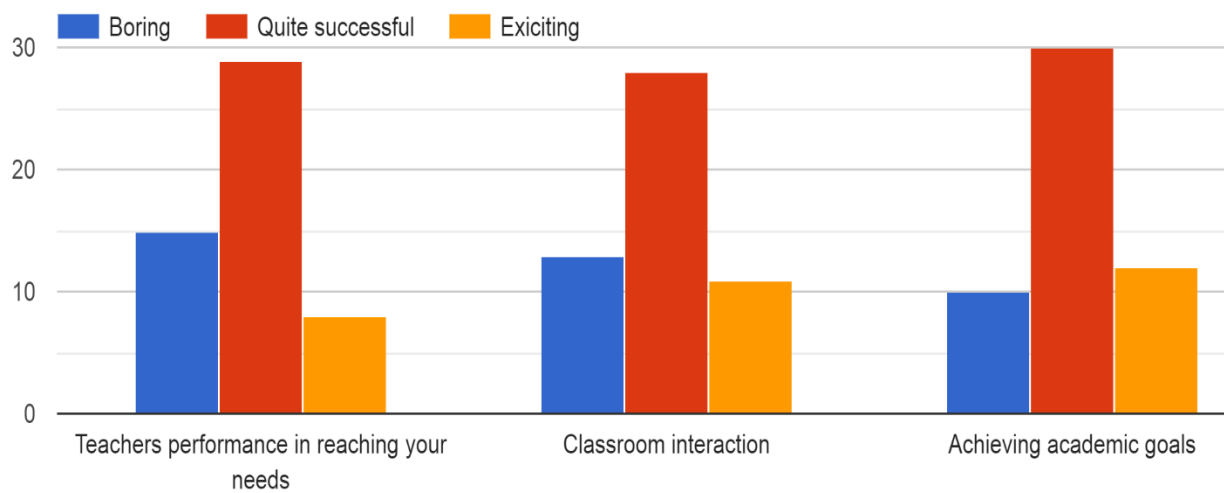
Figure 4.16. Students' perspective about current teaching methods

The previous bar graph represents an illustration of the answers provided by the students, where the majority strongly agreed on the fact that teachers performance in reaching their need and achieving academic goal is quite successful, besides having a successful interaction in class, while an average of 10-15 students though that teachers performance and classroom interaction I boring for them with little achievement in what regard the academic goals. Additionally, an average of 8-12 expressed excitement about teachers performances and classroom interaction as well as achieving academic goals.

Question 05

Have you ever experienced a Game-based learning tool such as KAHOOT?

*GBL approach is implementing games in learning environment

◯ Yes, I tried it once

◯ No, never

◯ Yes, I tried something quite similar

The answers were subdivided and organized in the coming pie charts:
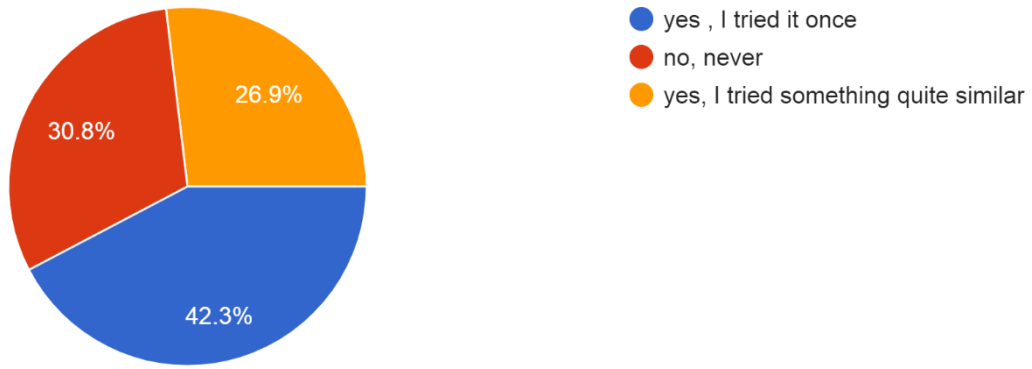
Figure 4.17: Kahoot experience

It is obvious from this pie chart that most of the students, with a percentage of 42,3% have tried game based learning tool once, whereas 26,9% of the students have tried a similar tool and 30,8% of students have never experienced such a learning tool.

Question 06

What do you think about it ?

	Boring	**Quite successful**	**Exciting**
Entertaining	○	○	○
Motivation for learning environment	○	○	○
Helpful for increasing academic performance	○	○	○

The bar graphs summarizes the answers of the sixth question:
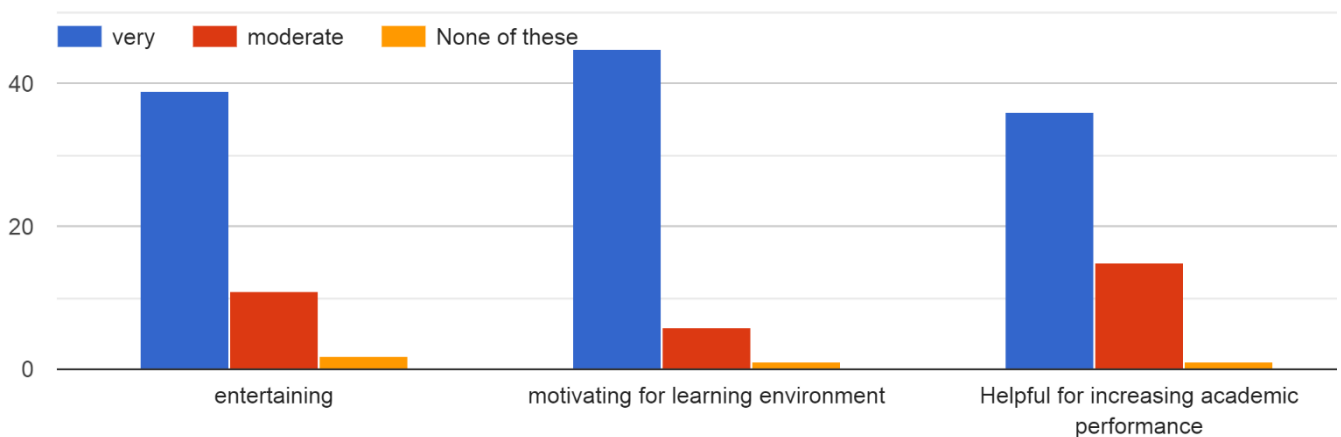
Figure 4.18 : students' attitude toward kahoot!   44

The previous bar graph represents an illustration of the answers provided by the students, where the majority agreed on the fact that the Kahoots is very entertaining and motivating for learning and also helpful for increasing academic performance with the average of more than 35 students, while 11 students said it is moderate in entertaining , only 06 students expressed that it is moderate in what regards the motivation for learning and 15 students thought that it can be helpful for increasing academic performance. Only a few (about 2-5 student) claimed that kahoot has noting to do with the entertaining and motivating for learning or even academic performance.

Question 07

Would you be glad and more motivated for learning if you knew that a KAHOOT is going to be used after a couple of sessions ?

	1	**2**	**3**	**4**	**5**	
Not really	◯	◯	◯	◯	◯	I would be thrilled

The answer to this question is clarified as follows:
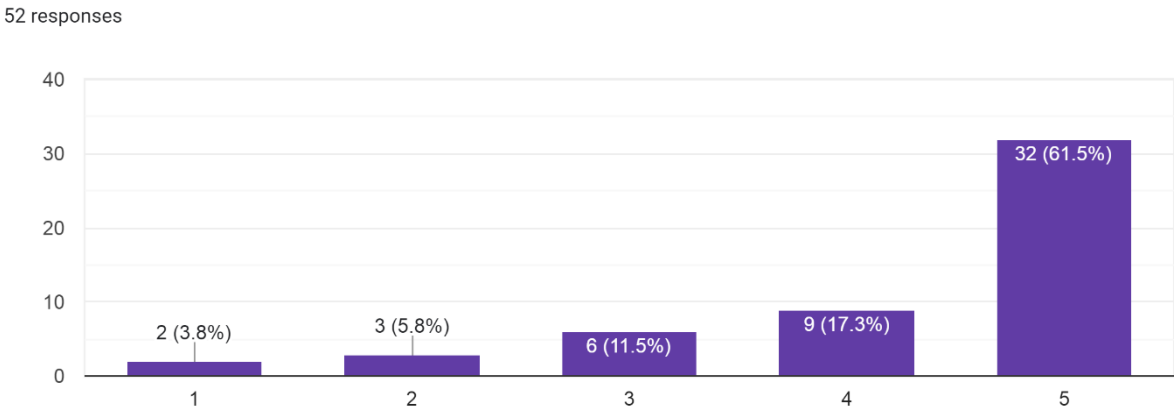
Figure 4.19: student's attitude about implementing Kahoot in next sessions

The aim of this question is to measure the level of joy and motivation students would have when Kahoots are displayed in their u coming classes. The results obtained reveal that 61,5% of students would be thrilled about having Kahoots in their classes, while nine student with a percentage of 17,3% voted for a scale of 04 on the happiness, 11,5% voted for 3 on the scale of happiness, while only 3 student with a percentage of 5,8% voted for less level of happiness which is 2 out of 5, and only 2 student with a percentage of 3,8% claimed to be not really glad nor motivated for learning with the implementing of Kahoots.

QUESTION 08

For the sessions to come, would you prefer :

◯ To study with KAHOOTS

◯ Carry on studying the usual way

◯ Implement KAHOOTs from time to time

The answers are organized in the coming pie charts:
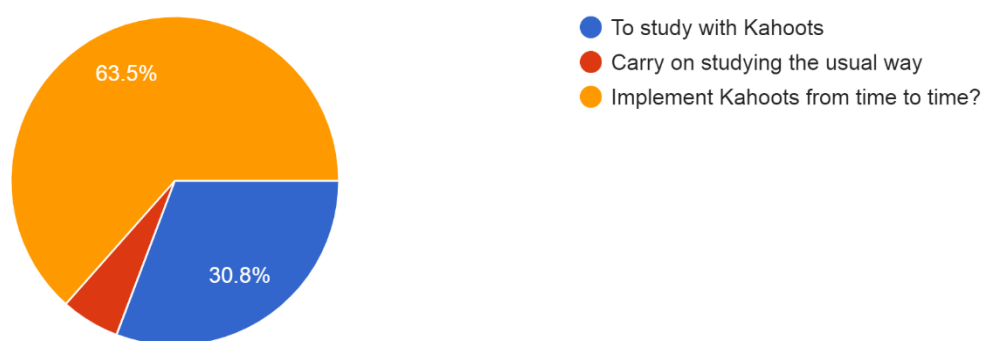
Figure 4..20: students' preference of study

It is obvious from this pie chart that most of the students, with a percentage of 63,5% prefer the implementation of Kahoots from time to time, whereas 30,8% of the students have a preference on studying with Kahoot and only 5,7% prefer to carry on studying the usual way.

4.5 Interview

4.5.1 Description of the Teachers' interview

In order to gather information about the use of Kahoot in class and its implications on the students' motivation, the researcher has conducted a structured interview on 05 teaching from the department of English at the University of Belhad Bouchain of Ain Temouchent, Ten question were asked as follows:

Question 1: Through your years of experience as an EFL teacher, have you noticed a change in the learning style of your students?

Teacher 01: Sure, there is motivation, due to circumstances Hirak and Covid.

Teacher 02: There is a constant change in learning style especially with the introduction of ICT in teaching along with the use of technology in our daily life.

Teacher 03: It is evident that each learner has a specific learning style. However, learning styles can change from time to time depending on the learner's needs, motivation and even the teacher can have an influence on the learning styles of the learners.

Teacher 04: Not really. Being able to use the Data Show when necessary provides me with the possibility to catch their interest to a certain extent.

Teacher 05: Yes of course.

Question 2: How can you rate your student motivation in the current learning environment?

Teacher 01: Medium depends on their mood, tired.

Teacher 02: Since the pandemic of Covid 19, things have changed, as students' motivation to studying was low; however, intrinsic students are always motivated.

Teacher 03: My students' motivation can be depicted to be both high and low from one student to another as it depends on how the lesson is done and in which content is being covered.

Teacher 04: Not very easy to describe this. Sometimes or let us say, the current learning environment makes me wonder if students have such a feeling. Moving from a level to another with all the minimum of efforts made students lose the sense of working hard to succeed. Success has no more the same taste, which makes motivation to learn or succeed almost alien to present day learners.

Teacher 05: The majority of our students are not motivated enough to take lectures.

Question 3: What do you think about computers and internet access within classrooms?

Teacher 01: It would better; they need them, since they are digital natives, more than important to include this.

Teacher 02: It is not entirely necessary however, technology has made it easier to learn and search for information.

Teacher 03: These technological devices can be really useful and helpful for both the learners and teachers.

Teacher 04: It would be certainly great if classrooms were equipped with PCs and an access to the net. Learners will have everything needed in front of their eyes. Internet availability can allow them better conduct research. However, the presence of such facilities is not going to make a difference if learners are not motivated. The presence of the net can make them divert from the scope of the sessions, especially for the lost and bored ones. In this case, the presence of technology can be a handicap instead of being a facilitator to learn.

Teacher 05: It refers to the connexion between teaching and technology, and this can support the learner better to take lectures.

Question 4: does your proficiency in ICTs affect your students' needs in on-line learning?

Teacher 01: Yes, lack of tools, I send the ppt due to challenging time.

Teacher 02: Yes, if the teacher does not have good ICT skills, it will affect the learning environment.

Teacher 03: Yes, it does.

Teacher 04: I never saw such a profile as a handicap because I am endowed with the determination to equip myself with whatever needed to meet my students' needs.

Teacher 05: Yes, of course.

Question 5: Game-based learning approach is introducing games in learning environment, have you ever USED such a tool?

Teacher 01: No, I heard about it.

Teacher 02: Not really, but thanks to you, I know it now.

Teacher 03: No, I did not use such tool in my lessons .Yet, I know much about this approach.

Teacher 04: No never. I can say that I used once with you as the monitor.

Teacher 05: I personally did not use it, but I have attended a session and I enjoyed it too much.

Question 6: What do you think about such learning tool?

Teacher 01: It is interesting, suitable for the type of learners and the current time.

Teacher 02: Game-based learning can be interesting to a certain type of learners.

Teacher 03: This tool can be a great method to eliminate the students boredom during the class.

Teacher 04: I find it very useful, entertaining, routine breaking and I see it useful for introducing new things, checking understanding and assessing.

Teacher 05: I consider this technique as efficient regarding the nature of the students who like to use ICT's in general including mobiles, data show….etc.

Question 7: How can you judge your current lesson design in comparison to this method?

Teacher 01: Its need change to be more adopt, change the trades.

Teacher 02: The modules I teach are more technical and I think I cannot use game-based learning with applied linguistics. Maybe in a module on history (like the one you did with American civilization).

Teacher 03: My current lesson design is well presented and animated as well either with pictures or videos as well as a set of interesting activities and tasks. Nevertheless, this method of game-based learning approach can add more fun to the lesson as it will increase the learner's motivation and concentration.

Teacher 04: This is quite a complicate question. This method can be a plus in creating a more relaxed and a funny learning and teaching atmosphere. Being used to introduce videos during or before sessions, and being used to make the content of my courses more accessible with Power Points together with using the internet to keep in touch with learners and share teaching and learning tools, I cannot judge my current lesson design of being a complete failure in the absence of such a learning approach.

Teacher 05: This was a new experience that I think to use it in the future.

Question 8: Do you think your student would be more motivated and more interactive in class if you introduced them to KAHOOT?

Teacher 01: Yes I think.

Teacher 02: For some learners, I think they would be interested (depending on their type of motivation).

Teacher 03: Surely, they will be more motivated and interact more during the lesson since it is interesting as a method.

Teacher 04: Having experienced the game once, and having seen students' enthusiasm, I think that the introduction of such a tool can be of a positive impact.

Teacher 05: Yes, they will be motivated when being involved to KAHOOT.

Question 9: Would you implement KAHOOT in your coming classes?

Teacher 01: Yes, why not.

Teacher 02: If I teach a module that, this approach can be efficient.

Teacher 03: Definitely, I will work on using this new emerging method.
Teacher 04: I guess so.

Teacher 05: I will do of course.

Question 10: Do you think our university is adapting the proper methods? What changes need to be made?

Teacher 01: For sur, especially for EFL, it should be divest environment is limiting the teacher, the conditions…

Teacher 02: Ain Temouchent and Algerian universities, in general, are still struggling with technology despite the different attempts of the Algerian government. If Covid 19 did not exist, we would not hear about blended learning. However, teachers need In-service training to learn how to use ICTs as well as learners.

Teacher 03: Unfortunately, it's not especially that there is a remarkable lack of the needed tools and devices .For this , numerous changes van be done such as working on affording tools like data shows more importantly as to create sophisticated classrooms containing computers and all the technological means in order to facilitate the implementation of such approach .

Teacher 04: Teaching equipment are necessary and this is the responsibility of our university to cover all the needs to engage this successful game (KAHOOT).

Teacher 05: Not all the time. One of the major handicaps is related to the growing number of learners. Equipping every room with the necessary material will be very costly. Besides, the material might be damaged because of the many users that might not know how to use it. Maintaining the material in a good estate can be a huge challenge.

One of the practical changes is to push learners make better and different use of their phones during sessions. Sharing the tools to be used in class in advance via mail or via Moodle will urge learners to have their material saved in their phones. Once in class, when asking them to use the phones to explore their documents can change their use of the phones. They will be using them for being focused and concentrating with the teacher.

Introducing a new learning approach such as KAHOOT is one more way to make learners make different use of their phones. The latter will replace the PCs and the personal access to the net will reduce teachers and learners dependency on the University to provide facilities that are already available but not properly used.

4.5.2 Analysis of the Teachers' interview

The structured interview has been adopted as a third tool to carry on this inquiry

In response to the first question most of the interviewees assured that the learning style of students is changing due to their use of technology and to their motivation , while only one of them contradict by stating that the use of ICT such as data show is facilitating his work

Concerning the second question, the respondents' answers were nearly different, and each teacher answered the question according to his experience in teaching the students, while some teachers noticed some problems that results to low motivation such as the Covid pandemic and the lesson design,

Regarding the third question, the responses were approximately similar, all of the interviewees agreed that internet access within classrooms could support learning.

As a reply to question four, all of the interviewees agreed, that teachers' proficiency in ICT's is necessary for achieving the students' needs

Regarding the fifth question, which aims to discover the frequent use of game-based learning tools, and all the responses were negative.

By asking this question, the researcher could determine the teacher's point of view about game based learning tool and the answer were positive claiming that this tool is interesting and can be very entertaining and efficient since the students are already familiar with the use of technology

In the seventh question, the participants answered differently, one teachers said that traditional methods needs to change while two respondent claimed that this tool can add a plus in the current learning environment, while another teacher gladly suggested to use it in the future, only one teacher mentioned that this tool cannot be helpful for his module

For this question, all the interviewees agreed that implementing Kahoot in their classes would motivated students and enhance classroom interaction

For the ninth question, all the respondents agreed to use Kahoot in their coming classes

In response to the final question, respondents claimed that the current methods adapted by our university are not unsuccessful however; they stated some problem that needs to be tackled, regarding the teaching conditions, the struggle with technology usage, lack of materials, only one teacher recommended to encourage the use of claiming that it would reduce teachers and learners dependency on the University to provide facilities that are not available or not properly used.

4.6 discussion of the main results

This research work investigates the impact of using a game based learning tool KAHOOT on learns motivation, based on the finding gathered from all the instruments namely the classroom observation , the questionnaire and the interview, which approves all of the three hypotheses, represented as follow :

- Digital immigrant teachers may struggle maintaining their student's concentration and motivation in class
- The Algerian educational system is not meeting the academic needs of today's students, and games can be a helping factor in reaching the learning goals of this new generation
- Implementing a game based learning tool such as KAHOOT may enhance the learning motivation and classroom interaction

Is was clear from the classroom observation, that students enjoyed the Kahoot game and expressed excitement about implementing such a tool in their further classes, the game allowed

them to engage in a competitive atmosphere that triggered their motivation to complete the questions and take the first place in the podium , this kind of engagement is needed in learning environment ,similarly, the results of the students' questionnaire, which was designed to gather their point of view about playing Kahoot in classes, revealed that current teaching methods are quite successful however, the experience of Kahoot made the classroom interaction more entertaining and motivating, , which confirms the third hypothesis.

From the interview's findings, the researcher concluded that learning style of students is changing due to their use of technology, which leads to struggles in maintain their motivation and reaching their learning needs, while internet access within classrooms could support learning, teachers' proficiency in ICT's is necessary for achieving the students' needs, therefore most of the teachers agreed to use kahoots in their coming classes.

The results also demonstrated that the current methods adapted by our university are not unsuccessful however; some problem needs to be tackled such as the teaching conditions, the struggle with technology usage and lack of materials. Consequently, all of the three hypotheses are confirmed.

Similarly, a study made at Language Academy, the University of Technology Malaysia by Adlina (2018) investigates the use of Kahoot! For classroom engagement, the findings has proved that Kahoot as game-based technology is effective in enhancing language skills as well as fostering engagement, it was also found that Kahoot! is motivating students to be more attentive and more engaged in classroom participation, from this study all of the responses show that playing game-base technology can accomplish classroom engagement, moreover, it is evident from the findings of this study that game-based technology such as Kahoot should be implemented in the classroom from time to time to engage the students in classroom participation (Adlina, 2018)

Learning happens every day, states Ewa (2016) however, teachers must face that gamification may be soon present in language classroom, the study revealed that it adds motivation to learning activities, while Kahoot! Enhance the perspective of winning and getting reward, and the majority of students admitted that would be glad having more games in class. Kevin Werbach, claims that 'games can motivate people to undertake activities that they otherwise wouldn't do' (Werbach K, 2014) as cited in (Ewa, 2016)

4.7 Suggestions and Recommendations

       The research owes all the finding to the classroom observation, the questionnaire and interview. Based upon the analysis of the sample responses and taking into consideration the literature review. Some guidelines and suggestions have been proposed in order to take out the beneficial use of games within education especially the implementation of Kahoot! In the classroom, for:

- Higher education administrator should take in consideration improving programs constantly because students are changing all of the time, for more academic advancement facilitation the use of internet in classes and provide the necessary materials for ICT's use.

- Teachers should take into consideration the different needs of today's students and try to equip their teaching strategies with tools that correspond to their characteristics such as Kahoot!

- Students need to raise their awareness about the wide use the games and games-based applications such as Kahoot! As it is a great alternative for university students in terms of easy access to computers, mobile devices, and availability of the internet.Game-based learning tools like Kahoot make learners curious, ambitious, and interested while increasing the levels of positive energy, exploration, fun, and competition, which helps all types of learners, even passive ones, engage in the learning process and foster collaborative and cooperative learning environments. (Nurcihan, 2019)

4.8 Conclusion

This chapter is set to verify the veracity of the formulated hypotheses. It is concerned with the analyses of the research designs. Starting by identifying the data analysis methods opted for, qualitative de quantitative, then analyse the two instruments namely the structured interview and the online questionnaire. It is also concerned with discussing the results obtained from students and teachers involved in the study, as well as interpreting the main findings
According this chapter examines the data gathered from the third year student's questionnaire and teachers structured interview, besides it presents some suggestions in order to enhance the Learning environment for today's adult digital native learners.

GENERAL

CONCLUSION

General conclusion

The evolution of Internet and technological advancement has brought significant changes to the world, and in a short time line , generations are changing fast than ever and learners of today are mostly Digital natives of this new technological world, they are accustomed to its features while their educators that are mainly from previous generations, outsiders from this world and they adapted the language of their students later in their life; This new generation of student exhibit different characteristics, their learning preferences tend toward collaborative style and value-oriented, multi-task thinking, they spend more time interaction on the web and playing video games than reading actual books, they have been shaped by this technology-rich environment, therefore they expect a teaching environment that corresponds to their virtual world, this implies for real challenges for the educators of this new generation, teachers need to be aware of such distinctions therefor the vision of foreign language teaching and learning must cope with the rapid integration of technology and the internet while motivation is one of the most important factors that affects learning and teaching process, from a psychological perspective, motivation is an essential personality trait that a language learner needs to produce a foreign language.

Therefore, it has been hypothesized by the researcher that Digital immigrant teachers may struggle maintaining their student's concentration and motivation in class and the Algerian educational system may not meet the academic needs of today's students while games can be a helping factor in reaching the learning goals of this new generation and by Implementing a game based learning tool such as KAHOOT, it may enhance the learning motivation and classroom interaction.

The researcher used both qualitative and quantitative methods of investigation to check the research hypotheses**,** by conducting a classroom observation and hosting Kahoot with the L3 students of English at the University of Ain Temouchent, the researcher has also conducted a structured interview on 05 teachers from the department of English at the University of Belhad Bouchain of Ain Temouchent, as well as a questionnaire directed to students.

The finding revealed that students enjoyed the Kahoot game and expressed excitement about implementing such a tool in their further classes, the game allowed them to engage in a competitive atmosphere and that triggered their motivation, this kind of engagement is needed in learning environment ,similarly, the results of the students' questionnaire, revealed that

current teaching methods are quite successful however, the experience of Kahoot made the classroom interaction more entertaining and motivating,

The results also demonstrated that the current methods adapted by our university are not unsuccessful however; some problem needs to be tackled such as the teaching conditions, the struggle with technology usage and lack of materials. Consequently, all of the three hypotheses were confirmed.

At the end, the research sets some guidelines and suggestions that education administrator and teacher should take into consideration the change in learning style as well as raising awareness about the use of game based learning tools such as Kahoot! To facilitate and motivate the learning environment.

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Appendices

Appendix A

Student's questionnaire

Dear Students,

The following questions are proposed to gather your opinions about implementing a game-based tool such as a Kahoot in classrooms within the University of Belhadj Bouchaib. Your responses to the questions below are thought to be of a valuable contribution to the whole educational framework.

Question 01:

Do you have a smart phone?

◯ YES

◯ NO

Question 02

How often do you use it in class?

◯ Often

◯ All the time

◯ Not at all

Question 03

How do use your smartphone in class?

◯ Texting and surfing social media

◯ Reading documents related to your courses

◯ Playing games

Question 04

Describe your feelings about current teaching methods in what regard:

	Boring	Quite successful	Exciting
Teachers performance in reaching your needs	◯	◯	◯
Classroom interaction	◯	◯	◯
Achieving academin goals	◯	◯	◯

Question 05

Have you ever experienced a Game-based learning tool such as KAHOOT?

*GBL approach is implementing games in learning environment

◯ Yes, I tried it once

◯ No, never

◯ Yes, I tried something quite similar

Question 06

What do you think about it ?

	Boring	Quite successful	Exciting
Entertaining	◯	◯	◯
Motivation for learning environment	◯	◯	◯
Helpful for increasing academic performance	◯	◯	◯

Question 07

Would you be glad and more motivated for learning if you knew that a KAHOOT is going to be used after a couple of sessions ?

	1	2	3	4	5	
Not really	◯	◯	◯	◯	◯	I would be thrilled

QUESTION 08

For the sessions to come, would you prefer :

◯ To study with KAHOOTS

◯ Carry on studying the usual way

◯ Implement KAHOOTs from time to time

Appendix B

Teachers' interview

Dear teachers,

This interview is part of a master project carried out to investigate the impact of implanting game based learning tool KAHOOT in order to enhance learners' motivation. So would you do me the honour and answer the following questions as clearly as possible.

Q1: Through your years of experience as an EFL teacher, have you noticed a change in the learning style of your students? if yes, tell me about that
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Q2: How can describe your students' motivation in the current learning environment?
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Q3: What do you think about computers and internet access within classrooms?
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Q4: does your proficiency in ICTs affect your students' needs in on-line learning ?
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Q5: Game-based learning approach is introducing games like KAHOOT in a learning environment, have you ever USED such a tool?
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Q6: What do you think about such learning tool?
…………………………………………………………………………………………………
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Q7: How can you judge your current lesson design in comparison to this method?
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Q8: Do you think your student would be more motivated and more interactive in class if you introduced them to a KAHOOT
…………………………………………………………………………………………………
…………………………………………………………………………………………………
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Q9: Would you implement a KAHOOT in your coming classes?
…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………………

Q10: Do you think our university is adapting the proper tools for on-line learning ? What changes needs to be done?
…………………………………………………………………………………………………

Resume

En raison de la large diffusion de la technologie, la perspective actuelle de l'apprentissage et de l'enseignement est confrontée à de nouveaux défis, à différentes caractéristiques et à différents styles d'apprentissage que les natifs numériques de ce nouveau monde présentent, de nouvelles stratégies d'apprentissage émergent avec l'intégration rapide de la technologie et de l'Internet, comme l'outil d'apprentissage par le jeu, à savoir Kahoot !

Kahoot est une plateforme en ligne qui permet au processus d'apprentissage d'être plus amusant et motivant, sous forme de quiz et de questions amusantes.

Le présent travail vise à étudier l'impact d'un outil d'apprentissage par le jeu tel que Kahoot ! sur l'amélioration de la motivation des étudiants et de l'interaction en classe, en menant une étude de cas sur des étudiants de L3 au département d'anglais de l'Université Belhadj Bouchaib d'Ain Temouchent. Cette étude est basée sur trois outils de recherche : le chercheur a effectué une observation de classe mettant en œuvre un Kahoot dans une session de culture et de civilisation, un questionnaire a été adressé aux étudiants qui ont expérimenté le Kahoot, et un entretien structuré a été réalisé avec 05 enseignants du même département pour recueillir leur point de vue sur ce moyen d'apprentissage.

Les données recueillies ont été analysées quantitativement et qualitativement. Dans l'ensemble, les résultats indiquent que tant les élèves que les enseignants ont aimé le jeu et qu'ils l'ont apprécié. Les résultats ont également démontré que le Kahoot pouvait augmenter l'interaction en classe.

En outre, les données ont révélé que Kahoot pouvait avoir des résultats et une influence significative sur la motivation des élèves ; enfin, cette étude montre que l'apprentissage par le jeu répond aux besoins des élèves et a un effet positif sur leurs résultats scolaires.

Le chercheur espère que ces résultats sensibiliseront à l'utilisation de ces méthodes et encourageront les administrateurs à faciliter la mise en œuvre de ces outils d'apprentissage modernes.

تلخيص

بسبب الانتشار الواسع للتكنولوجيا، يواجه المنظور الحالي للتعلم والتعليم تحديات جديدة و وأساليب تعلم مختلفة يواجهها الاساتدة في هذا العالم الجديد، تظهر استراتيجيات التعلم الجديدة مع التقدم السريع للتكنولوجيا والإنترنت، مثل أداة التعلم القائمة على الألعاب كاهوت التي تعتبر منصة عبر الإنترنت تسمح لعملية التعلم بأن تكون أكثر متعة وتحفيزًا، في شكل اختبارات وأسئلة ممتعة

يهدف هذا العمل إلى دراسة تأثير أداة التعلم القائمة على اللعبة حول تحسين تحفيز الطلاب وتفاعلهم في الفصل الدراسي من خلال إجراء دراسة حالة لطلاب السنة الثالثة في قسم اللغة الإنجليزية بجامعة بلحاج بوشعيب في عين تموشنت. تستند هذه الدراسة إلى ثلاث أدوات بحثية: أجرى الباحث ملاحظة صفية لتنفيذ، وتم إرسال استبيان إلى الطلاب الذين اختبروا اللعبة كما وأجريت مقابلة منظمة مع 05 معلمين من نفس القسم لجمع آرائهم حول وسيلة التعلم هذه

تم تحليل البيانات التي تم جمعها من الناحية الكمية والنوعية. بشكل عام،حيث تشير النتائج إلى أن كلاً من الطلاب والمعلمين استمتعوا باللعبة وقدروها. أظهرت النتائج أيضًا أن يمكن أن تزيد من التفاعل في الفصل الدراسي.

بالإضافة إلى ذلك، كشفت البيانات أن يمكن أن يكون لها نتائج كبيرة وتأثير على دوافع الطلاب

يأمل الباحث أن تؤدي هذه النتائج إلى زيادة الوعي باستخدام هذه الأساليب وتشجيع المسؤولين على توفير الادوات اللازمة لتحقيق النجاح الاكاديمي.

Summary

Due to the wide spread of technology, the current perspective of learning and teaching is facing new challenges, different characteristics and different learning styles that digital natives of this new world present, new learning strategies are emerging with the rapid integration of technology and the Internet, such as the game-based learning tool, namely Kahoot!

Kahoot is an online platform that allows the learning process to be more fun and motivating, in the form of quizzes and fun questions.

The present work aims to study the impact of a game-based learning tool such as Kahoot! on improving student motivation and classroom interaction, by conducting a case study on L3 students at the English department of Belhadj Bouchaib University in Ain Temouchent. This study is based on three research tools: the researcher carried out a classroom observation implementing a Kahoot in a culture and civilization session, a questionnaire was sent to students who have experienced the Kahoot, and a structured interview was carried out with 05 teachers from the same department to collect their point of view on this means of learning.

The collected data were analyzed quantitatively and qualitatively. Overall, the results indicate that both students and teachers liked the game and that they enjoyed it. The results also demonstrated that Kahoot could increase interaction in the classroom.

In addition, the data revealed that Kahoot could have results and a significant influence on the motivation of students; finally, this study shows that learning through play meets the needs of students and has a positive effect on their academic results.

The researcher hopes that these results will raise awareness of the use of these methods and encourage administrators to facilitate the implementation of these modern learning tools.