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Investigating the Use of Gamification in an ESP context to Promote Students' Motivation: Case of First-Year Economy Students at the University of Ain Temouchent

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Dedication I

First and foremost, I thank God Almighty for granting me success.

I dedicate the fruit of my efforts and studies

to my caring mother the one who was and still is a candle that led me to the path,

My generous father who paved the path of knowledge for me,

illuminated the flow of knowledge for me, and worked hard for me.

To my sister and two brothers, as well as their children.

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Abstract

English for Specific Purposes (ESP) has emerged as an important field in language education, recognizing the value of English in a wide range of contexts. ESP refers to English teaching and learning that is tailored to the learners' specific needs and objectives, this is on the one hand. On the other hand, technology has revolutionized the teaching and learning processes since its rapid development has radically changed the paradigm of English language teaching allowing students to have more individualized, immersive, and stimulating learning experiences. The use of innovative learning techniques that can have a positive impact in the classroom is becoming increasingly common; gamification is one of such techniques. It is a viable strategy used to enhance motivation and engagement in programming classes among students. As far as the present research work is concerned, the researchers noticed that ESP students in general and Economy students in particular are not motivated to learn the English language, though it is an important language that is highly recommended in their field of study either to read articles or to attend international conferences. Based on this observation, the researchers attempted to explore the use of gamification in such context as a way to motivate. The present study, thus, roughly aims to explore the effects of using games in promoting ESP students' motivation and to highlight the major hindrances of using games in ESP context. For this sake, the researchers use a case study research method. They conducted two questionnaires to collect the necessary data, a questionnaire for 82 first year Economy students and another one with their ESP teachers. The main results obtained from the data collected showed that the use of gamification has a positive impact and plays an effective role in enhancing students' motivation and helps them achieve better results in learning English language. It also showed that, the use of games improves their problems skills' and decrease the level of anxiety and stress. Based on the study's conclusions; to improve their effectiveness in the teaching and learning processes, the researchers provided several recommendations and suggestions for both teachers and students.

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List of Acronyms

-**ESP**: English for specific purposes.

-**ETL:** English teaching

-**EGP**: English for general purpose.

-**EFL**: English as a Foreign Language.

-**ESL**: English as a Second Language.

General Introduction

General Introduction

In today's increasingly interconnected and globalized world, English is the most commonly spoken language in the world. Mastering English makes any nation advanced in different fields including education. Indeed, English plays a predominant role in every educational system by promoting effective learning abilities and hence better employment abilities in the future. Algeria, like many other developing countries, has undergone several historical transformations that have shaped its language and cultural identity. These historical developments are characterized by the evolution of the status of the English language by primarily seeking circumstances to enhance the development of learning and innovation capabilities. Institutions in Algeria are attempting to foster innovation and provide different forms of assistance for its implementation to advance learning and creative capacities. Consequently, educators work hard to enhance the foreign language instruction of English to facilitate communication in all its forms by helping students become more proficient in speaking, listening, reading, and writing.

English for Specific Purposes (ESP) has arisen as a critical field in language education, recognizing the importance of English in a variety of domains. ESP refers to English teaching and learning that is personalized to the learners' unique needs and goals. ESP focuses on the target linguistic needs of students. It refers to teaching a particular English genre to students with certain learning objectives that are goal-oriented and concentrated on English teaching and learning. Teachers confront a variety of challenges while teaching ESP, including features and demands of learning ESP, English competence, language variations, a lack of vocabulary from the part of students; in addition to obstacles associated with the environment including shortage of teaching materials and the large number of students from the part of teachers. The psychological variables of students also play a significant role in an ESP context including mainly: anxiety and lack of motivation. Indeed, In ESP, the breadth of themes, learning content, and materials are all confined to professional demands, making it difficult for teachers to keep students' interest and willingness to learn.

The point of common between general English and ESP has been, therefore, educators' concerns for providing ways and environments for good teaching and learning i.e. seeking suitable ways to better engage learners. To establish conditions for improved learning performance, teachers must examine traditional teaching techniques and existing teaching practices and constantly seek new and innovative teaching strategies that will increase their students' motivation and learning engagement. One such technique is gamification, the incorporation of gamification tactics and aspects into teaching is an innovative way to increase student motivation, learning engagement, and achievement. The use of games in an English as a Foreign Language (EFL) context is highly effective. Games offer a fun and relaxed environment, which can reduce anxiety and boost learners' willingness to actively participate in the learning process. It also provides an exciting and dynamic way for students to practice language skills, strengthen vocabulary, and increase fluency. Games are effective in EFL classrooms for creating a good learning environment, improving student motivation, and encouraging active involvement.

Similarly, including games with ESP can be effective. Games can assist ESP students to practice and use the particular vocabulary, grammar, and communication skills needed in their chosen areas. By participating in game-based activities, ESP students can increase their language ability in a more participatory and pleasant setting, which can lead to better success in academic or professional undertakings.

As far as the present research work is concerned, the researchers noticed that ESP students in general and Economy students in particular are not motivated to learn the English language. Though it is an important language and they use in a variety of ways including mainly to read articles available only in English and to attend international conferences, yet they are still not motivated so they wanted to examine whether the use of gamification in an ESP context is likely to increase students' motivation to learn or not.

The present study, thus, aims to see the effectiveness of gamification in the ESP context through exploring how it promotes student motivation among first-year Economy students at Belhadj Bouchaib University. Accordingly, the researchers attempt to respond to these questions:

1-To what extent does the integration of gamification with first year Economy students' influence their motivation?

2- What are the effects of gamification on first year Economy students' motivation and academic performance?

In response to these research questions, the following hypotheses have been developed:

1. - The integration of gamification among Economy students will increase their motivation to a high extent.

2. The effectiveness of gamification in promoting motivation among Economy students impact their academic achievement, however, this will depend on the specific gamification elements used, the learning goals, and the students' individual characteristics and preferences.

In order to answer the research questions and test the above stated hypotheses, the researchers opt for a case study. The data is gathered both quantitatively and qualitatively using two main questionnaires: one for students and one for teachers. 80 first year students in the Economy department at Belhadj Bouchaib University compose the study sample. In order to compare the information acquired, a sample of four teachers who teach ESP to the same students participated in the current study.

This research is divided into three chapters. The first chapter is all about the theoretical framework of the research; to be more specific, it is about ESP and gamification, in addition to many aspects on the concept of gamification such as its elements, its effect and how to promote students' motivation in learning. The second chapter describes the methodology used and data collection, in addition to the analysis and the interpretation of the findings gathered from the research instruments. The third chapter is concerned with suggestions and recommendations on the basis of the research findings.

Chapter One: Literature Review

1.1 Introduction:

In Algerian ESP classrooms, integrating interactive instructional techniques into the mix of didactic methods is necessary for both successful student teaching and a positive learning environment. One technique is gamification. Playing games can be a very effective way to enhance the learning process. Motivating students is one of the hardest things one has to do as an educator. In an ESP context, numerous elements, such as the complexity of the material, unique learning preferences, and outside distractions, might influence a student's motivation. The present chapter constitutes the theoretical part of the work, it is divided into three main sections. The first part, provides the theoretical background covering the field of ESP, its types, characteristics, and objectives, the difference between ESP and EGP, and its needs Analysis. This chapter also attempts to identify gamification, game elements, its advantages, and the most suitable applications. In conclusion, the last section tackles with the definition, types, and theories of motivation as well as how gamification can be used to increase ESP students' motivation.

1.2. ESP Defined

Defining ESP is extremely difficult since it is defined in numerous ways. Some present ESP as basically the teaching of English for any purpose that may be stated. Others, are more precise, characterizing it as the instruction of English for use in academic works, the instruction of English for professional or proficient reasons, or the instruction of English for non-native speakers of the language who acquire the language for certain objectives. To start with, Mackay and Mountford (1978: 2) state that "ESP is generally utilized to allude to the educating of English for a utilitarian purpose" which means, students are taught English to develop specific language skills through real-world scenarios so they can use the language in their future careers or understand English-language conversations on subjects about their area of expertise.

As Hutchinson & Waters (1987) define, ESP is a method of teaching languages that bases all decisions about content and methodology on the reasons why students are learning. Anthony (1997) contends that some people portrayed ESP as just being the teaching of English for any given cause. Others, like John Swales, Dudley-Evans and Alan Waters however, were more precise when they defined it as "teaching English for professional or proficient purposes" or "using English in scholarly considerations". This indicates that ESP's role is to help language learners develop the necessary skills so they can prepare to use them in a particular subject of study, career, or setting. On the other hand, Richards and Rodger (2001) state, that ESP is a development that aims to meet the language needs of learners who need English to perform specific tasks (such as being a student, engineer, or nurse), and who should acquire content and practical skills through the language rather than mastering it for its own sake. Finally, since they defined ESP as teaching certain English language content and abilities to a particular group of

learners to assist them in effectively communicating in academic or professional settings, all of the aforementioned definitions (from 1978 to 2001) can be seen as sharing a common core.

1.2.1. ESP Characteristics

By eliminating criteria that set ESP apart from "General English," Dudley-Evans and St John (1998) advanced the definition of ESP as presented by Strevens. Strevens (1988) defines ESP by identifying its absolute and variable characteristics. He makes a distinction between four absolute characteristics and two variable characteristics. Dudley-Evans and St John re-examined and increased the number of variable characteristics, outlining the primary characteristics of ESP.

1.2.1.1.Absolute Characteristics:

ESP has many ultimate characteristics that can never change these characteristics can be summarized in the following points:

- ESP is designed to cater to the individual needs of the students.

- It utilizes the fundamental tactics and exercises of the curriculum it supports.

- Its focus is on language (including grammar, lexis, and register), skills, discourse, and genre that are relevant to these exercises.

1.2.1.2.Variable Characteristics:

ESP can also have a lot of characteristics that can vary according to different receiving categories and this can be summarized in the following points:

- ESP may be designed for or connected to specific fields.

- It may employ a different teaching approach from General English in some circumstances.

- It is used in a professional setting or at a postsecondary educational institution.

- ESP is probably going to be delineated for adult learners. Nonetheless, it might be intended for high school students.

- ESP is often intended for advanced or intermediate learners, but still it can be used with beginners.

- Most ESP courses assume some basic knowledge of the language systems.

Theoretically, the two are identical, but in actuality, there are significant differences. Though it is frequently distinguished from General English, ESP teaching activities are based on facts about the nature of language, language

learning, and language instruction.

1.2.3. Types of ESP:

The evolution of ESP overtime gave rise to differing opinions on its division. Researchers such as Hutchinson and Waters offer many categories; with the introduction of the "Tree of ELT" in 1987, they created one of the most well-known and practical theories about the branches of English language education. Hutchinson and Waters subdivided ESP into three categories:

a) English for Science and Technology (EST).

b) English for Business and Economics (EBE).

c) English for Social Studies (ESS).

Every kind, with its diverse and substantial body of human sciences research, focuses on a specific area of scientific knowledge, such as technology, business, and economy, or the social domains generally. Additionally, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) are two more sub-branches that fall under each of these categories. In the ESS branch, "English for Psychology" is an example of EOP, and "English for Teaching" is an example of EAP. However, the distinction between Hutchinson and Water's EAP and EOP classification is not entirely evident, therefore further clarification is necessary to distinguish between them. Dudley-Evans and St John offered another model that is displayed in the following figure:
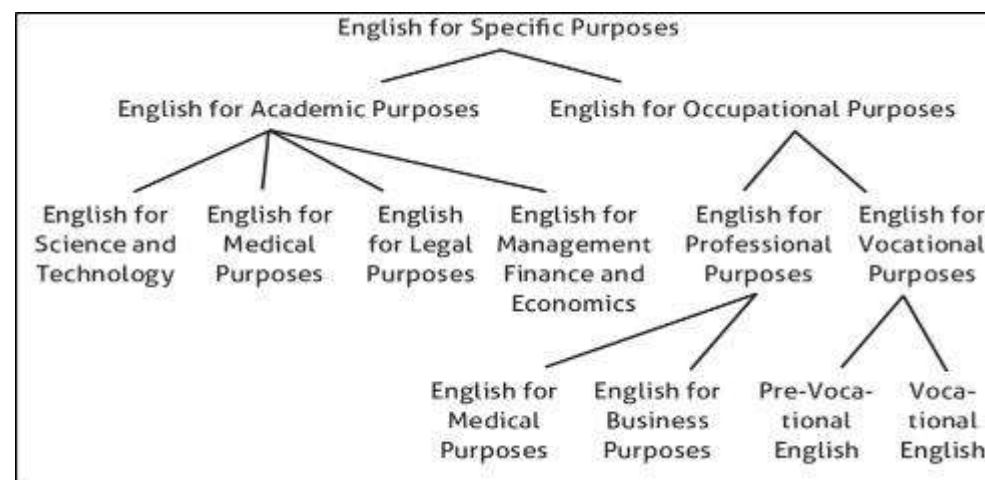
Figure 1.1: *EAP & EOP deviation Dudley-Evans and St John's (1991)*

According to the Dudley-Evans model, there is an additional category of English instruction known as vocational and pre-vocational English. This category includes instruction for training (non-professionals in the workforce) and pre-work contexts, which focus on teaching job search skills and interview techniques (Bojovic, 2006:489). Teaching language used in administration, medicine, and law is at the center of EOP's primary focus of preparing students for careers. Conversely,

EAP is "generally taught within educational institutions to students needing English in their studies" (Kennedy and Bolitho, 1984:4), serving to fulfil the communicative demands of the students. According to Hutchinson and Waters (1987: 6), there is little difference between EAP and EOP because "many times, students will use the language they learned for immediate use in a study environment later when they take up or return to, a job". People can work and study simultaneously. Carter (1983) combined EAP and EOP into a single ESP type; this grouping suggested that the ultimate goal of both EAP and EOP is employment.

1.2.4. The Difference between ESP and EGP

There are a lot of differences in practice, according to Hutchinson and Waters (1987), but theoretically, there is no difference between the two. Though it is sometimes compared to General English, ESP is founded on language-teaching facts, much like any other activity. Although General English is a language-centered approach that focuses on learning language from a wide discernment covering all the language skills and the cultural aspects of the English-speaking community, ESP teaching is known to be learner-centered, where learners' needs and objectives are of incomparable value. "The general with which we are contrasting the specific is that of General education for life, culture and literature-oriented language course in which the language itself is the subject matter and the purpose of the course" (Robinson, 1980: 6), in an ESP context, students acquire "English in route to the acquisition of some quite different body of knowledge and set of skills" (Robinson 1980: 6) following the identification and analysis of individual learning requirements. One further way that ESP differs from general English courses is that its students are primarily adults who are conscious of their language demands (Hutchinson & Waters 1987). Although general English classes are required of pupils in schools, their main goal is to pass the exams. According to Basturkmen (2006), ESP attempts to accelerate students through to a known destination to achieve specified objectives, while general English language education (GEL) prefers to set off from a certain point to an indeterminate one. She further asserts that "the belief that ESP is primarily a practical endeavour can result from the emphasis on getting from point A to point B in the most time- and energy-efficient way" (Basturkmen, 2006: 9); the emphasis on practicality in ESP can lead to prioritizing efficiency over other aspects of language learning. This practical approach might lead to a restricted concentration on accomplishing a specific objective, such as talking well in a certain setting, while overlooking other vital components of language competency. Discussions over the ESP's aims and objectives are still ongoing.

1.2.5. Objectives of Teaching ESP

To provide students with the ability to acquire information in a broad sense is the primary goal of the teaching and learning process. Regarding ESP five overarching goals should be attained, according to Basturkmen (2006). These goals serve as the foundation for the particular teaching method.

- **Identifying language use specific to a subject:** To assist learners in communicating effectively in a given situation, ESP concentrates on the language used in a certain subject or field, such as commerce, engineering, or medicine.

- **Achieving desired performance levels:** The goal of ESP is to assist students in acquiring the language abilities required to carry out particular tasks or accomplish particular objectives in their intended setting.

- **Instructing fundamental information:** ESP gives students the vocabulary and expertise they need to comprehend and use fundamental ideas in their profession.

- **Becoming proficient in strategic thinking abilities:** To effectively communicate in their target environment, ESP promotes learners to acquire strategic thinking abilities, such as problem-solving and analysis.

- **Cultivating a critical mind set:** ESP helps students develop their analytical and critical thinking abilities, which helps them assess data and make wise judgments in their area of expertise.

These objectives are based and adopted from Stern's (1992) who also identifies five main objectives related to ESP:

a) **Create target performance competencies:** This goal focuses on the language skills that learners need to be competent at, as well as their language-related behaviours. This orientation falls within the proficiency and strategic thinking category of Basturkmen.

b) **Teach underlying knowledge:** In addition to language proficiency, the goal is to have learners comprehend the fields in which they will study or work. "We can categorize the goal of teaching underlying knowledge as a cultural knowledge objective based on Sterns' classification (1992)" (Basturkmen, 2006: 13). According to Stern's classification (1992), the comment by Basturkmen (2006: 13) indicates that the aim of imparting underlying information in ESP can be classified as a cultural knowledge objective. This indicates that giving students a stronger grasp of the cultural background and ideas associated with their field of study or career is the goal of teaching underlying knowledge.

c) **Develop your strategic competence:** According to Basturkmen, strategic competence is the connection between linguistic proficiency and situational context. Basturkmen describes strategic competency as the link between language skills and situational context. This indicates that strategic competence is the ability to tailor language use to the context and scenario in which communication occurs. Strategic competency is essential in ESP (English for Specific Purposes) because it allows students to communicate effectively in their target context, which is frequently defined by specific activities, genres, and cultural norms.

d) **Gain strategic competence:** According to Basturkmen (2006: 139), "strategic competence is the link between the context of situation and language knowledge", this objective is related to the idea of facilitating effective and successful communication in the target situation.

e) **Encourage critical awareness:** According to Basturkmen (2006: 143), "this objective can be linked to the cultural knowledge and affective objectives in Stern's (1992) classification." Its goal is to increase students' understanding of the target situation on a conscious and cultural level.

There are a lot of similarities between the goals that Basturkmen articulated for the ESP context and those that Stern (1992) established for language instruction. Mastery of the language can come from the teaching and learning process linked to the right methodology by correctly using the language in a given environment. Furthermore, any type of ESP needs to follow a process to provide appropriate learning experiences that facilitate the teacher's work and the learners' learning process.

1.2.6. ESP Teaching Process

ESP teachers and practitioners must consider certain factors when designing an ESP course. This process is much more complicated than general English language teaching because in ESP many components control the workload, such as: "needs analysis, course and curriculum design, material selection (and production), teaching and learning, and evaluation" (Dudley-Evans and Johns 1998: 121). This process, which has a significant impact on the development of ESP courses, consists of assessing the learners through a comprehensive needs assessment and enrolment analysis process; then determining what materials would be best suited and determining the evaluation criteria. According to Dudley-Evans and St John, these elements are cyclically related and each one must be closely considered to determine whether it will ultimately achieve the learners' goals.

Needs analysis and course design are the most important steps in the ESP teaching process. According to Hutchison and Waters (1987), the course designer should ask questions whose final answers will be the basis for the subsequent processes of curriculum design, materials, instruction, and evaluation. The following diagram shows the three main questioning units:
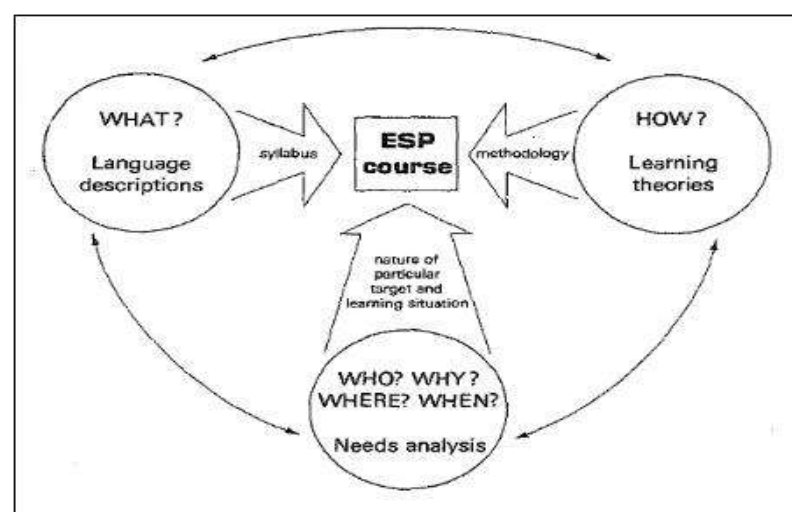
FIGURE 1.2 factors affecting ESP course design Hutchinson & Waters (1987)

According to Hutchinson and Waters (1987: 23), language description is "how the language system is broken down and described for learning." It provides an answer to the "what" issue by identifying the language that students will need to acquire in the course. Needs analysis provides answers to the "who," "why," "where," and "when" questions in the target learning scenario.

The final one poses the question of "how" to choose the most effective learning theory to develop the methodology's theoretical foundation.

1.2.6.1. Needs Analysis:

The most common aspect of ESP is needs analysis, which is commonly recognized as a criterion or a crucial component of ESP. It typically takes into consideration the initial needs of learners, including learning needs. Need analysis is defined as a set of procedures for specifying the parameters of the course of study (Nunan, 1988). In its broadest sense, needs analysis is the process of gathering data regarding the requirements of students. In "needs analysis," the word "needs" refers to different categories or meanings. It speaks about the coursework that students must complete or the job requirements that they must meet by the end of the course. In this context, it could be more acceptable to refer to needs as aims.

In addition, Widdowson notes that it also refers to the actions that language learners must take to truly acquire the language. This understanding of needs concerning transitional behaviours is process-oriented (Widdowson, 1990). This means that it concentrates on the transitional behaviours that learners must adopt to effectively utilize the language in their target setting. Usually, needs analyses are done right before or at the start of a course. Determining what data must be gathered, when it should be gathered, by whom, via what means, and for what reasons is the first step in performing a requirements analysis.

Naturally, the information on learner needs that is requested can be divided into two groups. The first is simply biographical information, but the second is more intimate and pertains to the learner's wants and preferences (Nunan, 1988). There are different methods for analysing needs including in-depth interviews, questionnaires, and observation. According to Hutchinson & Waters (1993), needs can be divided into two categories: target needs and learning needs. Needs that are specific to the target scenario are addressed by target needs. Three major terms are part of target needs: necessities, lacks, and wants.

➢ **Necessities:** refer to the academic or occupational requirements necessary for the learner to function effectively in goal setting. Accordingly, needs "are perhaps more appropriately described as objectives" (Robinson, 1991: 7) to be met.

➢ **Lacks:** refer to a learner's deficiencies in English, such as areas they disregard or struggle with. Lacks are the gaps between the learners' initial or real condition in terms of language proficiency or aptitudes and the one required after completing the language training.

- ➢ **Wants:** refer to learners' expectations and goals for learning English, including what they hope to gain from the course.

A program's core is its learners, according to all of the criteria given above. Any lesson is directed towards them rather than the item. Their requirements will dictate the syllabus's content specifications, which will take into account concepts, language proficiency, structures, functions, ideas, topics, themes, contexts, and interlocutors. There may be some differences amongst learning groups as a result of the selection process being based on the requirements of the students. There will be variations in how different learner requirements are addressed especially, once again, in light of the necessities that underpin the motivations for their English language study.

To sum up, needs analysis is an important criterion in ESP. Firstly, it allows to get more feedback on the structure, content, and execution of language programs. Secondly, it can be applied to the development of contents, aims, and objectives. Thirdly, it functions as a tool for program evaluation (Richards, 1996). As the needs analysis forms the basis for the coherent objectives and subsequent decisions about the course content, it is strongly advised that this process should be carried out as much as possible before the start of any course or series of courses and that it should be repeated throughout each course (Richterich, 1972).

1.3. Gamification Defined

Different viewpoints have given distinct definitions to games. Several writers have attempted to define the term "gamification". To start with, Gamification, as described by Karimi & Nickpayam (2017), is the application of game mechanics and rules to a non-gaming situation, such as language acquisition. Jassim and Dzakiria (2019:49) describe a game as "an educational technique related to learning". This essentially indicates that games may be utilized as a teaching tool for learning. In contrast, games are a natural way for students to learn about the world around them, according to Blanka (2015). It should, therefore, be a fundamental component of their education, along with studying foreign languages. As previously mentioned, Blanka describes that games give students, especially young ones the right kind of atmosphere so they may utilize their senses to try to make sense of the world.

Hadfield (1999), defines game activity in relation to rules, it should contain a goal, and an element of fun. Games ought to be considered an essential component of the language curriculum. On the other hand, Figeroa (2015) states that the gamified process depends on the involvement of an individual, or "user," and how crucial it is to inspire this user by incorporating game elements like strategies, mottos, or feedback to meet predetermined objectives. Aside from that, the author highlights that gamification is the process of adding game components such as points, badges, leader boards, and challenges into non-game contexts, with the major aim of enhancing the entertainment value of an activity. In other words,

gamification makes use of game elements like objectives or rules.

Gamification can be applied in different areas, such as education, marketing, and healthcare. According to Deterding et al. (2011), gamification is the employment of game components in "non-game environments", therefore, it is important to distinguish between real games and instructional games while discussing the idea of gamification. Furthermore, it is crucial to define game-based learning which involves the design of actual games or game-like experiences with a specific learning goal in mind. Game-based learning is frequently more engaging, and it is intended to teach certain skills or knowledge (Deterding et Al. 2011). According to Bruder (2015), there is a difference between gamification and games.

In a nutshell, Gamification can be defined as the use of games in a non-game context with applying game principles and the major aim is to instruct and learn; hence, it is not the same as genuine games where the major aim is entertainment.

Several researchers such as Kim and al (2017) have investigated the application of gamification in the English as a Foreign Language (EFL) environment to improve students' motivation and engagement. The following are some significant conclusions and revelations:

- ❖ **Motivating and Including:** Since gamification adds enjoyment and entertaining components to the learning process, it can boost students' motivation and engagement in EFL lessons. Because students are more inclined to participate in communicative and cooperative activities when gamification is used, this can result in more active involvement and real language acquisition.

- ❖ **Digital Gamification vs Non-Digital Gamification:** Even while digital gamification technologies have their advantages, non-digital gamification techniques can also be helpful, particularly for educators who lack access to digital resources or who may have difficulty with digital literacy.

- ❖ **Theoretical Structure:** Theoretical stances like Flow Theory, Expectancy-Value Theory, and Self-Determination Theory can aid in comprehending the motivating facets of gamification in EFL settings. Flow theory, developed by Mihaly Csikszentmihalyi, suggests that gamification in EFL can enhance motivation and deeper learning by creating a state of flow. Expectancy-Value Theory suggests that students' motivation is determined by their expectancy of success and perceived value. Gamification can boost expectancy by providing scaffolding and tailored challenges, and increase perceived value by making learning enjoyable and relevant. Self-Determination Theory emphasizes the need for autonomy, competence, and relatedness, which can be met through gamification in EFL.

1.3.1. Game Design Elements:

Game elements are the recurring pattern designs that create the games. Gamification is a tactic that has been demonstrated to boost motivation and engagement. It is an effective strategy that has been shown to have the intended effects. Gamification offers effective interaction and increases engagement by offering people an entertaining way to learn the language. In a gamification approach, the secret is to strike the ideal ratio of benefits so that they promote the desired behaviours i.e. healthy involvement is the aim in order to promote participation. Accordingly, several parameters should be taken into consideration when designing a game-based learning activity:

Figure 1.3. The Game Element Hierarchy (Werbach & Hunter, 2012).

1. **Game Dynamics**

The five most important gamification dynamics, according to Werbach and Hunter (2012), are relationships, narrative, progression, emotions, and limitations. The idea of relationships is mainly about interactions between players. The tale that the game tells is known as narrative. The player's advancement in the game is referred to as progression. A player's emotions are how they feel about the game. They might be unpleasant, like dread or annoyance, or positive, like exhilaration or enjoyment. The criteria that restrict the player's activities are known as limitations. They might be conceptual or physical, like the energy meter in a video game or the walls of a room.

2. **Game Mechanics**

Game mechanics are the procedures and guidelines that dictate how a game is played, according to Werbach and Hunter (2012). To give players a pleasurable and entertaining experience, they might be simple or sophisticated, but they always need to be well-designed and balanced. Players are given a sense of agency and control over their gaming experience by well-designed game mechanics, which also stimulate exploration and experimentation. Unbalanced or

shoddily developed mechanisms can irritate players and make the game less enjoyable. Three game mechanics have been discovered by Werbach and Hunter (2012):

❖ **Challenges:** A feature of the game where players have objectives to meet and barriers to go beyond.

❖ **Chance:** A gaming feature that adds a random component to the game to make it more thrilling and unexpected.

❖ **Competition:** A feature of the game where players compete with one another to finish first or get the greatest score.

3. **Game Components**

According to Werbach and Hunter (2012), game elements are more specialized manifestations of dynamics and mechanics. These elements can be used separately or in conjunction with other elements to create a well-rounded or specialty-focused game. Werbach and Hunter (2012) enumerate fifteen elements:

❖ **Achievements:** A system of awards that players receive for completing particular missions or hitting predetermined benchmarks in a game.

❖ **Avatars:** are computerized representations of players in games, which can be personalized.

❖ **Badges:** are incentives for completing specified tasks or attaining game milestones.

❖ **Boss Fights:** A challenging combat experience where players must defeat a powerful adversary.

❖ **Collections:** A feature that allows players to gather stuff throughout a game. • Combat is a gameplay system that pits players against each other or computer-controlled opponents.

❖ **Content Unlocking:** This mechanism allows players to unlock new content as they move through the game.

❖ **Gifting:** A system that allows players to send gifts to one other within a game.

❖ **Leaderboards:** A method for ranking players based on their performance in the game.

❖ **Levels:** are a progression system that requires users to perform activities or meet milestones to advance to the next level.

❖ **Points:** are prizes provided to players for completing tasks or reaching milestones in games.

❖ **Quests:** A gameplay feature that assigns players particular tasks to complete.

❖ **Social Graphs:** A technique for tracking player relationships in games.

❖ **Teams:** A gameplay structure in which players form teams.

❖ **Virtual Goods:** In-game items that users may purchase using real-world money.

Game components motivate gamers to continue playing. Leaderboards are one type of game component. A leaderboard lists players with the highest scores in a game. The leaderboard motivates gamers to continue playing and improve their performance. According to Werbach and Hunter (2015), gamified applications rely heavily on the "PBL triad" of points, badges, and leaderboards. These applications' effectiveness stems from the interaction of various factors.

1.3.2. Importance of Gamification

There are numerous benefits to using games. When given a nice environment, language learners learn the language the best. One method that gives students engaging input and unintentionally encourages language learning is the use of games in the classroom.

First and foremost, cooperative learning games are essential because they motivate students to work together and acquire knowledge in groups. When students collaborate on a gaming task, "games foster group cooperation and typically create a high level of students' involvement that makes them useful tools for effective teaching," claim Franklin et.al (2003: 82) i.e. it promotes strong student involvement and group cooperation. These techniques improve cognitive and collaborative skills, fostering a stress-free atmosphere that supports successful foreign language instruction. They are essential tools for efficient teaching and learning because they support students in reaching academic objectives and cultivating good attitudes toward the subjects they study.

According to Odenweller (1998, quoted in Mubaslat 2012:8), "games help students become more engaged, motivated, and interested in the material being taught. They also provide teachers more freedom to be creative and innovative in how they present the curriculum", this essentially means that games help students embrace the material being taught and provide opportunities for teachers to present material with imagination, creativity, and originality. For instance, if the instructor wishes to cover a topic about employment and teach the names of jobs in English, he can use the role-playing game, in which students act out specific jobs while the other students are required to say the job's exact name in English.

Another benefit of gaming with students is that it helps them feel less stressed and anxious, which is crucial when learning a language. Confidence, ease, and good attitudes toward the foreign language, the teacher, and the students themselves are necessary for learning English as a foreign language. Compared to students who experience significant levels of stress, those who learn a language with low levels of anxiety and stress are more likely to succeed in doing so. According to Krashen (2013), students with high filters pick up the language and advance in it more quickly than those with low filters i.e. if a person feels

nervous, low on self-worth, and does not see oneself as belonging to a community that speaks the language, he or she will undoubtedly not pick up the language and advance in it.

Gamification of education has the potential to motivate learners to engage in class discussions and make good use of language. Games can stimulate and encourage students to join in the activity since naturally, teachers can push students to participate by encouraging their inherent desire to beat others, as stated by Schultz & Fisher (1988, cited in Vijayalakshmi, 2014). Students can learn a new language and appreciate the value of language use by playing games. According to a 2016 study by Gozcu and Caganaga, playing the game "Twister" created a positive environment and improved learning outcomes.

Games encourage competitiveness, which incentivizes language learners, Nalasco (1991: 76) states that "introducing a game element is a way of livening up any material. Younger children like competing with their friends in addition to the personal challenge". But while using games, the sociocultural background of the students is frequently disregarded. In individualistic civilizations such as the United States and Switzerland, competitive games can be advantageous; yet, in collectivistic societies such as China, Japan, and South Korea, they are not. Collectivistic cultures are uncomfortable with individual competition since they prioritize collective labour and competitiveness. Therefore, while selecting and utilizing games, it is important to take the learners' sociocultural background into account.

Because of their shyness or other personality characteristics, introverted English language learners may find it easy to learn through games. According to Hansen (1994), Games are highly motivating and entertaining, and they can give shy learners more opportunities to express their opinions and feelings. This encourages shy learners to engage in the classroom. To accommodate introverted learners, teachers should carefully choose activities that allow them to speak in front of their peers. Examples of such games include random word combinations and incentives for well-constructed phrases.

Teachers can utilize online games and virtual communities to facilitate distant learning since they are flexible. Many professors utilize digital platforms like Facebook, What's App, Zoom, and Google Classroom to provide courses and communicate with students as a result of the Coronavirus pandemic. But a lot of students, particularly those who are just starting to study English as a second or foreign language, might get anxious or bored in online classes. Approaches based on computer games are useful for teaching English to non-native speakers (EFL). The use of a computer game-based approach is "useful to deliver, support, and enhance teaching, learning, assessment, and evaluation" Connolly and Stansfield (2006: 466). They may be used as warm-up exercises in online sessions to get students ready to learn new vocabulary related to themes, introduce them to new units, and acquire grammar rules, among other things. They also enhance teaching, learning, assessment, and evaluation. Teachers should, however, plan and arrange games when employing these kinds of games to promote positive interactions between students and the games or their classmates.

To utilize these games effectively, teachers and students must be technologically literate. Digital educational games can support in-class instruction and aid in students'; communication skill development. For these tools to be beneficial, instructors and students alike need to be technologically literate. By utilizing online games like computer games, teachers may gamify their teachings and offer possibilities for active learning while reinforcing classroom content.

Research indicates that games are useful for learning other languages. Through gamification, students can practice all four fundamental language skills, engage students, inspire them, encourage the use of language creatively, alter formal learning environments, relieve stress, support teachers in creating meaningful contexts, lessen anxiety, are student-centered, foster collaboration, and connect to multiple intelligences. Additionally, by lowering fear and encouraging student engagement, games assist instructors in creating situations that are both meaningful and helpful. Playing games might help you learn a language without stress. By engaging in word games, students may expand their vocabulary repertoire. According to Calvo-Ferrers (2017) research, the effect of games on vocabulary acquisition was examined. While others studied vocabulary exercises from textbooks, participants were introduced to foreign language terminology through games. Improved results were observed for vocabulary learners who were taught through games.

Playing games can help students improve their communication abilities. According to a 2016 study by Ratna, Ummi, and Ari, communicative games can improve the communication abilities of EFL students. Through the use of Classroom Action Research (CAR), the study found that games enhance students' learning experiences by increasing their motivation, excitement, active engagement, confidence, and speaking fluency.

Not to mention, gamification can be used to develop students' problem-solving abilities which is an essential ability of the 21st century (Orr, MacKay, Wismath, 2015). By emphasizing problem-solving, they increase the level of challenge and engagement in games, as MacKenty (2006: 46) puts it, "the act of problem-solving is what makes games so engaging. Games aren't that much fun if there's no challenge or chance of failure". When properly created, games may help students learn how to solve problems while also having fun, which makes them a useful teaching tool.

In this way, gamification can encourage students to participate in class, provide professors with better resources to mentor and reward students and encourage students to give studying their all, as noted by Lee and Hammer (2011). It can demonstrate to them the joys that they can have from learning. Motivation is a crucial component of gamification since, generally speaking, well-thought-out gamified activities lead directly to motivation.

1.4. Motivation Defined

The term motivation may be defined in several ways. Motivation is described as "enabling people to attain high levels of performance and overcoming barriers in order to change" (Tohidi and Jabbari 2012: 820). According to Gopalan, Et. al (2017), motivation is the force that encourages students all through and challenge circumstances in relation to education. As a

result, motivation aids students in reaching an objective. Motivation, according to Brophy (2004: 3), is a "theoretical term that is employed to describe the beginning, emphasis, pressure, and direction of goal-oriented activity". Motivation, is therefore, a psychological variable that differs from one person to another and its essence is encouraging students to reach a certain objective. According to Brown (2007: 168), motivation is a "star player in the cast of characters assigned to second language learning scenarios around the world". Thus, motivation is a crucial component of learning in general and learning a foreign language in particular.

Dörnyei (2014: 523) defines motivation in terms of three motivational principles for learning a second language:

1. Motivational techniques go well beyond just giving out prizes and penalties.

2. Fostering student motivation requires ongoing maintenance and protection in addition to generation.

3. The motivational techniques we employ count on their quality rather than their quantity. He aims to clarify that teachers should focus on sustaining motivation through the process of second language acquisition rather than using rewards or punishments to motivate students in the classroom. Moreover, students will not be more motivated by using numerous techniques than by using a single, reliable one.

Numerous psychologists have researched motivation and developed a variety of theories including: Maslow's Hierarchy of Needs the process which proposes that people primarily meet their needs through their jobs. The theory is organized into five levels: physiological, safety, social, esteem, and self-actualization. It implies that age, time, work experience, and type of employment can all have an impact on employee motivation. Herzberg's Two Aspects Hypothesis, like Maslow's theory, focuses on motivators and hygienic aspects. Motivating factors include positive employee experiences, whereas hygiene factors are negative experiences produced by non-work-related reasons. McGregor's theory divides employees into two categories: devoted and self-directed (Employees in Theory Y) and work-shy (Employees in Theory X). Finally, Goal Setting theory, according to this theory, individuals perform better and are more motivated when they have a clear objective and access to performance feedback; intentions and conscious goals influence tasks and direct behaviour. This last theory is closely linked to language learning contexts.

1.4.1. Types of Motivation

There are two distinct sorts of motivation:

1.4.1.1 Extrinsic Motivation Vs. Intrinsic Motivation

Extrinsic motivation arises when the driving factors are influenced by an external incentive, such as money, or the desire to avoid punishment for one's actions (Tohidi and Jabari, 2012). Intrinsic motivation is described as the personal interest or desire to finish a task without the expectation of receiving an external reward. According to Tohidi and Jabbari (2012), students are intrinsically motivated when they believe they can be effective agents in achieving desired goals. They are interested in

mastering a topic rather than simply rote learning to achieve good grades.

Osemeke and Adegboyega (2017) affirm that extrinsic motivation is characterized by an external source of influence, while Warr, Et.al (1979) view intrinsic motivation as a state in which an individual aspires to perform well in order to attain inner satisfaction. Extrinsic motivation comes from things like money and grades, whereas intrinsic motivation comes from the joy and satisfaction gained from completing certain work tasks. Kalhoro and others (2017), and Tahir (2011) have identified the extrinsic factors as fundamental ones, whereas the intrinsic factors are crucial for providing the inner motivation. Kalhoro and colleges (2017) and Shahzadi (2014) present the hypothesis that extrinsic and intrinsic motivations are equally important.

Gamification combines both types of motivation because it uses not only extrinsic rewards to make the task appealing but also the concept of improving self-determination to complete a task, which is a feature of intrinsic motivation (Karimi and Nickpayam, 2017).

1.4.3. Gamification and Motivation in an ESP context

Gamification, as previously mentioned, fosters both kinds of incentives. However, as not all students can be intrinsically or extrinsically motivated, a teacher may find it challenging to implement gamification. According to Hanux and Fox (2015) and Landers and Landers (2015) students ought to be driven not just by external rewards but also by their own interests. According to Lepper (1988), students who are intrinsically motivated perform significantly better because they are more likely to apply more effective learning strategies, engage in richer and more complex processes, and put in a significant amount of mental effort when completing a task. According to Hanux and Fox (2015), gamification activities that rely on extrinsic motivation have less success in boosting motivation.

Gamification can be an effective way to enhance students' motivation in an ESP (English for specific Purposes) classroom. By joining game-like elements into the learning experience, teachers can make a more engaging and rewarding environment that encourages active participation and improves learning achievements. These are some key benefits of using gamification in an ESP classroom:

- **Increased motivation and engagement:** Gamification makes learning more fun; it makes students feel more interested in the material and motivated to participate.

- **Improved retention of knowledge:** research shows that gamification can increment students' capacity to hold skills by up to 40%. This suggests that learners may be able to remember and apply what they learned in a gamified ESP classroom.

- **Improvement of problem-solving and critical thinking skills:** many gamified exercises include solving problems and challenges, which encourage learners to think critically and create important skills that are appropriate both in and out of the classroom.

- **Collaborative learning:** Gamification regularly incorporates collaborative components, such as team-based challenges or leaderboards, which can cultivate communication, collaboration, and mutual support among learners.

1.4.3.2. The Challenges of using Games in ESP Context

The use of games in an ESP setting presents a number of significant problems:

➢ **Matching Games to Educational Goals:** Combining interesting game design with the particular learning goals and curriculum of the ESP course is one of the largest obstacles. The linguistic proficiency and knowledge required for the intended career must be supported by the game's content, which must be thoughtfully created.

➢ **Meeting the Needs of Learners:** It might be challenging to design a gaming environment that accommodates all of the learners' requirements and skill levels. Since ESP students frequently have a variety of backgrounds and objectives, the activities must be engaging and motivational for the whole class.

➢ **Getting Past Your Opposition to "Games":** Since they view games as diversions rather than educational aids, some educators, parents, and administrators may be opposed to their use in the classroom.

➢ **Including Games in Short Class Times**: It might be difficult logistically to use important in-person class time for gaming activities. There can be pressure on teachers to switch from gaming to direct education during class time. It is essential to incorporate games into the curriculum and evaluation.

➢ **Choosing the Right Digital Instruments:** It might be challenging to select the best digital tools and platforms to improve the game experience. To use instructional games and simulations effectively, teachers require assistance and training.

Because of the motivating advantages of games, many ESP teachers and students have favorable views on employing them despite these obstacles. Games may be a useful tool for engaging ESP learners and meeting their unique learning requirements provided they are carefully planned for and supported.

1.5. Conclusion

The present chapter presented a theoretical overview of research by highlighting ESP teaching process, starting with defining ESP with its characteristics and types, then drawing a distinction between ESP and EGP. Additionally, it discussed the ESP teaching process by focusing on needs analysis as a major component of the process. The researchers subsequently dealt with the idea of gamification in addition to its importance and its elements. The chapter also dealt with motivation through stressing its definition and types. The researchers also highlighted the challenges that ESP teachers may face when implementing gamification. The nature of ESP gives little time to teachers to teach students the requirements they need to learn English language. Consequently, gamification is suggested as an essential tool to promote ESP student's motivation as it was proven to

be easy, entertaining and accessible to the majority of students and teachers. In the present study, this issue is investigated in the context of first year Economy students at Belhadj Bouchaib University. The subsequent chapter will deal with the research design, data collection procedures and the interpretation of the main findings.

Chapter Two: Data Collection and Analysis

2.1. Introduction

The present chapter represents the practical part of the research. It has been put to investigate the effectiveness of using gamification in an ESP context, more precisely, among first year Economy students at Belhadj Bouchaib University. The chapter covers the research objectives and design, data collection procedure and analysis of the major results. This chapter discusses the methodology and data collection procedures employed to gather the necessary data. The research instrument used is: a questionnaire distributed to students and their teachers at the department of Economy at Ain Temouchent University seeking to find answers to the research hypotheses and questions that have already been stated in the general introduction of the current study.

2.2. Objectives of the Study

The purpose of this study is to explore the effects of using gamification in promoting ESP students' motivation and to highlight the major hindrances of using games in an ESP content mainly among first-year Economy students. The researchers hope that this study will provide learners with an effective method for improving their motivation skills.

2.3. Research Design

The researchers aim to implement the most appropriate research methods to achieve these goals. The researchers opted for a case study research design. Such design is likely to help researchers to interpret the findings and comprehend the phenomenon from various viewpoints.

2.4. Sample Population:

In any research, sample population is a key concept that must be present. It is difficult to gather data from all members of a given group, so researchers use sampling instead. The people in this final category are the ones who will take part in the research data collection. (Webster, 1985). A statistical population's sample is a limited portion whose characteristics are examined to learn more about the population as a whole. According to Cohen (2005), choosing a suitable sample is considered among the first decisions to make in a study. Undoubtedly, an adequate sample choice is one of the main concerns of researchers. There are many distinct sampling strategies available: Random sampling where each member of the target population has an equal chance of being selected for the sample. It can be simple, stratified, cluster, convenient, or purposeful. Simple sampling is based on chance and can be done using random number generators. Stratified sampling divides the population into uniform subgroups related by a common trait, ensuring all subgroups are represented. Cluster sampling divides the population into randomly chosen clusters. Convenience sampling is chosen based on accessibility, willingness to participate, and availability. Purposive sampling, or judgment sampling, depends on the researcher's judgment in selecting participants. Snowball sampling is used to attract participants if the population is difficult to reach. The sample type affects the research's

credibility. The investigators have used in their research a simple random sampling as the participants were chosen randomly.

2.4.1. Students' Profile

This case study is concerned with first-year LMD students at the Department of Economy, at the University of Belhadj Bouchaib. A total of Eighty-two students were randomly chosen to answer the questionnaire. They consist of 52 females and 30 males. All of them are baccalaureate holders from different streams who have learned the English language since their first year in middle school; have studied English for four years in middle school, and three years in secondary school therefore, their educational background comprises seven years before entering the university.

2.4.2. Teachers' Profile

The informants are English language teachers. The four teachers teach ESP in the Department of Economy at the University of Belhadj Bouchaib. There are three females and one male. Two teachers hold a Master's degree and the two others hold a Doctor's degree. Three teachers' experiences in teaching vary from one to five years in teaching English and one teacher has been working since 2012.

2.5. Research Instruments

Students' and teachers' questionnaires were used in this study to investigate the research questions and test the hypotheses.

2.5.1. Questionnaire

A questionnaire is a research instrument consisting of a set of standardized questions to gather statistically useful information on some subject from one or more respondents about their attitudes, experiences, or opinions through a survey or statistical study. It typically includes a mix of close-ended, open-ended, and multiple-choice questions, and can be used to measure separate variables or aggregated into a scale or index. Open-ended questions allow respondents to formulate free-form answers in their own words in as much or as little detail as they desire, while closed-ended questions provide respondents with a series of predetermined response options they can choose from, multiple-choice questions provide a selection of answer choices for respondents to choose the most appropriate one.

The questionnaire was addressed to First Year Economy students at Ain Temouchent University and their ESP teachers during the academic year 2023/2024. The two questionnaires' comprehensive description is offered in what follows:

2.5.1.1. Description of Students' Questionnaire

The first data collection method used in this research was the students' questionnaire. The student questionnaire was addressed to examine the English level of first-year students in the Department of Economy at Ain Temouchent University. The questionnaire tended to assess their attitudes toward using games in the ESP context to enhance students' motivation.

The questionnaire used consists of twelve questions which are arranged logically, and it is designed to obtain data concerning the student's opinions. The questions are different: close-ended questions, (yes- no), multiple-choice questions, and open-ended questions. Below is a brief explanation of the questions.

The questionnaire was initiated with a definition of gamification to help the students understand what is meant by this term and hence, answer the questions appropriately. Additionally, the research aims were highlighted briefly. The first section was an informative one about the students' gender just to draw the profile of the participants since gender is not a significant variable in the present study.

Questions 01: seek for the students' proficiency level in English.

Questions 02: ask students about perceptions for studying English.

Question 03: identify the main difficulties that student's face while studying English.

Question 04: requests the students' about their teachers' using games in the classroom.

Questions 05: seek for students' participation when Teachers use games.

Questions 06: the question posted if students' like the technique if using games if English teachers use technology to teach.

Question 07: Asked students' kind of games they prefer to use in Esp teaching.

Questions 08 to 13: search for the impact of using games on Student's

The questionnaire was shared in a Facebook group of section one and section two. Some of them answered online, while others answered face to face. In both cases, the researchers have explained to the students what's meant by each question and have translated the questions in order to help learners to answer easily.

2.5.1.2. Description of the Teachers' Questionnaire

The teachers' questionnaire aimed to have an overall view of the situation of teaching English in the Department of Economics at Ain-Temouchent University. The questions were carried out to spot the teacher's viewpoint towards the use of gamification in English learning to enhance students' motivation. The questionnaire included items related to the teacher's teaching strategies and their perceptions of the student's motivation.

The first question is an informative one about teachers 'experiences in teaching. The second question is about the years of teaching ESP, and the, third question is about how they can evaluate their students' English level. After; the researchers asked the teachers if they enjoyed game-based teaching; the fifth question was about the main difficulties that face their students while using games, then, question n °06 was about the main aim of gamification, and after that, the rest questions are about how do students perceive the use of game.

2.6. Data Analysis:

This section gives an overview of the data. The data gathered from the two questionnaires is analyzed qualitatively and

quantitatively in detail in what follows:

2.5.2.1. Analysis of Students' Questionnaire:

The initial question was an informative one about students' gender; just to draw the sample profile, because gender is not an important variable in the present study.

Q01: Students' proficiency level in English.

In the second question, the students' were asked about their proficiency level in English.
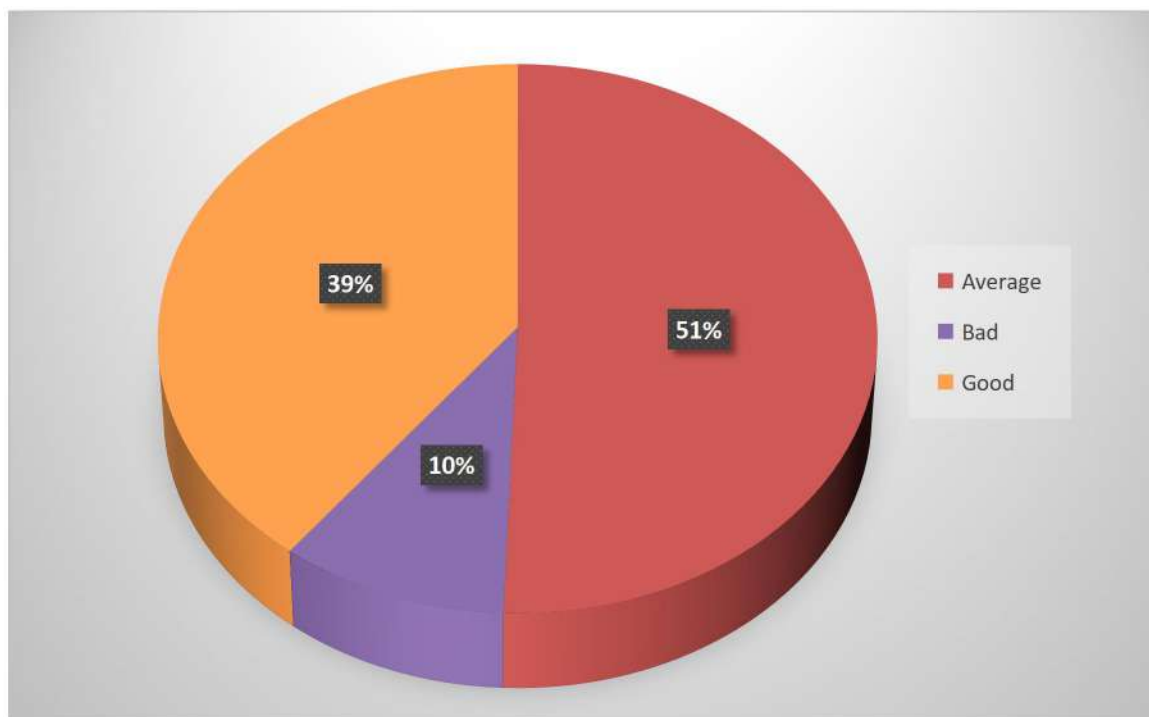

Figure2.1 Students' proficiency level in English

As indicated above (39%) of students alleged to have a good level of English, while (51%) considered themselves average, and only (10%) of students consider their level as bad.

Q02: Students' perceptions for studying English.

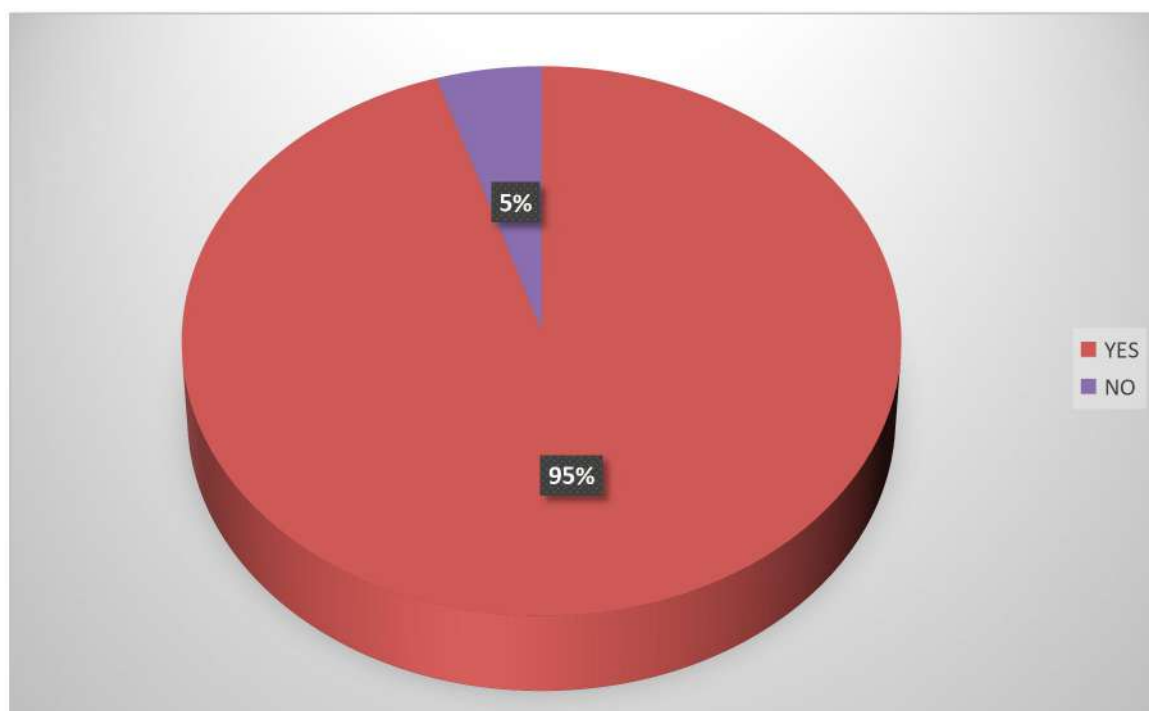The question asked to students here is if they like studying English.

Figure2.2 Students' perceptions for studying English

So (95%) responded with yes while the rest (5%) responded with no.

Q03: Students' main difficulties in English.

In the next question, students are asked about the main difficulties that they face when studying English.
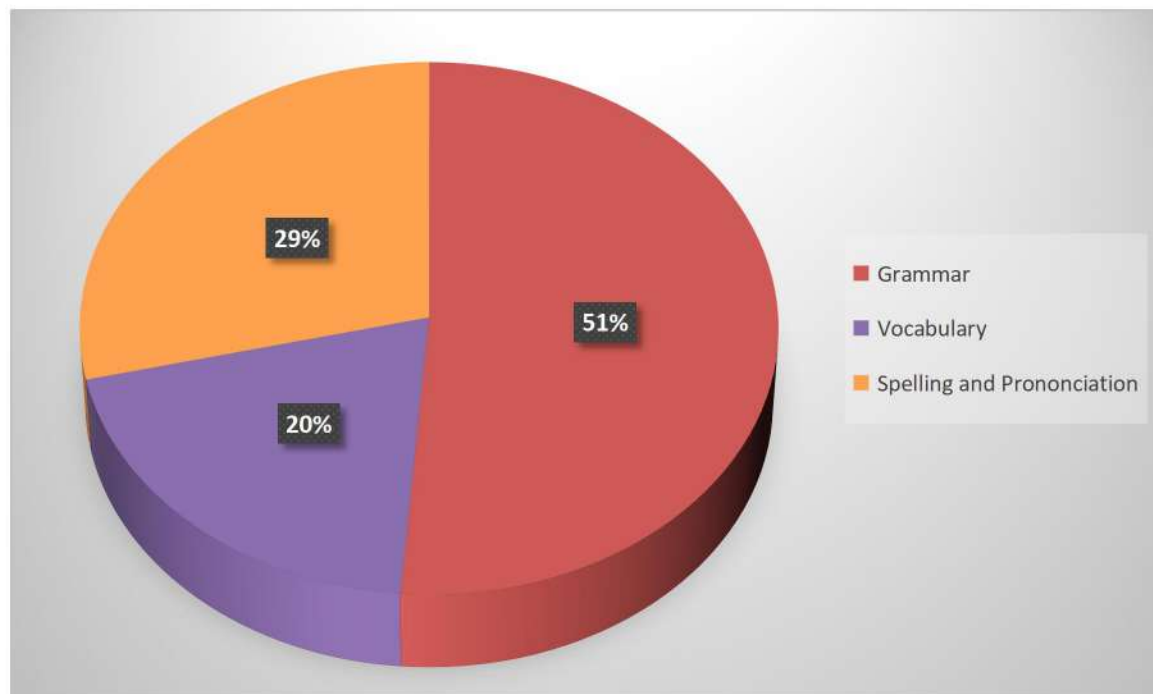
Figure2.3 Students' main difficulties in English.

So (51%) of students' believe that the major difficulties were in grammar, and (29%) say that their difficulties were in spelling and pronunciation, while (20%) of students showed that their difficulties were in vocabulary.

Q04: Teachers' frequency of using games in the classroom.

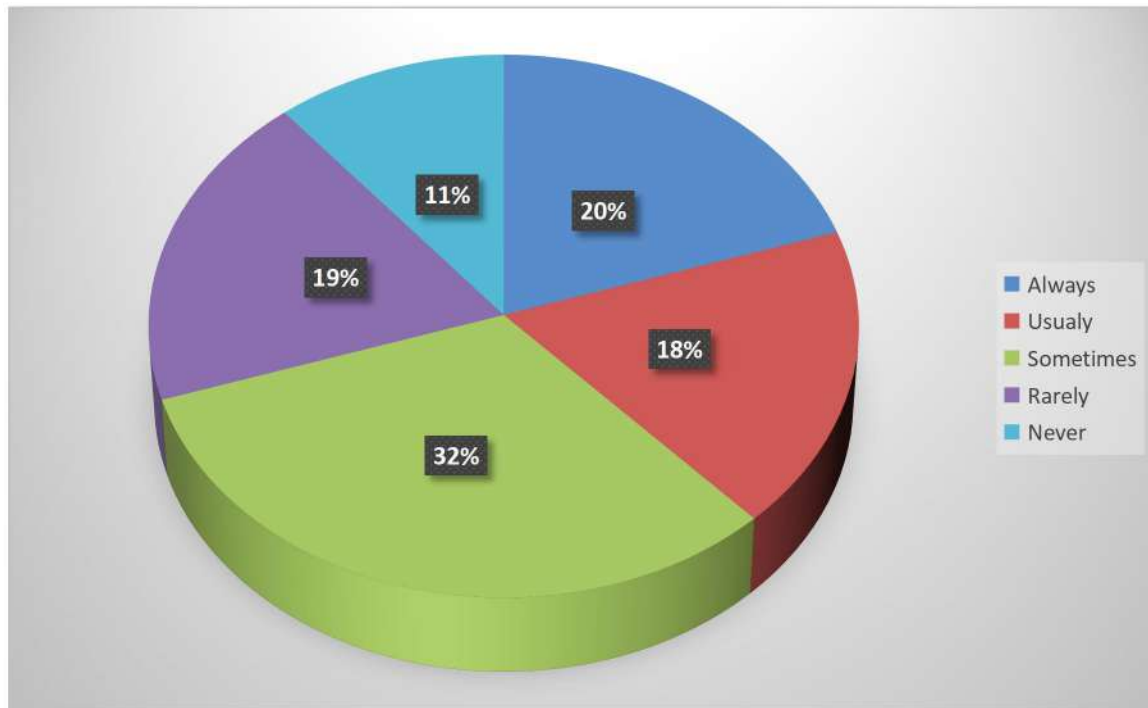The question posed to students here is about whether their teachers use games in the classroom

Figure2.4 Teachers' frequency of using games in the classroom.

The answers revealed that (20%) of students said that their teachers always use games in the classrooms, then (18%) cited that their teachers usually use games, while the rest are between (32%) who answered with sometimes, (19%) said rarely and (11%) replied with never.

Q05: Students' participation when teacher's using games.

This question is cited to know if the students participate in the classroom when teachers use games.
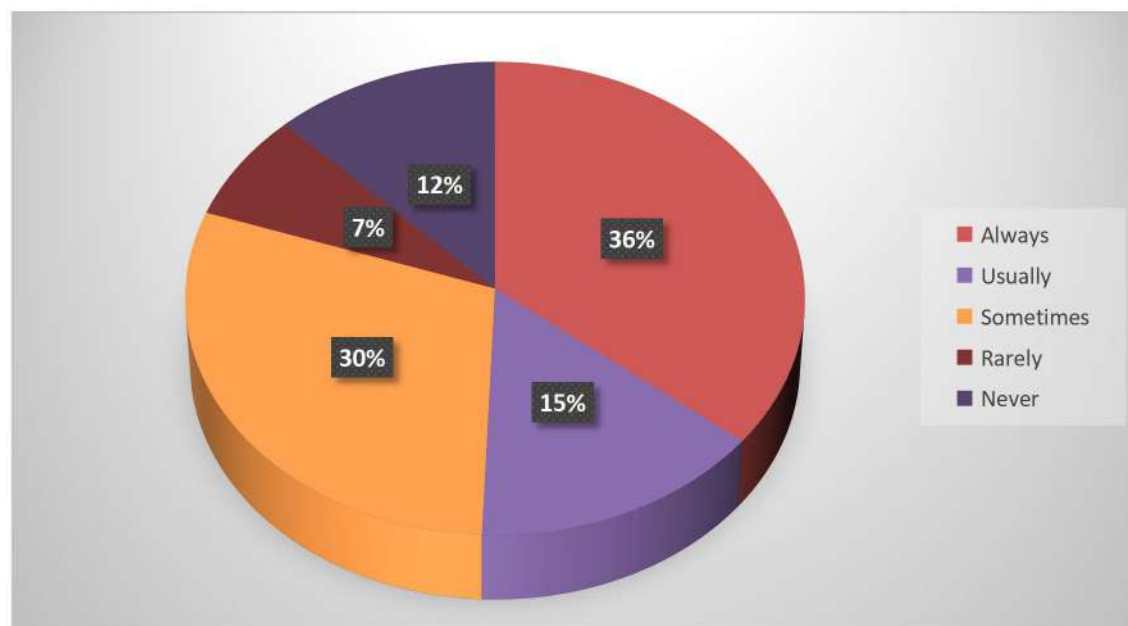

Figure 2.5 Students' participation when teachers use games.

So, it appears that (36%) of students said that they always participate with their teachers while using games in the classroom, then (29 %) cited that they usually participate, while the rest are between (30%) who answered with sometimes, (7%) stated rarely and (12%) said never.

Q06: Students' perceptions about using games in the English classroom.

This question is related to the previous one, it is posted to know if students like this technique of using games in the English classroom.
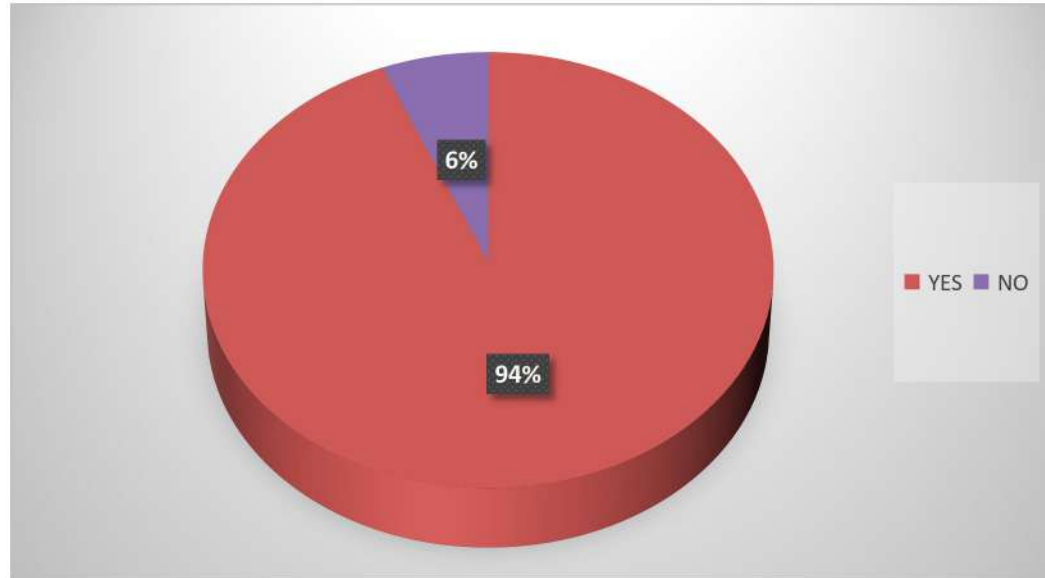
Figure2.6 Student's perception about using games in the English classroom

The majority (94%) prefer using games; a few (6%) students hate.

Q07: Types of games used in the English lecture.

This question asked students about the kind of games they prefer to use in ESP teaching.
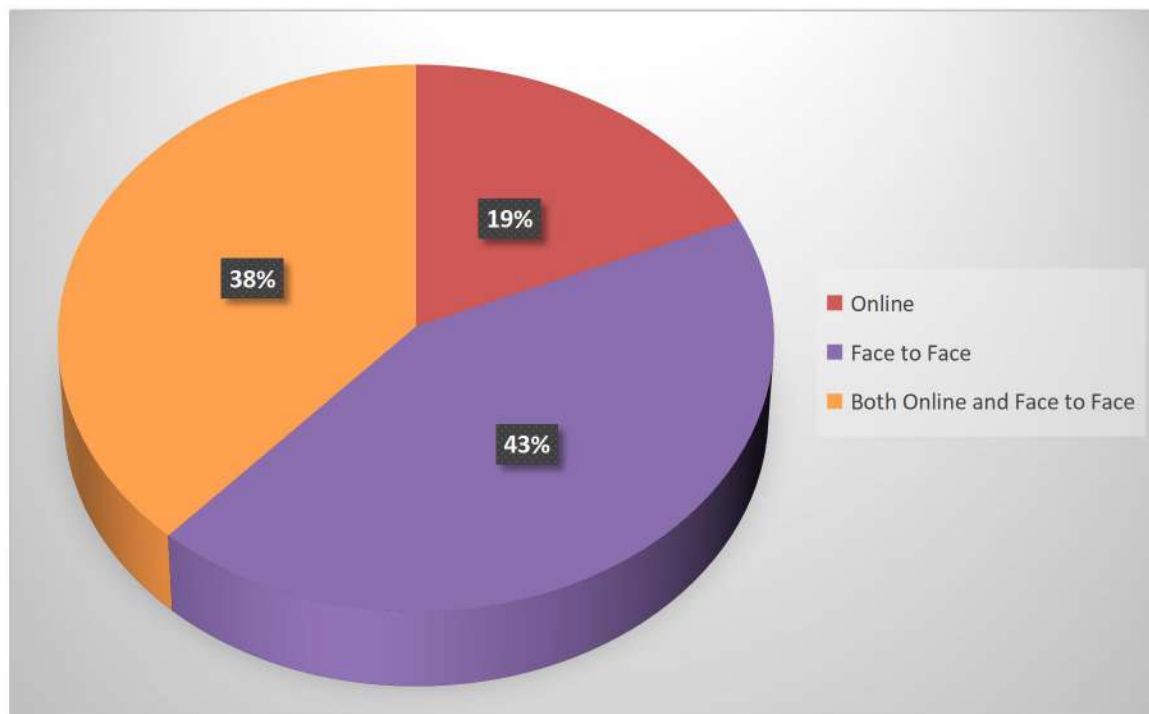
Figure2.7. Types of games used in the English lecture

So (19%) marked that they prefer using online games, while (43.2%) said that they prefer using face-to-face games. The rest (38%) stated that they prefer using both.

Q08: The impact of using games on students' problem-solving strategies.

Students in this question are asked if they improve their problem-solving skills when playing games,
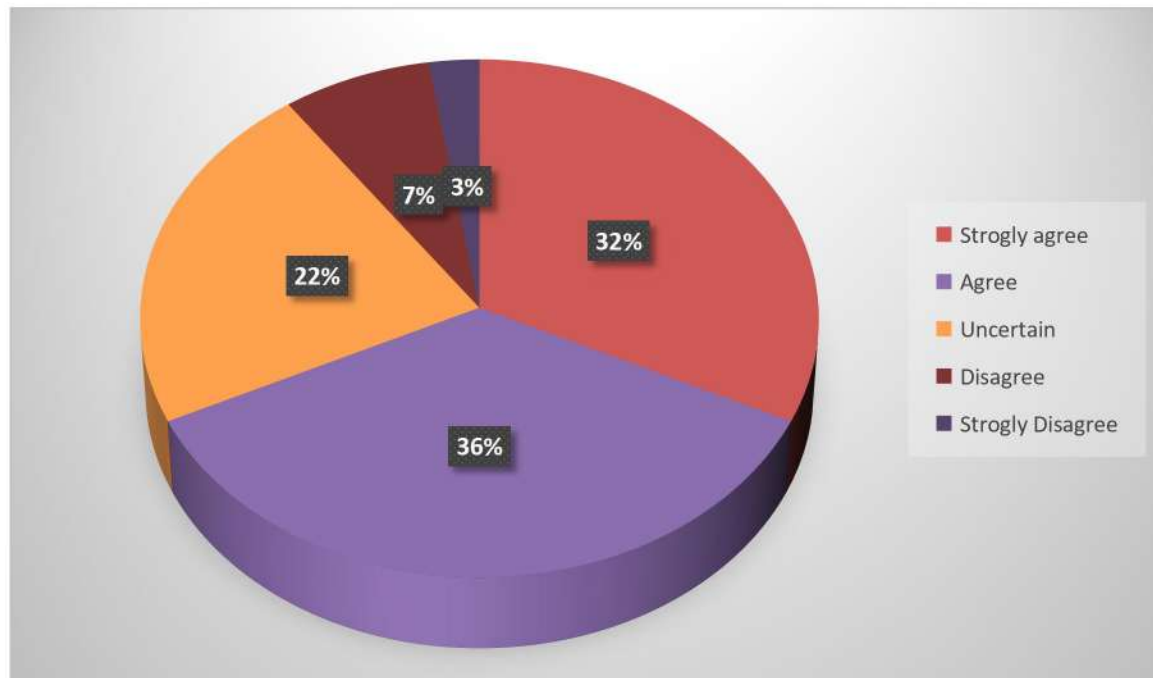
Figure2.8. The impact of using games on students' problem-solving strategies.

The results show that (32%) responded with strongly agree and (36%) said that they agree, while the rest are between

(22%) who declared that they were uncertain and (7%) who said that they disagree and (2%) of them said strongly disagree.

Q09: The impact of using games on students' anxiety and stress.

This question is about whether students' games decrease their level of anxiety and stress.
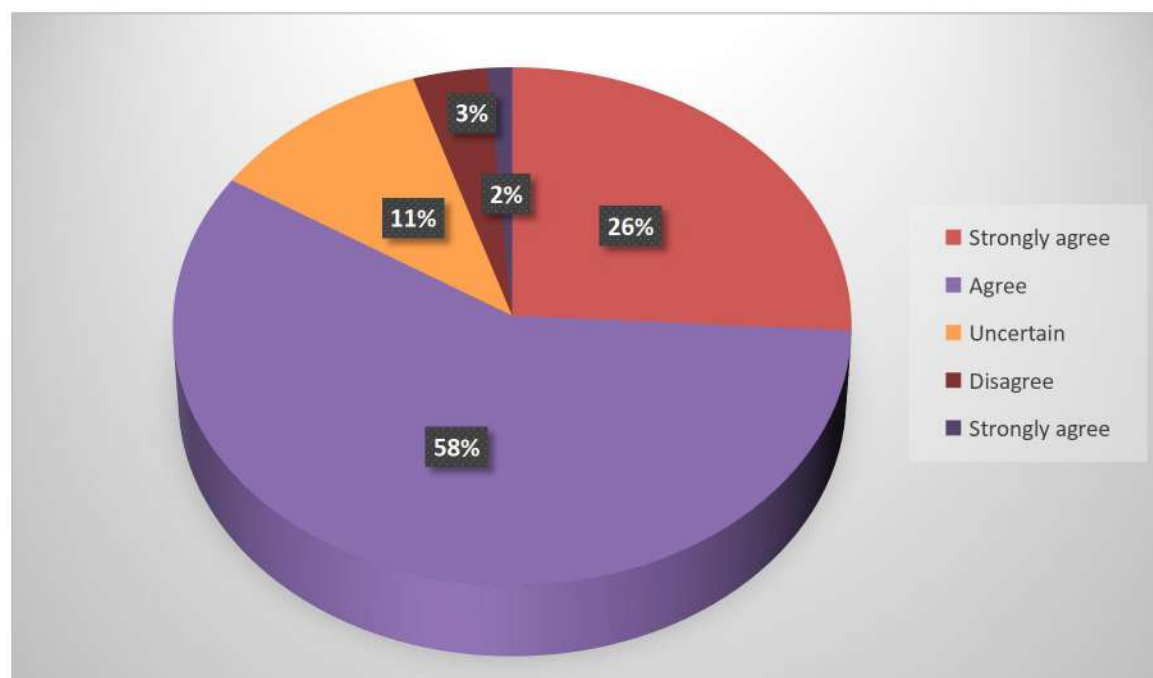
Figure2.9 The impact of using games on students' anxiety and stress.

The answers were as follows: strongly agree (26%) and the majority (58%) agree, while the rest were between uncertain (11.1 %), disagree (03%) and strongly disagree (02%).

Q10: The impact of games on students' 'motivation.

The next question is about whether the use of games increases students' motivation.
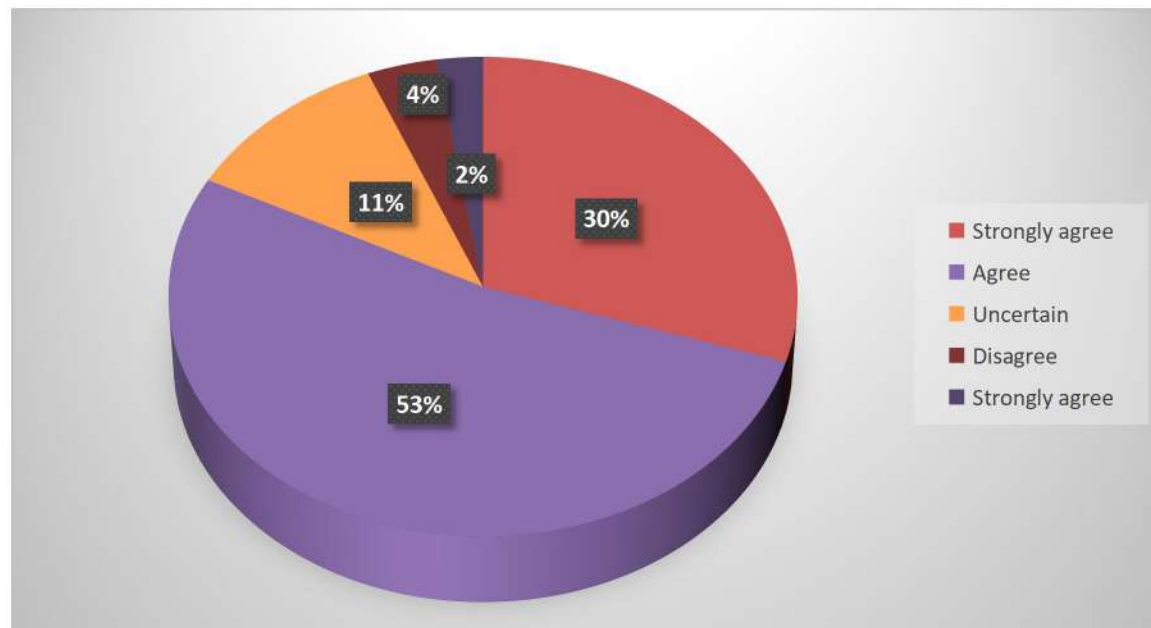
Figure 2.10 The impact of games on students' motivation.

So (30%) responded strongly agree, and (52%) described that they agree, while (11%) cited that they are uncertain, while (3%) of students said they disagree, no one chose the last option.

Q11: Developing positive attitudes towards classmates when playing games in the classroom.

In this question, students were asked about whether they develop positive attitudes towards their classmates when playing games.
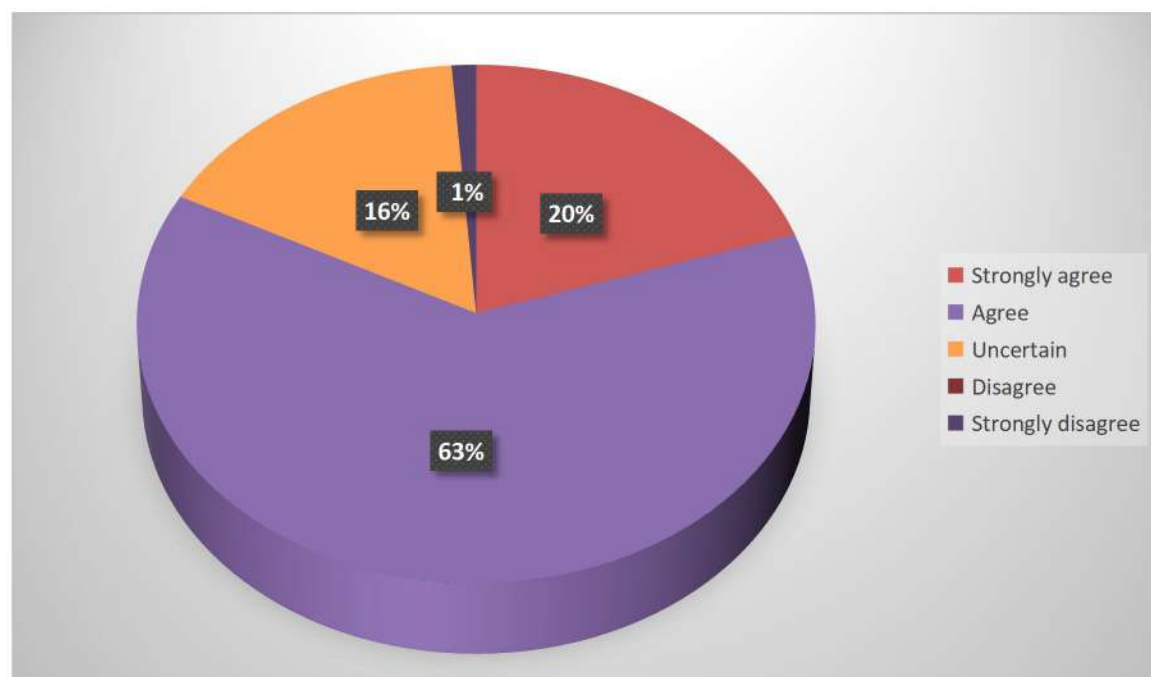
Figure2.11. Developing positive attitudes towards classmates when playing games.

So (20%) responded strongly agree, (63%) of students believe that they agree, while the rest are between (20%) who declared that they were uncertain, none of them chose disagree and (1%) of them said strongly disagree

Q12: Impact of games on students' speaking skill.

This question asked students whether they develop their speaking skills when playing games.
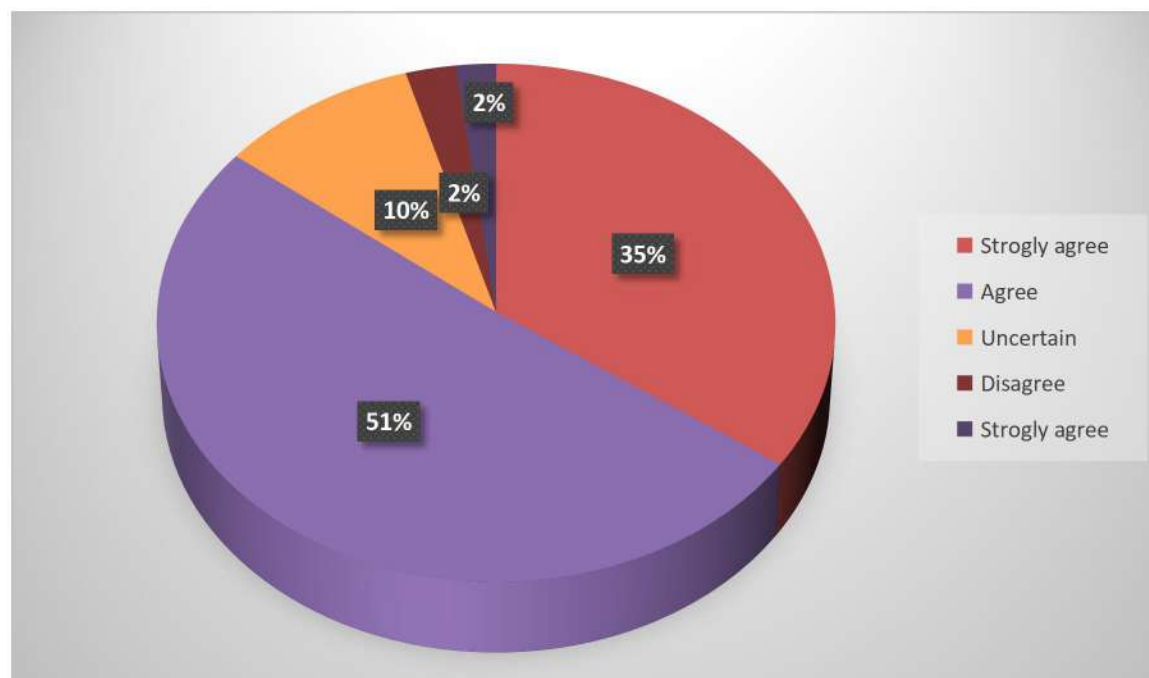
Figure2.12 Impact of games on students' speaking skills.

The responses reveal that (35%) strongly agree, (51%) of students said that they agree, while (10%) cited that they were uncertain, the rest of the students (2%) disagreed, and the last level (1.8%) chose strongly disagree.

2.5.2.2. Analysis of Teachers' Questionnaire

The first question asked to teachers is about their experience in teaching English, and the second question asked to teachers is about their experience in teaching ESP.

Q03: teacher's evaluation of student's English level.

The results showed that 3 teachers claimed that the level of their students was medium in English, while, one teacher said that they were good in English.

Q04: Enjoying game-based teaching.

All the teachers mentioned that they always enjoy game-based teaching only one teacher said no.

Q05: The main difficulties for using games in ESP learning.

According to the answers of teachers, the main difficulties that they face when using games in ESP learning are: the first teacher chose the lack of teachers' ICT skills, the second informant chose the lack of teachers' knowledge of assessment of gamified activities, the third chose mixed ability classes, and the last teachers chose larges classes.

Q06: The main aim of gamification.

There are differences in answers from teachers: two of the teachers said that the aim is to enhance students' motivation for ESP learning, the third teacher chose ''Make ESP learning enjoyable for students' skill development aspect'' and the last teacher said that it motivates students' in addition to developing their foreign language skills.

Q07: Teacher's perceptions about the use of games in the ESP classroom to promote motivation.

All teachers agreed on the fact that the use of games in the ESP classroom is important. Games are an important motivator for students in general and ESP students in particular.

Q08: Using games in the classroom to teach English as a foreign language.

All teachers strongly agreed that games should be used in the classroom to teach English as a foreign language.

Q09: The impact of games on promoting students' interpersonal skills.

All the participating teachers agreed that games are useful for promoting students' interpersonal skills.

Q10: The use of games in ESP classes.

There were different responses to this question; two informants use games from time to time and the two others depend on the aims of the lesson.

Qy11: The impact of games on developing students' language skills such as grammar and vocabulary

Teachers stated that they find games helpful for promoting students' grammar and vocabulary skills .

2.6. Interpretation of the Main Findings:

In the current research, the researchers investigated and analyzed Economy university students' and ESP teachers' attitudes toward the use of games in the ESP context and explored the effect of games on students' motivation; they selected a set of hypotheses to guide this research. These hypotheses provide a framework for looking into the issue under investigation. The findings obtained from the data collected from the students' questionnaires and their teachers' enable the researchers to reach important conclusions:

The findings of the study demonstrate that the student's competence level in English is generally average, that was shared between students' and teachers' responses. Additionally, the results yielded revealed that students enjoy learning English, this means that they have the willingness to learn and they are aware of the importance of the English language in their field.

The results obtained from students' questionnaire have shown that the use of games helps them achieve better results in learning the English language as they stated that the use of games increases their problem-solving strategies. Moreover, they reported that games decrease their anxiety and stress. Their results correlate with teachers' findings, as teachers stated that the use of games develops their students' interpersonal skills. The results from teachers' questionnaire and students' questionnaire are also consistent in terms of the impact of games on students' motivation, teachers reported that using games is very effective

in enhancing students' motivation and engagement through developing their foreign language skills abilities. In effect, gamification shows its effectiveness and proves to have a positive impact on increasing Economy students' motivation. It is a strategy that facilitates the connection between students and their teachers; it also helps to develop a positive attitude towards their classmates and to assist them to highlight the major hindrances and difficulties in their lectures. Therefore, the students will feel more confident during the sessions and enjoy when playing games. Based on the previous results, the researchers come to assert that the first hypothesis which suggests that the integration of gamification among Economy students will increase their motivation to a high extent has been confirmed revealing that the use of games has a positive effect on Economy students' motivation.

The questionnaire findings revealed that Student improve their problem-solving skills and increase their motivation when they play games in the classroom also, they develop positive attitudes towards classmates and improve their speaking skills when playing communicative games. The results also revealed that both ESP teachers and learners were responsive to the usage of games in the ESP context. Teachers state that they find games helpful for promoting students' grammar and vocabulary and also useful for promoting students' interpersonal skills. Accordingly, the use of games has a positive effect on Economy student as it not only increases their motivation, but also enhances their language abilities and skills and assist to learn effectively. However, teachers' responses reveal that despite the good impact of using games in their classroom, they face many challenges including mainly: large number of students, mixed ability classes and lack of knowledge of designing and assessing game-based activities. The consistency between the findings from students' and teachers' questionnaires confirm the second hypothesis which state the effectiveness of gamification in promoting motivation among Economy students impact their academic achievement, however, this will depend on the specific gamification elements used, the learning goals, and the students' individual characteristics and preferences that games impact students' motivation. That is, the results show that gamification is encouraging Economy students' motivation to participate more and understand grammar and vocabulary skills lectures easily raising their motivation when they need to learn a language. Hence, the teachers supported the use of games during the lectures as they facilitate learning for students, give them the needed solutions to their problems and help in raising their motivation.

2.7. Conclusion:

This chapter was dedicated to the practical part of the current research. It was initiated by stating the research objectives. Subsequently, the researchers highlighted the research methodology including the sample population and the research instruments. It includes also a description of the questionnaires followed by an analysis of the gathered data. The final part is devoted to the interpretation of key findings which constitute the focal part of the whole research because at this level the researchers tested the hypotheses. These latter were approved based on the results obtained. After the theoretical and practical

sections, the last chapter will provide suggestions and recommendations based on the research findings.

Chapter Three: Suggestions and Recommendations

3.1.   Introduction

In the preceding chapter, the researchers analyzed the data and interpreted the major findings in relation to the research hypotheses. In the present chapter, the researchers offer various tactics that should be considered to support ESP students to improve their motivation through the use of games. They underlined the importance of planning an efficient ESP course design in the context of Algerian universities, especially with an emphasis on the ESP courses in the Economy Department at Belhadj Bouchaib University, Ain Temouchent. This chapter will offer some suggestions and recommendations for English language education, stressing the importance of intense English language training and effective course design that takes into account the needs of both teachers and students.

3.2. Designing an Effective ESP Course for Economy Students

As the English language is increasingly gaining importance in today's globalized world, ESP has become an important branch in the field of ELT in Algerian universities. As a result, the courses that ESP instructors teach should be thoughtfully planned and organized to meet the requirements of their students, create attainable goals, provide easily accessible materials, and assess the overall efficacy of the program. Students' requirements for the course should be identified before creating any courses.

ESP teachers play a crucial role in motivating ESP learners to learn English through games, developing their awareness of their strengths and shortcomings, and improving their performance. A well-designed ESP course is necessary to motivate ESP learners to learn English, develop their awareness of their strengths and shortcomings, and improve their performance. Donna (2000) suggests that when developing business courses, it is important to prioritize students' requirements first. Teachers should develop courses based on criteria such as feasibility and availability (in written form). Creating a course outline can make planning easier and more effective. Furthermore, it offers other benefits such as increasing confidence in course creators, students, and client coordinators by ensuring that educational programs are tailored to their needs.

To build a successful course, it is important to consider learners' needs as well as considering the communicative approach of language, discourse, and intercultural competencies when referring to the target situation. As far as Economy students are concerned, some measures must be followed when planning a course. Teachers should help in creating a comprehensive course-based requirement for Economy students by designing ESP courses to encourage students to read English-language articles i.e. the course should be focused on improving their reading comprehension skill; attend international conferences to enhance their English communication skills. Economy ESP teachers need to focus on teaching the speaking skill to improve students' speaking abilities in order to enable them attend and participate in international conferences in their field and emphasize the importance of reading skills for reading articles. In this situation, the researchers emphasize the importance of

seeking expert support in developing an ESP teaching procedure that meets the needs of the students i.e. there should be a coordination between ESP teachers and Subject teachers to know exactly the students' needs and develop a course accordingly.

3.3. Training ESP Teachers

The lack of trained ESP teachers is a major issue for several Algerian university departments, particularly in the Economy department at the University of Ain Temouchent. ESP teachers must obtain both pre-service and in-service training to have confidence in delivering these courses. It appears that many Algerian university departments and the Economy department in particular are confronting a serious shortage of qualified ESP lecturers.

According to Richards and Farrell (2005), training programs consist of a series of tasks intended for both ESP teachers and general English teachers. Pre-service training prepares individuals for their first teaching experience in English and in-service training aims to improve teachers' professional skills through activities for practicing instructors (Koyalan, 2011). As for untrained ESP teachers, the researchers suggest that ESP teachers' training should be made compulsory. The ESP training should focus on enhancing students' English language skills which include reading, writing, listening, and speaking. This will enable them to more effectively explain their ideas and studies in English.

Training the ESP teachers should cover Economy students' requirements, such as reading Economy articles available only in English, attending foreign conferences, and speaking fluent English in order to be able to communicate with native speakers. This will help Economy students improve their English proficiency. They should also work with specialists in Economy to guarantee that the English course content suits the specific needs of those students.

3.4. Types of Games

The Department of Economy at the University of Ain Temouchent may significantly improve motivation by incorporating various sorts of games. These strategies give inventive and interesting ways to make the learning of English more dynamic and successful. Language games can be categorized into communicative and linguistic categories. Accuracy-focused games focus on sentence construction, pronunciation, and spelling, while fluency-focused games aim to improve fluency and effective communication. In the case of Economy students, both types are required based on students' needs. There are various game types for novice, intermediate, and advanced students, including role-play, dramatics, business games, vocabulary games, number games, spelling games, structure games, conversation games, writing games, and grammar games. Hadfield (1998) presents a selection of games with communicative and linguistic elements.

- **Sorting Games:** Also known as ordering or arranging games, requires students to sort a deck of cards into two lists based on object names. For example, students must arrange a deck of cards with the names of various modes of transportation—both modern and ancient—according to which group they belong.

- **Information Gap Games:** Involve one or more students in providing knowledge that other students need to complete a

task. For example, one person may have a drawing, and their partner must create a similar drawing while paying attention to the information provided by the person with the drawing.

- **Guessing Game**s: These are a subset of guessing games. A common guessing game is 20 questions, in which the participant must recall a well-known person, place, or thing. The other participants can guess who or what the individual is thinking about by asking 20 yes/no questions to get hints.

- **Search Games:** These are two-way information gap games in which players share information. For example, after learning information about a well-known person, students try to identify that person's name. Grids may also be handed to students. The purpose is to fill out the grid by writing the names of every classmate who matches the criteria, such as being vegetarian. Students help each other finish their grids by asking and replying to questions.

- **Matching Games:** Require players to find a corresponding word, image, label, or card. For example, students stack thirty-word cards made up of fifteen pairs—in a random order, face down. Using their memory, each person turns over two cards at a time in an attempt to find a matching pair. This activity is likely to enhance students' vocabulary.

- **Role-playing Games and Simulations:** In role-playing exercises, students can play roles that they would not typically play in real life, such as a dentist, but in simulations, they may act out roles that they would normally play in real life, such as a restaurant client. In the case of Economy students, teachers can simulate a situation in a bank or a business deal for example.

- **Labelling Games:** Include participants matching labels and photos. The aim is to develop vocabulary.

- **Board Games:** Scrabble is a popular board game that focuses on language.

Csikszentmihalyi (1990, cited in Robert, 2005) investigated how Roger Caillois (1958/2001) classified games into four categories based on the kind of experiences they provided to players. Games of the first category are agnostic. They are largely distinguished by the competitive element, which is the foundation of agnostic games. These games require players to compete with one another and use their skills to increase their mental challenges. For example, the teacher could assign two groups of students to write the conclusion of a story after giving them the beginning. One student from each group must stand up and tell their tale in front of the other students after they have done writing it, using body language, intonation, and other ways. The class with the most compelling written and spoken narratives wins. Students use their communication and language skills to produce the best story possible.

The second group is called aleatory games. The main element of these games is chance. These games lead players to assume that they have some control over the game's result. The third type of game is vertigo or ilinix games, which cause players' consciousness to shift by jumbling their regular senses. The fourth type of game is imitation games, which allow players to imagine diverse worlds, such as role-playing, theatre, and the arts in general. Because of the use of disguise, imagination, and

fantasy, these games give their players the sense that they are more than they are. According to Caillois (1958/2001), mimicry is also known as simulation. The "Folk Model" (cited in Robert, 2005) divides games into four non-exclusive categories: strategy games, games of chance, games of skill, and simulation games. This classification agrees with Roger Caillois' classification. Games of skill include board games, card games, letter games, mathematical games, puzzle games, guessing games, word games, games that require physical skill, and instructional games. Games of chance include dice, card, and casino games, as well as lottery-style games, bingo, and Pifiata. The strategy games include Mastermind, Go, Chess, and Checkers. Finally, simulation games include role-playing games, computer and video games, as well as board games such as Monopoly.

3.5. Applications of Games

Gamification has made it possible to employ a variety of methods to improve language acquisition and inspire students. The following gamification resources are widely utilized in education: Brainscape, Duolingo, Class Dojo, Edmodo, Zondle, and Socrative.

- ❖ **Duolingo:** This is a gamified language learning platform that provides many levels of vocabulary, grammar, speaking, and listening abilities in six languages. It is compatible with Android, iPad, iPod Touch, and iPhone and promotes collaboration, communication, and student-driven projects.

- ❖ **Class Dojo:** This is a platform that allows teachers to manage student conduct using avatars, points, and leaderboards. Edmodo is a secure educational social networking site that includes gamification aspects. Students can submit homework, make comments, and track their progress.

- ❖ **Zondle:** This is a gamified game-based learning platform that enables teachers to build quizzes and access a multitude of resources. Socrative is an interactive smart student response system that leverages laptops, tablets, and smartphones to engage students while also providing quick feedback, live outcomes, and simple data analysis.

- ❖ **Brainscape:** this is a mobile and online app platform that monitors student progress using customizable flashcards and confidence-based repetition to enhance vocabulary learning. These resources promote cooperative learning, teamwork, and critical thinking in language learning.

There are numerous options for the usage of game applications in an ESP context. Teachers can create engaging and successful English language teaching and learning courses tailored to the Economy department based on speaking and reading skills. These practical teaching strategies strengthen Economy students' understanding and application of gamification in the context of their studies, ultimately allowing them to communicate effectively and engage in the classroom.

3.6. Overcoming the Challenges of Using Games in ESP Context

To overcome challenges in using games in an ESP context, educators can consider several strategies based on the insights from the provided sources:

[41]

➢ **Customized Game Design**: Design games that align with the specific learning objectives and professional skills required in ESP. Tailoring game content to the discipline and learning goals can enhance the relevance and effectiveness of the gaming experience.

➢ **Integration with Curriculum**: Ensure that the games are integrated seamlessly into the curriculum to support learning outcomes. Combining engaging game design with educational objectives can help bridge the gap between entertainment and learning.

➢ **Educational Advocacy**: Educators should advocate for the educational value of games to parents, faculty, and administration. Demonstrating the benefits of game-based learning in developing critical skills and enhancing engagement can help overcome resistance and misconceptions about the utility of games in education.

➢ **Professional Development:** Provide training and support for teachers to effectively incorporate game-based learning into their teaching practices. Building educators' confidence and skills in using games as educational tools can facilitate smoother integration into the classroom.

➢ **Collaboration and Support:** Foster collaboration among teachers, parents, and administrators to create a supportive environment for game-based learning. Encouraging dialogue and understanding about the benefits of games in education can help address concerns and resistance.

By implementing these strategies, educators can navigate the challenges of using games in ESP contexts and harness the full potential of game-based learning to enhance students' engagement and learning outcomes.

3.7. Recommendations for Teachers

The influence of gamification on ESP is significant, as gamification has been increasingly used in EFL learning environments to improve student engagement, motivation, and learning outcomes. To effectively implement gamification in an ESP classroom, teachers ought to follow a structured approach by applying the following steps:

1. **Define clear learning objectives and align them with game mechanics:** Determine learning objectives for gamified activities that are in line with curriculum goals and game mechanics, such as word-based challenges or puzzles, to assist students enhance their vocabulary.

2. **Select a motivating theme or narrative:** Choose an intriguing theme and write a captivating story for the gamified exercise, setting the framework for learners' challenges and barriers

3. **Create progressive challenges and obstacles for learners to overcome:** Create tough, entertaining language learning games that encourage students to use their knowledge by overcoming hurdles such as boss battles or mini-games.

4. **Consolidate a system of rewards, such as points, identifications, or certificates, to recognize achievements:** Choose meaningful rewards for learners, such as points, badges, diplomas, or small gifts, and implement a transparent, equitable

reward system based on their accomplishments.

5. **Utilize technology and digital tools to enhance the gamified experience:** by carefully planning and implementing digital resources, such as educational games and applications, that are relevant to learning objectives and interesting for students. Findings from students' questionnaire revealed that students like both online and face-to-face games, so teachers can plan and implement gamified activities to provide a demanding and rewarding experience.

Overall, when done effectively, gamification can significantly improve engagement, motivation, and learning outcomes in an ESP context. ESP teachers can create a more engaging and effective learning environment that boosts motivation and improves language acquisition. However, it requires thoughtful integration of game elements aligned with learning objectives since gamification is not a one-size-fits-all approach. It is important to carefully design and implement game elements that are appropriate for the specific ESP context. Poorly designed gamification can have negative effects on motivation.

3.8.   Limitations:

When conducting their researcher, the researchers faced a set of limitations namely:

➢ **Time Constraints:** Because of the lack of time, the researchers could not apply other research instruments mainly classroom observation as this latter is more revealing compared to the questionnaire.

➢ **Small number of students:** The low number of students who replied to the questionnaire was one of tha major hindrances for the researchers. Moreover, many students did not give a full answer of the questionnaire and this effected the data collection phase.

3.9. Conclusion

This chapter aimed to emphasize the significance of using gamification in the ESP environment, as well as its impact on the Economy students' motivation to study the English language. It is critical to take an approach that considers the needs of individual students. The chapter further emphasized the value of an ESP course in Algerian educational institutions. It offered expert aid in tailoring the educational process to the needs of the students. Furthermore, teacher training was one of the suggestions. The usage of game categories and applications for ESP students were suggested as ways to increase ESP students' motivation in learning English. Algerian institutions can improve the efficacy of ESP instruction, assist students in becoming proficient in English, and achieve well academically by implementing these recommendations. This chapter also featured a variety of suggestions and practical recommendations for ESP teachers and students. This chapter underlined the need to employ Gamification in ESP contexts to promote active learning and lead students in their future studies and jobs.

General Conclusion

General Conclusion

English is largely considered as a worldwide language. It is the most frequently spoken and taught language in the world. It has become critical to include linguistics abilities in every educational system to offer students access to the globe and open numerous doors for future chances. ESP (English for Specific Purposes) has emerged as a vital field in language instruction, recognizing the usefulness of English in a range of domains. Educators, therefore, need to seek ways to effectively teach this vital language. One way that proved its effectiveness in EGP settings in general and ESP settings in particular is gamification. Indeed, gamification is an effective strategy for improving the learning experience by adding game design features into educational settings. It can revolutionize the educational environment by increasing learning engagement, enjoyment, and effectiveness. Educators who include game design features can develop dynamic and interactive learning experiences that appeal to varied learning styles and demands. Gamification is a valuable tool for language acquisition and has been shown to improve learners' progress when used correctly. In the current study, the researchers attempted to explore the use of games in an Algerian content, more precisely, among first year Economy students at Belhadj Bouchaib University.

The researchers observed that despite the important role of English in the field of Economy, students are still not motivated to learn this language. Accordingly, the research's major aim was to examine the effects of using games in increasing ESP students' motivation and to highlight the major hindrances of using games in the ESP context. To achieve these objectives, the following research questions were posed:

1- To what extent does the integration of gamification with first year Economy students' influence their motivation?

2- What are the effects of gamification on first year Economy students' motivation and academic performance?

In response to these research questions, the researchers hypothesized that:

1. The integration of gamification among Economy students will increase their motivation to a high extent.

2. The effectiveness of gamification in promoting motivation among Economy students impact their academic achievement, however, this will depend on the specific gamification elements used, the learning goals, and the students' individual characteristics and preferences.

In this study, the researchers opted for a case study. Data was collected through two questionnaires: one distributed to first-year Economy students at Belhadj-Bouchaib University in Ain Temouchent and ESP teachers in the same department. The investigators have used in their research a simple random sampling as the participants were chosen randomly

This research consists of three chapters. The first chapter provided an overview of ESP including its types, characteristics, teaching process and a distinction between EGP and ESP. then, the researchers highlighted gamification through offering its definition, types and importance. The researchers also highlighted major obstacles of implementing games in the classroom. The first chapter was concluded by defining motivation and exploring its types and linking it to gamification. The second chapter

provided a detailed description of the research design, methodology, sampling, instruments, and data analysis procedures. It also included data analysis, discussion, and interpretation of the main findings. The final chapter included some suggestions and recommendations for ESP learners and teachers regarding the use of Gamification to inspire them.

The study examined ESP students' and their teachers' opinions toward the use of games in the context of English as a Foreign Language (ESP). The findings revealed that students have average English proficiency, yet they enjoy studying English. Games help students improve their English learning outcomes, develop problem-solving strategies, and reduce anxiety and stress levels. Teachers revealed that games can help students strengthen their foreign language skills by increasing their enthusiasm and interest. Gamification increases Economy students' motivation by facilitating relationships between students and teachers, developing good attitudes toward classmates, and improving speaking abilities. Both teachers and students responded positively to the usage of games in the ESP environment, as they increased grammar, vocabulary, and interpersonal skills. The obtained results, therefore, confirmed the hypotheses, the researchers hypothesized that the use of Gamification has a positive effect and may strengthen Economy students' performance. In effect, the obtained results showed that the use of Gamification in ESP courses is very effective in enhancing the proficiency of the ESP students, the researchers proposed some suggestions that may be effective in increasing ESP students' motivation. These suggestions were mainly concerned with designing an effective ESP course, training ESP students and offering a set of games that are likely to enhance Economy students' motivation to learn the English language. This conducted research, like all other research, has limitations and shortages. The first limitation was related to time constraint as the researchers were unable to conduct other research instruments. The research was also limited in terms of the sample, as it dealt with first-year Economy students; the study's small sample size may not be representative of all Economy students. Despite constraints, this study has highlighted the significance of employing gamification in ESP classes to increase learner motivation.

To conclude, this research tried to shed light on a very important aspect of language teaching and learning that can improve proficiency and the performance of ESP learners. The future research can further investigate this area through designing an ESP course for Economy students based on gamification.

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APPENDICES

Students' Questionnaire:

Dear students,

You are kindly requested to fill in the questionnaire as it investigates the use of gamification as a learning tool to enhance motivation in ESP classes. Your responses are very important for the credibility of this research. Please provide your honest opinions and your answers remain confidential. Thank you for taking the time to complete this questionnaire.

Your gender:

☐Male

☐Female

1- How can you evaluate your proficiency level in English?

☐Good

☐Average

☐Bad

2- Do you like studying English?

☐Yes

☐No

3-Why?

………

…………………………………………………..

4- what are the major difficulties you face when studying English?

☐Vocabulary.

☐Grammar.

☐Spelling and pronunciation.

5- Does your teacher use games in the classroom?

☐Always

☐Usually

☐Sometimes

☐Rarely

☐Never

6- Do you participate in the classroom when your teacher uses games?

☐Always

☐Usually

☐Sometimes

☐Rarely

☐Never

7-Do you like using games in the English classroom?

☐Yes

☐No

8-Do you prefer using………………. games in the ESP teaching?

☐Online

☐Face to face

☐Both Online and Face to face

11-Playing games improves my problem-solving.

☐Strongly agree

☐Agree

☐Uncertain

☐Disagree

☐Strongly disagree

11-Games decrease my level of anxiety and stress.

☐Strongly agree

☐Agree

☐Uncertain

☐Disagree

☐Strongly disagree

12-I become motivated when playing games in the classroom.

☐Strongly agree

☐Agree

☐Uncertain

☐Disagree

☐Strongly disagree

13 develop a positive attitude towards my classmates when playing games in the classroom.

☐Strongly agree

☐Agree

☐Uncertain

☐Disagree

☐Strongly disagree

14- I improve my speaking skills when playing communicative games.

☐Strongly agree

☐Agree

☐Uncertain

☐Disagree

☐Strongly disagree

Teacher's questionnaire

The primary purpose of the present research questionnaire is to identify the importance of gamification in ESP. It is seeking to explore the effectiveness of games in education to promote students' motivation. We would appreciate it if you could

take the time and answer the following questions.

How long have you been teaching English?

………

…………………………………………..

How long have you been teaching the ESP?

………

…………………………………………..

1. How do you evaluate your student's proficiency level in English?

☐Excellent

☐good

☐average

☐bad

☐worse

2. Do you enjoy game-based teaching?

☐Yes

☐No

3. The main difficulties of using games in ESP learning are:

☐Lack of teachers' ICT skills.

☐Mixed-ability classes.

☐Larges classes.

☐Lack of teachers' knowledge of the assessment of gamified activities.

4. The main aim of gamification is to:

☐Enhance students' motivation for ESP learning

☐Develop students' foreign language skills

☐Monitor the progress of ESP learners

☐Make ESP learning enjoyable for students' skill development aspect

5. How do you perceive the use of games in the classroom?

☐Important

☐Very important

☐Less important

☐Unimportant

6. Do you agree that games should be used in the classroom to teach English as a foreign language?

☐Strongly agree

☐Agree

☐Uncertain

☐Disagree

☐Strongly disagree

7. Games useful for promoting student's interpersonal skills.

☐Strongly agree

☐Agree

☐Uncertain

☐Disagree

☐Strongly disagree

8. How often do you use games in ESP classes?

☐At each lesson

☐From time to time

☐It depends on the aims of the lesson

9. Do you find games useful for promoting students' grammar and vocabulary skills?

APPENDICES

☐Strongly agree

☐Agree

☐Uncertain

☐Disagree

☐Strongly disagree

Thank you

Summary:

The current study's objective is to investigate how gamification can be used in the Economy Department at Ain Temouchent University to increase students' motivation and to determine how successful these tools are. Gamification helps students to become more motivated in the classroom. This study aims to explore the effects of using games in promoting ESP students' motivation. The researchers conducted a case study research method. They have used in their research a simple random sampling and two questionnaires to collect the necessary data, a questionnaire for 82 first-year Economy and another questionnaire for their ESP teachers. It includes also a description of the questionnaires followed by an analysis of the gathered data. The final part is devoted to the interpretation of key findings which constitute the focal part of the whole research because at this level the researchers tested the hypotheses. The findings obtained show that the use of gamification in ESP situation has a positive impact and plays an effective role in enhancing students' motivation. Based on the research findings, the researchers offered some beneficial recommendations and suggestions for both teachers and students' to improve their effectiveness in the teaching and learning processes and aid it in raising the motivation of ESP students. The results demonstrated that learners' competency increases in ESP classes when games are employed appropriately.

Keywords: English for Specific Purposes, gamification, economy students, motivation

ملخص:

تهدف الدراسة الحالية إلى معرفة كيفية استخدام أسلوب اللعب في قسم الاقتصاد بجامعة عين تموشنت لزيادة دافعية الطلاب وتحديد مدى نجاح هذه الأدوات. يساعد التلعيب الطلاب على أن يصبحوا أكثر تحفيزًا في الفصل الدراسي. تهدف هذه الدراسة إلى استكشاف آثار استخدام الألعاب في تعزيز دافعية طلاب اللغة الإنجليزية لأغراض تخصصية. أجرى الباحثون طريقة بحث دراسة الحالة. لقد استخدموا في بحثهم عينة عشوائية بسيطة واستبيانين لجمع البيانات اللازمة، استبيان لـ 82 طالبًا في السنة الأولى من الاقتصاد واستبيانًا آخر لمدرسي اللغة الإنجليزية لأغراض تخصصية. ويتضمن أيضًا وصفًا للاستبيانات متبوعًا بتحليل البيانات المجمعة. ويخصص الجزء الأخير لتفسير النتائج الرئيسية التي تشكل الجزء المحوري من البحث بأكمله لأنه في هذا المستوى يقوم الباحثون باختبار الفرضيات. تظهر النتائج التي تم الحصول عليها أن استخدام أسلوب اللعب في حالة تعليم الانكليزية لأغراض تخصصية له تأثير إيجابي ويلعب دورا فعالا في تعزيز دافعية الطلاب. وبناءً على نتائج البحث، قدم الباحثون بعض التوصيات والمقترحات المفيدة لكل من المعلمين والطلاب لتحسين فعاليتهم في عمليتي التعليم والتعلم ومساعدتها في رفع دافعية طلاب تعليم اللغة الإنجليزية لأغراض خاصة. أظهرت النتائج أن كفاءة المتعلمين تزداد في فصول تعليم اللغة الإنجليزية لأغراض خاصة عندما يتم استخدام الألعاب بشكل مناسب.

الكلمات المفتاحية: اللغة الإنجليزية للأغراض الخاصة، التلعيب، طلاب الاقتصاد، الدافعية.

Résumer :

L'objectif de la présente étude est d'étudier comment la gamification peut être utilisée dans le département d'économie de l'Université d'Ain Temouchent pour accroître la motivation des étudiants et déterminer le succès de ces outils. La gamification aide les élèves à devenir plus motivés en classe. Cette étude vise à explorer les effets de l'utilisation des jeux sur la promotion de

la motivation des étudiants ESP. Les chercheurs ont mené une méthode de recherche par étude de cas. Ils ont utilisé dans leur recherche un échantillonnage aléatoire simple et deux questionnaires pour collecter les données nécessaires, un questionnaire pour 82 étudiants de première année d'économie et un autre questionnaire pour leurs professeurs d'ESP. Il comprend également une description des questionnaires suivie d'une analyse des données recueillies. La dernière partie est consacrée à l'interprétation des résultats clés qui constituent la partie centrale de l'ensemble de la recherche car à ce niveau les chercheurs ont testé les hypothèses. Les résultats obtenus montrent que le recours à la gamification en situation ESP a un impact positif et joue un rôle efficace dans l'amélioration de la motivation des étudiants. Sur la base des résultats de la recherche, les chercheurs ont proposé des recommandations et des suggestions bénéfiques aux enseignants et aux étudiants pour améliorer leur efficacité dans les processus d'enseignement et d'apprentissage et les aider à accroître la motivation des étudiants ESP. Les résultats ont démontré que les compétences des apprenants augmentent dans les classes ESP lorsque les jeux sont utilisés de manière appropriée.

Mots-clés : Anglais sur Objectifs Spécifiques, gamification, étudiants en économie, motivation.