

Ministry of Higher Education and Scientific Research

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**The Impact of Gamification on Students Motivation and Engagement in
Language Classrooms: Case of Second-year Students at El Bachir**

El Ibrahimi secondary School

An Extended Essay Submitted as Partial Fulfillment for the Requirements of a

Master's Degree in Didactics and Applied language

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Dedications

In the name of Allah, Most Gracious, Most Merciful. All praise is due to Allah alone, the Sustainer of the world. Firstly, and foremost, I offer my deepest thanks to Allah, who, through His boundless mercy and infinite grace, granted me the strength, perseverance, and guidance to complete this humble work.

I dedicate this work to my family, firstly my father and mother, in addition to my honorable friends who had a great contribution and support to this humble achievement of mine.

I also extend my heartfelt gratitude to all my teachers, past and present, whose knowledge, patience, and encouragement have shaped my understanding and inspired my growth

Benhacine Houda

Dedications

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To my beloved father and mother,
Whose endless sacrifices, unwavering support, and heartfelt prayers have been the foundation of all my achievements may this modest endeavor be a reflection of your boundless love and devotion.

To my dear sisters,
Whose encouragement, patience, and kindness illuminated my path during moments of doubt.

To my cherished friend, Houda,
Whose generous assistance, wise counsel, and sincere friendship were a true source of strength throughout the course of this journey.

To my esteemed supervisor,
Whose valuable guidance, insightful advice, and patient support enriched my work and sharpened my resolve.

And to all my respected teachers,
Who have nurtured my mind and spirit with knowledge and wisdom I am forever indebted to you.

Djelloul lilia

Acknowledgments

We would like to express our gratitude to our dissertation supervisor Dr. amaria FEHAIMA for their guidance and support throughout this research.

Additionally, we thank the jury members, Dr. amina KERKEB and Dr. anfel DEKHIL.

Finally, we thank the participating school, teachers, and students who made this study possible.

Abstract

Modern teaching methods are constantly evolving to meet the needs of today's learners. One such approach gaining popularity in education is the integration of interactive and playful techniques to support student success. This study investigates the effects of gamification on student motivation and participation in language courses with an emphasis on second-year foreign language learners at El Bachir El Ibrahimi Secondary School. Examining how game-based tactics might improve students' engagement and enthusiasm in language learning is the primary goal. A mixed-methods strategy was used to do this, which included interviewing three language teachers at the same institution and distributing a questionnaire to forty students. According to the research, gamification can enhance classroom participation and student motivation while creating a more lively and engaging learning environment. The study offers valuable insights into the advantages and difficulties of implementing gamified features in secondary school language instruction by emphasizing the viewpoints of both teachers and students.

Key words; Gamification, motivation and engagement

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Chapter One: Introductory Chapter

1.1 Introduction

1.2 Research Questions and Hypotheses

1.3 statement of the problem

1.4 Aims of the study

1.5 Previous Study

1.6 Definitions of Key Concepts

1.7 Delimitation of the Study

1.8 Structure of the work

1.9 Conclusion

1.1. Introduction

The old ways of teaching languages are no longer efficient enough for today's students. They are growing up surrounded by technology and much interactive stuff, which has totally changed how they like to learn. Teachers need to be creative and find new ways to not only teach but also keep students interested and involved. One fun approaches gamification -basically- using games tasks in the classroom.

Gamification can change many things in the classroom, making learning more fun and getting students excited. Language learning takes so much work, but gamification can make it feel more rewarding and engaging. This study is going to investigate and look at how gamification affects second-year language learners at El Bachir El Ibrahimi secondary school, specifically their motivation and how much they are participating. The goal is to see if these game-based methods help them learn better and enjoy the process more.

1.2. Research Questions and Hypotheses

Most of the time, researchers start studying a project by formulating questions and hypotheses to ensure the research is targeted, relevant and helpful. So, the research addresses the following questions:

1. How does gamification influence student motivation and engagement in language classrooms?
2. To what extent does gamification improve student performance?
3. What is the position of teachers on the use of gamification in language teaching?

To answer these questions, the following hypothesis are formulated:

H1: Students are more motivated to study languages when gamification is included

H2: Students are more engaged in class when gamified activities are used.

H3: Both educators and learners regard gamification as an efficacious pedagogical approach

1.3. Statement of the Problem

A lot of schools, especially high schools, have a tough time getting students excited about learning a foreign language. Old-school teaching methods often struggle to keep students interested, which leads to low participation and poor grades. Gamification has emerged as a potential solution in recent years. However, we still ignore how well it work in language classes, particularly in places like Algeria.

This study wants to explore how gamification can boost interest and engagement among high school students and hopefully fill that gap in our knowledge.

1.4. Aims of the study

What is the target of this study? It's all about figuring out how gamification impact students motivation and how involved they are in learning a language.

Specifically, it looks to:

- See how gamified methods change students' motivation to learn a language.
- Figure out if gamification helps students participate more in class.
- Understand what teachers and students think about using gamification, what they like, what they do not and how it works for them.

1.5. Previous Study

Much research has looked at how gamification and student motivation are connected. For example, studies by Dominguez et al (2013) and Deterring et al (2011) show that gamification can improve learning by making students more motivated and engaged and when it comes to language learning, research has found that students in gamified classes tend to be more involved and do better (Su and Cheng 2015). Hamari et al. (2014) also found that gamification can help create positive feelings to wars learning and keep students participating.

Also, Alswaier (2018) found that gamification helps create a student-centered learning environment where students feel more in control and confident. And we have already seen those platforms like Kahoot! Quizlet and Duolingo can boost vocabulary retention and get students more involved in class when it comes to learning a second language. But most of these studies have focused on college students or students in

places with a lot of technology. There has not been much focus on high school students in developing countries, especially in North Africa. So, this study wants to fill that gap by looking at what is happening in high school classrooms in Algeria.

1.6. Definitions of Key Concepts

➤ Gamification

Gamification is basically taking game design like leader boards, badges, points, rewards and using them in non-game situations to get people more motivated and involved (Deterding et al 2011). In education it is used to make learning more fun and rewarding, which can boost engagement and enjoyment.

Werbach and Hunter (2012) say gamification taps into the psychological aspects of games, like the feeling accomplishment, competition and progress to encourage student to behave in certain ways. It's been shown that gamification can make learning more engaging, encourage consistent practice and improve the classroom environment especially the language learning (Dominguez et al 2013)

Su and Cheng (2015) point out that gamification makes learning more appealing, especially for students who grew up with technology by blending entertainment with education. Gamified environments can give students a sense of success, independence and purpose through reward and feedback, which are. key for keeping them engaged in the long run.

➤ Motivation and Engagement

Motivation is the internal drive that gets students interested in learning and keeps them working hard in school. Deci and Ryan (1985) identified two sides: Extrinsic, which comes from outside rewards, and Intrinsic, which comes from internal satisfaction. Motivated students are more likely to stick with it. Participate and do well in language learning.

Engagement is how focused, curious, enthusiastic and involved students are while they're learning. (Fredricks, Blumenfeld & Paris, 2004) It involves thinking. Feeling and acting in ways that support meaningful learning, Su and Cheng (2015) say, that gave me fired. Learning environments can really boost motivation and engagement, especially

by providing goals, immediate feedback and sense of achievement.

Overall, gamification is increasingly recognized as a good way to encourage motivation and engagement in education. Both are crucial for keeping students interested in learning a new language.

1.7. Delimitation of the Study

Scope: The study is specifically focused on 2nd year students at El Bashir Al Ibrahimi Secondary School in IT motion. Kind of finding might not apply to other schools, grade levels, or even different subjects.

Gamification Techniques. The research only Look at Carmen gamification method like Leader board. Point. And quizzes. Like Kahoot or Quizlet? It doesn't explore more complex or comprehensive game-based learning platforms.

Participants: The study concentrates on the prospects of students and the language teachers. Excluding parents, administrators and other stakeholders.

Focus. The research primarily examines immediate motivation and engagement rather than long term academic achievement or language proficiency.

Essentially. The research is designed to provide insight within a specific context, but the result might not be generalizable to other situations.

1.8. Structure of Work

This study is structured around 4 key chapters. We kick things off with an attractive entry doctorate chapter that sets the stage covering the background of the research, the core problem with addressing the question we're trying to answer, our initial hypothesis, the goal of the study, and why. Chapter 2 dives onto the theoretical underpinning, focusing on the concept of gamification and language learning, particularly how it relates to motivation and engagement. Then we move into a practical section in Chapter 3 where we present a case study involving second year students. From al Bashir Ibrahim is secondary school this chapter breaks down the methodology, the tools we used to collect data like teacher interviews and students questionnaire and find degree and covered. Finally, the 4th chapter rob stains by summarizing the result, acknowledging the study limitation. Since they're just an Avenue for future research.

1.9. Conclusion

This first chapter serves as an introduction, it focuses on how gamification impacts student motivation and participation in language learning. We start by highlighting the issue of declining student engagement and enthusiasm, which sparked the idea for this research. This chapter also presented the main research question and the assumption we are making, explained how we selected our participant. I clearly state the objective of the study. Finally, it gives a brief overview of the paper structure and defines the key terms that will be used in the research.

Chapter Two:
The Impact of Gamification on
Students' Motivation and Engagement

2.1. Introduction

2.2. Historical Overview of Language Teaching

2.3 Implications for Language Teaching

2.4 Definition of Gamification, Motivation, and Engagement

2.5 Gamification in Education

2.6 Relevance of Gamification

2.7 The Benefits of Using Gamification

2.8 Gamification Tools Used in Education

The Role of Gamification in Language Learning

2.10 Characteristics of Gamification in Language Learning

2.11 The Effectiveness of Gamification in Language Learning

2.12 The Advantages of Using Gamification in Education

2.13 The Disadvantages of Using Gamification in Education

2.14 Conclusion

2.1. Introduction

The educational landscape has been rapidly changing, driven by digital advancements, evolving student requirements, and a desire for more effective teaching methods. One such innovation gaining traction is gamification, which seeks to blend learning with entertainment. In essence, gamification in education involves incorporating game elements into non-game contexts to boost learning outcomes, motivate students, and increase their participation. Language learning, with its inherently interactive and repetitive nature, is particularly well-suited for gamification.

This chapter delves into the concept of gamification, examining its theoretical foundations, historical development, and role in fostering motivation and engagement among language learners. It will provide an overview of popular gamified tools and platforms, while also discussing the pros and cons of integrating gamification into educational environments, with a focus on language acquisition. We'll also explore the psychological principles behind gamification, the evolving role of the teacher, and the future possibilities of game-based approaches in education.

2.2. Historical Overview of Language Teaching

Language teaching has undergone a dramatic transformation over time, evolving from a focus on rote memorization and grammatical translation to more interactive and communicative methods. Early language instruction, particularly in the classical period, prioritized memorizing grammar and vocabulary, with less emphasis on actual communication. This approach, which often favored reading and writing over speaking and listening, viewed language acquisition primarily as an intellectual exercise. However, as societal needs, psychological research, and linguistic theories advanced, new approaches to language teaching began to emerge, reshaping how languages were taught.

➤ **Grammar-Translation Method (GTM)**

The Grammar-Translation Method (GTM), which prevailed in language instruction from the 18th century to the early 20th century, relied heavily on direct translation of vocabulary and grammar rules between the target language and the native language. This method largely ignored speaking and listening skills, concentrating instead on reading and writing. While effective in teaching grammar and vocabulary, it was criticized for its lack of emphasis on real-world communication. The Grammar-Translation Method remained in use for many years, particularly in academic settings where intellectual development was prioritized over practical communication.

➤ **Direct Method**

In the late 1800s, the Direct Method emerged as a counterpoint to the Grammar-Translation Method. This approach emphasized learning through direct interaction and immersion in the target language. Students were encouraged to think in the target language, with grammar and vocabulary taught through context rather than translation. Speaking and listening were central, and grammar was taught inductively, encouraging students to derive grammatical rules from examples rather than rote memorization. While the Direct Method fostered more active language use, critics noted it sometimes neglected writing and grammar, which many students still considered crucial for academic success.

➤ **Audiolingual Method**

The Audiolingual Method, influenced by B.F. Skinner's behaviorist theories, gained prominence in the mid-20th century. This method focused on drills and repetition, encouraging students to memorize and practice sentence structures. The Audiolingual Method was based on the idea that mistakes could be corrected, and reinforcement would ensure proper language use. However, the mechanical nature of this method was also criticized, as it often led to students acquiring linguistic patterns without a deep understanding of their real-world application. Its emphasis

on speaking and listening was seen as limiting students' ability to interact creatively with the language.

➤ **Communicative Language Teaching (CLT)**

Emerging in the 1970s, Communicative Language Teaching (CLT) arose from the perceived limitations of earlier methods. CLT prioritized fluency over accuracy, shifting the focus from rote memorization and repetition to genuine communication. In CLT classrooms, students engage in real-world activities such as role-playing, problem-solving, and group discussions, simulating authentic communication scenarios. This approach emphasized interaction, context, and functional language use, helping students develop their speaking and listening skills in real-life situations. While offering a more dynamic and practical approach, some critics argued that CLT did not sufficiently emphasize structure and grammatical accuracy.

➤ **Task-Based Language Teaching (TBLT)**

Task-Based Language Teaching (TBLT) built upon the principles of CLT, further developing the communicative approach. TBLT structures language lessons around tasks that require students to use the target language. These tasks might involve planning, problem-solving, or participating in discussions, among other activities. By encouraging learners to engage with the language in meaningful ways that reflect real-world usage, TBLT promotes active language use. TBLT prioritizes task completion over explicit grammar or vocabulary instruction, fostering fluency and communication in authentic contexts.

➤ **Behaviorism**

Behaviorism, dominant in the mid-20th century, views language acquisition as a process of habit formation. According to behaviorist theory, language is acquired through repetition and reinforcement, with correct behavior rewarded and incorrect behavior corrected. The Audiolingual Method, rooted in these principles, utilized repetitive exercises and pattern drills to cultivate linguistic habits. While behaviorism significantly influenced early language teaching approaches, it was criticized for overlooking the cognitive processes involved in learning and overemphasizing observable behaviors.

➤ **Constructivism**

Constructivism, originating from the work of Vygotsky and Piaget, posits that learning is an active, socially engaged process. Constructivist theory suggests that students construct their own understanding by interacting with their environment and social context. Vygotsky's concept of the "zone of proximal development" (ZPD) highlighted the importance of social interaction in learning. The ZPD represents the gap between what a student can achieve independently and what they can achieve with guidance from a more knowledgeable individual, such as a teacher or peer. Constructivism encourages problem-solving, collaborative learning, and discovery-based activities in language instruction, promoting active student involvement in their learning.

➤ **Krashen's Monitor Model**

Stephen Krashen's Monitor Model of Language Acquisition significantly enhanced the understanding of the language learning process. Krashen proposed five main hypotheses: the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis. According to Krashen, language acquisition occurs when learners are exposed to comprehensible input-language that is slightly above their current proficiency level but still understandable. He also argued that emotional factors like motivation and anxiety are crucial in language learning, and a "low affective filter" facilitates better learning.

➤ **Socio cultural Theory**

Vygotsky's ideas were also foundational to sociocultural theory, which emphasizes how crucial social interaction and cultural context are for learning a language. This perspective suggests that language acquisition is driven by social dynamics, with learning happening through collaborative efforts with others. Because it gives students opportunities to use the language in social situations, sociocultural theory supports group work and peer interaction in language classes. This theory highlights the deep connection between language, cultural practices, and values, stressing the

importance of cultural understanding in language learning.

These theories have shaped language teaching strategies by highlighting different aspects of the learning process. For example, innate perspectives emphasize the role of inborn cognitive abilities, while behaviorist approaches focus on repetition and reinforcement. Socio cultural theory underscores the value of social interaction, and constructivism promotes active, group-based learning. In today's classrooms, teachers often integrate elements from these theories into a blended approach to meet their students' diverse needs.

As language instruction evolves, incorporating these theories with recent technological advancements like gamification and digital learning resources has the potential to significantly transform the field. Teachers are increasingly encouraged to adapt their methods and create engaging, dynamic classrooms that support language learning in relevant, real-world contexts, to cater to their students' varied needs.

2.3. Implications for Language Teaching

Modern language instruction has evolved significantly, shaped by various linguistic and psychological theories. Traditional methods are often drawn from behaviorist principles, focusing on repetition and reinforcement. These approaches frequently use drills and exercises to build proficiency through constant practice. While effective for internalizing language structures by emphasizing pattern recognition and memory, they have been criticized for potentially overlooking the importance of communicative competence and real-world application, which are vital for fluency and adaptability.

In contrast, theories like innates, influenced by Noam Chomsky's ideas, advocate for immersive learning environments. This perspective highlights the innate human capacity for language acquisition, suggesting that it's best developed in natural settings. Language learning, in this view, is context-driven, with an emphasis on acquiring grammar and vocabulary through exposure to everyday situations. Immersion programs,

which fully immerse students in the language, can facilitate fluency in natural contexts. While often successful, especially for more advanced learners, this approach might pose challenges for beginners who need structured support as they develop their skills.

Constructivism, drawing from the work of Vygotsky and Piaget, views learning as an active, socially engaging process. This framework posits that learners construct knowledge through interaction with peers and their environment. Constructivist teaching promotes collaborative activities such as group projects, peer debates, and problem-solving to foster deeper understanding and contextual language use. This method emphasizes that learning is most effective when students actively participate in their own education, guided by a teacher or more experienced peers. The focus on scaffold instruction and discovery learning cultivates a supportive environment where students gradually take on more complex language tasks and responsibilities.

Socio cultural theory, rooted in Vygotsky's work, underscores the significance of social interaction and cultural context in language acquisition. This theory posits that language is a tool for communication, learned through collaborative engagement with others. This approach emphasizes cooperative learning and the influence of culture on language. In certain cultural contexts, language is not merely a set of rules but a means of promoting social interaction. By encouraging communication in everyday situations, socio cultural theory helps students view language as a tool for navigating social interactions and cultural norms, rather than just a collection of grammatical rules.

➤ **Eclectic Approach & Modern Innovations**

In contemporary language instruction, teachers frequently adopt an eclectic approach, drawing from a wide range of pedagogical philosophies to effectively address the varied requirements of their students. This methodological flexibility enables educators to integrate behaviorist principles with more dynamic, immersive, and communicative strategies. Such an approach allows teachers to customize their teaching methods, considering the skill levels, preferred learning styles, and specific course objectives of their students. Furthermore, the integration of novel technologies, including gamification and digital learning platforms, empowers educators to creatively

engage students, fostering increased motivation and facilitating real-time feedback. This integration of traditional and modern techniques not only establishes a robust foundation in grammatical structures but also cultivates a comprehensive and effective language learning environment. This approach ensures that students are well-equipped with both fundamental linguistic knowledge and the ability to thrive in a dynamic learning setting.

2.4. Definition of Gamification, Motivation, and Engagement

➤ Gamification

Incorporating game design elements like competition, scoring, rules, and rewards outside of traditional games is known as gamification. This approach transforms ordinary learning tasks into engaging experiences. The goal isn't to turn learning into a game, but to harness the motivational power of games to boost learning (Deterding et al., 2011). When done well, gamification can significantly increase active participation, foster a sense of achievement, and boost student engagement. Features like leader boards, badges, and progress trackers encourage continuous improvement and offer immediate feedback. By providing challenges and incentives, it also helps to sustain student interest over time. Gamification can also accommodate various learning styles by including visual, auditory, and hands-on elements. As digital tools become more integrated into education, gamification is increasingly recognized as a strong method to enhance both motivation and learning outcomes.

➤ Motivation

Motivation in education refers to the internal processes that initiate, direct, and sustain learning behaviors. It's a crucial factor in academic success and is often divided into two main types: Intrinsic motivation comes from the learner's interest or enjoyment in the task itself. This type of motivation leads to deeper engagement, better retention, and increased enjoyment of the learning process. Intrinsically motivated learners often seek knowledge driven by a desire for mastery, curiosity, or personal growth. Extrinsic motivation, on the other hand, arises from external rewards like competition, recognition, or grades. While both types can influence learning, cultivating intrinsic motivation is key to long-term academic success. Educators can foster this by designing

meaningful, relevant assignments that align with students' interests and goals.

➤ **The Role of Motivation in Language Learning**

A key component of successful language learning is motivation. Two primary categories are frequently discussed: The learner's inner drive to acquire knowledge for their own fulfillment is known as intrinsic motivation. Motivation fueled by outside incentives, like good grades or job prospects, is known as extrinsic motivation. By making learning fun, competitive, and rewarding, gamification is frequently used to increase both intrinsic and extrinsic motivation.

➤ **Engagement**

Is the Participation of the level of focus, interest, curiosity, and involvement that students exhibit during the learning process. Three dimensions are included in it:

- Engaging in academic activities is an example of behavioral engagement.
- Positive feelings and interest in learning are indicators of emotional involvement.
- Cognitive engagement: A readiness to put in mental work and an investment in learning.

➤ **The Role of Engagement in Language Learning**

The degree of focus, interest, and involvement a student demonstrates is referred to as engagement. It is frequently divided into: Engaging in social and intellectual activities is an example of behavioral engagement. Students' emotional responses in the classroom are referred to as emotional engagement. Cognitive Engagement: A commitment to education and a readiness to work hard. Point systems, leaderboards, and interactive assignments are gamification techniques that can boost all three forms of engagement.

2.5. Gamification in Education

Gamification in education uses games' motivating qualities to improve student learning. It facilitates the development of an atmosphere in which students actively participate rather than merely absorb knowledge. Research has indicated that gamification enhances classroom dynamics, promotes teamwork, and boosts academic

achievement (Domínguez et al., 2013). Gamification is used by educational institutions to:

- Promote perseverance and goal setting.
- Give prompt feedback.
- Encourage constructive competition. Use badges or levels to keep track of your progress.
- Encourage resilience and a growth mentality.

2.6. Relevance of Gamification

In Modern Education The use of digital resources and a move toward student-centered learning are characteristics of modern education. These trends are in line with gamification by: addressing the inclinations of students who are accustomed to using technology. improving long-term focus and motivation. encouraging individualized and differentiated instruction. delivering progress tracking and real-time feedback promoting cooperation by use of team-building exercises. Additionally, gamification makes learning more engaging and relevant by bridging the gap between formal and casual learning.

The expectations of today's digital native students, who are more driven by dynamic, goal-oriented settings, are fully met by it. By offering a risk-free environment for practice, gamified components assist lower learner anxiety, especially when it comes to language acquisition. By providing instant gratification and engaging adaptive challenges, it also encourages lifelong learning. In order to promote a growth mindset where errors are seen as a necessary component of learning teachers can employ gamification. Additionally, it promotes problem-solving and active learning, two essential elements of contemporary educational objectives.

2.7. The Benefits of Using Gamification

In Language Learning a language requires skill development and repeated practice, which can be tedious.

- Gamification is beneficial since it makes the practice of grammar and vocabulary more interesting.

- Using incentives to promote regular practice.
- Reducing language anxiety by offering a relaxed and enjoyable setting.
- Encouraging communication and cooperation among peers. providing visual progress monitoring, which boosts self-esteem. Additionally, gamified platforms use scaffolding and spaced repetition, both of which are beneficial for long-term language memory.

2.8. Gamification Tools Used in Education

Quizzes is a popular interactive quiz tool that makes learning fun and competitive, often used for review and assessment. Like Kahoot! it provides self-paced quizzes, instant feedback, and detailed reports. Duolingo, a well-known language learning platform, uses levels, points, and daily goals to keep users engaged. Class craft incorporates classroom management with role-playing elements, fostering student responsibility and teamwork. Quizlet offers flashcards and game options like Match and Gravity to help with studying and memorization.

2.9. The Role of Gamification in Language Learning

➤ **Modern Education** By incorporating game-like aspects into learning environments, gamification is revolutionizing modern educational processes and increasing motivation and engagement. Gamification is essential to 21st-century education, which places a strong emphasis on student autonomy, digital integration, and active involvement. It changes conventional, lecture-based instruction into individualized, interactive experiences that better fit the varied and technologically sophisticated students of today.

The following are some ways that gamification facilitates this change:

- Fostering in students a sense of independence and accountability.
- Creating a feeling of advancement and success.

Gamification in language learning encourages confidence in communication while assisting in the development of the four fundamental abilities (speaking, listening, reading, and writing). Additionally, it gives pupils a safe, low-pressure setting in which

to try out new language.

2.10. Characteristics of Gamification in Language Learning

Gamification in language learning is defined by key elements that create an engaging and effective learning environment. A key aspect is goal orientation, where students are given specific goals and milestones, providing structure and helping them track progress. These goals keep students motivated and focused by making them aware of their objectives. Feedback systems are also crucial. Gamification offers immediate reactions to student actions, unlike traditional methods. This instant feedback helps learners quickly identify and correct errors, enhancing learning and speeding up the acquisition of skills like grammar, pronunciation, and vocabulary.

Tracking progress is another important component. Visual cues like progress bars, levels, or points can greatly motivate students by showing them how far they've come. This sense of advancement encourages persistence and boosts self-esteem, especially when students see their growth over time. Social interaction is also vital. Collaborative tasks, leader boards, and group challenges promote peer collaboration and communication. These interactions give students practice in speaking and listening in real-world social settings by simulating language use in everyday situations.

Finally, the narrative framework of gamified learning environments adds emotional depth to the experience. When language activities are integrated into stories or themed adventures, students' emotional engagement and investment in their education increase. This storytelling element makes vocabulary, grammar, and cultural information more memorable and meaningful by placing them in context. Overall, these elements make gamification a dynamic and successful approach to language teaching.

2.11. The Effectiveness of Gamification in Language Learning

Several research attest to gamification's efficacy:

- Domínguez et al. (2013) discovered that gamified learning environments enhanced motivation and performance.

- Students who used mobile gamification systems showed increased achievement and interest, according to Su and Cheng (2015).
- Gamification improves behavioral engagement and pleasure, according to Hamari et al. (2014).

Gamification has been demonstrated to enhance student engagement, listening comprehension, and vocabulary retention in language acquisition. Furthermore, gamified platforms can design customized learning pathways that let students advance at their own speed. Because game features frequently incentivize effort and advancement, they also promote perseverance through hurdles. Peer cooperation and healthy competitiveness are encouraged by the interactive aspects of gamification. When studying using gamified methods, students frequently report feeling more satisfied and confident. These results demonstrate how effective gamification may be in enhancing learning opportunities in a variety of topic areas.

2.12. The Advantages of Using Gamification in Education

- promotes hands-on learning.
- Encourages long-term memory retention by providing feedback and repetition.
- Encourages cooperation and dialogue.
- Improves communication between students and teachers.
- Reduces stress and increases enjoyment in studying.
- Aids in more efficient student progress tracking via digital platforms.
- Gives students more self-confidence by enabling them to make small progress.
- Enables individualized and adaptable learning pathways.
- Offers a variety of methods for strengthening skills and knowledge.
- Engages a variety of learners, such as tactile, auditory, and visual.
- Encourages long-term memory retention by providing feedback and repetition.
- Encourages cooperation and dialogue.
- Improves communication between students and teachers.
- Reduces stress and increases enjoyment in studying.

2.13. The Disadvantages of Using Gamification in Education

The use of gamification in education has several potential drawbacks. It could lead to an over-reliance on external rewards, potentially overshadowing the intrinsic motivation to learn. Poorly structured gamification might shift focus away from the core learning objectives. It may not be suitable for all subjects or for all learning styles, which can limit its effectiveness. Successful implementation requires training, resources, and time, which can be a challenge. There's a risk that less confident students might struggle with the competitive aspects of gamification. Students could prioritize winning over genuine learning. Certain gamification elements might become repetitive or lose their novelty over time. Not all educators are comfortable or familiar with using digital technologies. There could be technological challenges in environments with limited resources. Finally, misuse or poor design could lead to confusion or disengagement.

2.14. Conclusion

Gamification is reshaping education by making learning more dynamic, engaging, and student-centered. It offers valuable tools to boost motivation and engagement, both crucial for language acquisition. While there are challenges, the benefits of using gamification thoughtfully and strategically far outweigh the drawbacks. As education evolves, when implemented with care and intention, enhancing student-centered, interactive, and engaging learning. Gamification will likely play a key role in creating innovative and inclusive learning experiences. Specifically, gamified technologies offer low-anxiety, participatory environments that benefit language learners, fostering persistence and boosting self-esteem. It also provides teachers with a creative way to structure lessons and offers ongoing feedback. Future research should explore how gamification can be adapted to suit various learning styles and educational settings. Ultimately, gamification is a powerful strategy

Chapter Three:

Data collection, Analysis and Interpretation

3.1. Introduction

3.2. Data Collection Part

3.3. Research Design

3.2.2. Mixed Methods Approach

3.2.2. Research instrumentation

3.2.3. Sample population

3.2.3.1. Students' Profile

3.2.3.2. Teachers' Profile

3.3. Data Analysis Part

3.3.1. Analysis of The Student's Questionnaire

3.3.2. Analysis of The Teacher's interviews

3.3.3. Discussion of the Main Results

3.4. Conclusion

3.1. Introduction

This study builds on the previously founded theoretical foundation by moving its focus to the practical side of the investigation. Here, the methods for gathering the data are outlined, as well as the presentation and analysis of data. This chapter offers a summary of the sample group and the data collecting instruments, which mainly contained student questionnaires and a teacher interview at El Bachir El Ibrahimi secondary school in Ain Temouchent to assess the efficacy of gamified learning and test research hypothesis. The study appears at how gamification influences student motivation and engagement in language classrooms.

3.2. Data Collection Part

The methods used to obtain the data for the present investigation are described in depth in this part. The study utilized a mix-methods approach to collect both quantitative and qualitative data. 40 students from El Bachir EL Ibrahimi secondary school made up the sample. They answered a questionnaire and said the purpose was to assess their points of view on gamification and its effects on their participation and motivation in language classes. The questionnaire included ten closed-ended and open-ended questions, they were written in an easy-to-understand style to ensure understanding and provide accurate answers.

Moreover, to get qualitative data three language teachers from the same secondary school were interviewed. The goal of these interviews was to know more about the teacher's views on gamification, their experience in the classes, and how they think these strategies influence student's motivation and engagement. When combined, these resources offer a thorough comprehension of how good gamified teaching methods are in the context of language instruction.

3.3. Research Design

Approach or strategy that the researchers use to address their study hypothesis and questions. It describes the strategies and steps they will take to examine and gather data. To ensure that the researcher's study is valid and reliable and that the results are useful and correct, a strong research design is important. Depending on the type of study being conducted such as a survey, case study, or observational study, the research design may differ. Cavaye (1996) used the term "case study" to refer to case research and made argument that there is not universally accepted definition of the term, but it is appropriate to provide a full description of a case study by outlining its advantages, and characteristics.

Moreover, the present study of the impact of gamification on student's motivation and engagement intended to find out how using games influences second-year secondary students at El Bachir El Ibrahim school of Ain Temouchent who seek to improve their language skills. This study used a descriptive research design to collect important information regarding the phenomena.

Researchers use a range of methods to gather findings when assessing theories and looking at evidence. Data collection procedures are known as research methodologies. The different types of analysis must be appropriately linked by the researcher to the pertinent information obtained from the research tools used in this investigation. The researchers often use two main approaches in their research:

3.2.1. Mixed Methods Approach

To offer a more thorough understanding of a study problem, mixed methods of research incorporate both quantitative and qualitative procedures. This method employs a combination of number-based and descriptive data to study things from various perspectives. It combines the benefits of both types of research, permitting assessment and documenting the details of human experiences.

Examining perceptions, experiences, beliefs, and meanings is the primary purpose of qualitative approaches. These methods are especially useful when researching intricate and sensitive subjects where the depth of the subject may not be

sufficiently expressed by quantitative data by itself. In accordance with Weir and Roberts (1994:159), descriptive information “may take the shape of Verbatim interviews, unstructured observations, descriptions, or written responses”. Hypotheses can be developed, social cultural dynamics and comprehension can be improved, fresh perspectives can be gained by using this exploratory method.

On the other hand, quantitative methods gauge and quantify variables including attitudes, perspectives, actions, and trends by analyzing and gathering quantitative data. to assess theories, predict outcomes, and determine relationships between variables, methods like questionnaires, experiments, and mathematical modeling are employed. Quantitative research, which has its roots in the empirical approach, stresses systematic processes such as the use of uniform tools, randomization, hypothesis testing, and predictive analysis (Lee, as cited in Slevitch, 2011).

Through the integration of two methodologies, mixed methods research gains from the quantitative ability to quantify and confirm results as well as the qualitative ability to investigate and explain complicated phenomena. This dual method provides a balanced and rich view on the research issue and is especially beneficial in investigations that require both empirical confirmation and better context.

3.2.2. Research instrumentation

Procedures used by researchers to achieve specific goals during a study. Accurate, pertinent, and trustworthy data collection requires these instruments. The questionnaire and the interview were the two main tools utilized in this investigation.

- **A questionnaire**

Is a research instrument made up of a list of inquiries intended to elicit data from participants. Its effectiveness in gathering data from sizable samples makes it a popular tool in educational research. Forty second-year foreign language learners were given a questionnaire as part of this study. It had both open-ended and closed-ended questions,

which gave students more freedom to express their ideas in their own words and gave them specific options to pick from. Prior to and during the use of gamification strategies, the questionnaire sought to evaluate students' interest and involvement in language learning.

- **An interview**

A qualitative technique for learning more about participants' perspectives and experiences. It entails the participant and researcher having direct, in-person communication. Three language teachers participated in semi-structured interviews for this study. A more thorough grasp of the instructors' beliefs, methods, and observations of gamification in the classroom was made possible by the interviews.

- Both tools were thoughtfully created to match the goals and research questions, guaranteeing that the information gathered would be accurate, rich in detail, and pertinent.

3.2.3. Sample population

Choosing the right sample is essential for ensuring the validity and reliability of the study's conclusions in both quantitative and qualitative research. A sample, which is frequently used in survey-based research, is a subset of the population selected according to particular criteria with the goal of representing the population as a whole. While the sample size is smaller than the total population, it must still be sufficiently large and well-selected to support meaningful conclusions. “In statistics and quantitative research methodology, a sample is a set of individuals or objects collected or selected from a statistical population by a defined procedure,” as stated by Peck and Roxy et al. (2008) (p. 8).

Both quantitative and qualitative components are included in the current study's mixed-methods methodology. Second-year foreign language learners from Ain Temouchent's Al Bachir El Ibrahimy Secondary School make up the population, and they will answer a questionnaire. Additionally, teachers from the same institution will be interviewed. With this sample, the researchers can look at quantifiable trends as well as detailed viewpoints about the study.

3.2.3.1. Students' Profile

Second-year foreign language learners at Ain Temouchent's Al Bachir El Ibrahimy Secondary School are the study's participants. The effect of gamification on student motivation and engagement in language classrooms is examined in this study. The 40 participants in the student sample were chosen to answer a standardized questionnaire intended to gauge their views, experiences, and degree of involvement in gamified language learning activities. Although many of these students are enrolled in literary and foreign language streams, they come from a variety of academic backgrounds. Although precise demographic breakdowns were not the study's main objective, the sample's gender distribution is representative of a normal classroom.

3.2.3.2. Teachers' Profile

Qualitative information obtained from interviews with three language instructors at Al Bachir El Ibrahimy Secondary School is also included in the study. These educators were chosen based on their background in teaching English or other foreign languages as well as their knowledge of gamification and other cutting-edge teaching techniques. Their varied teaching backgrounds, which span from a few years to more than ten years, give them a comprehensive understanding of how gamification impacts student engagement and motivation. Teachers' perceptions, difficulties, and observations about the application of game-based learning methodologies in their classrooms were the main topics of the interviews.

3.3. Data Analysis Part

This part addresses the primary research, which consists of the analysis of both students' questionnaire and teacher interview. The results will be tackled following the presentation of the research implementation

3.3.1. Analysis of The Student's Questionnaire

The study's questionnaire was thoughtfully crafted to be simple and straightforward, steering technical terms clearly that could be confusing to participants.

It has ten questions with a mix of closed-ended and open-ended questions. Both quantitative data and more in-depth, individualized replies from pupils can be gathered thanks to this arrangement. While the open-ended questions invite participants to go into further detail about their experiences, opinions, and impressions of gamification in the language classroom, the closed questions aid in the collection of quantifiable data regarding students' motivation and engagement. In order to facilitate honest and truthful responses from the kids, the questions were designed to be simple and pertinent to their learning environment.

Q1: What is your Gender?

The aim of this question is to collect basic demographic information, which helps in analyzing responses by gender and identifying any patterns or differences in how gamification is perceived or experienced.

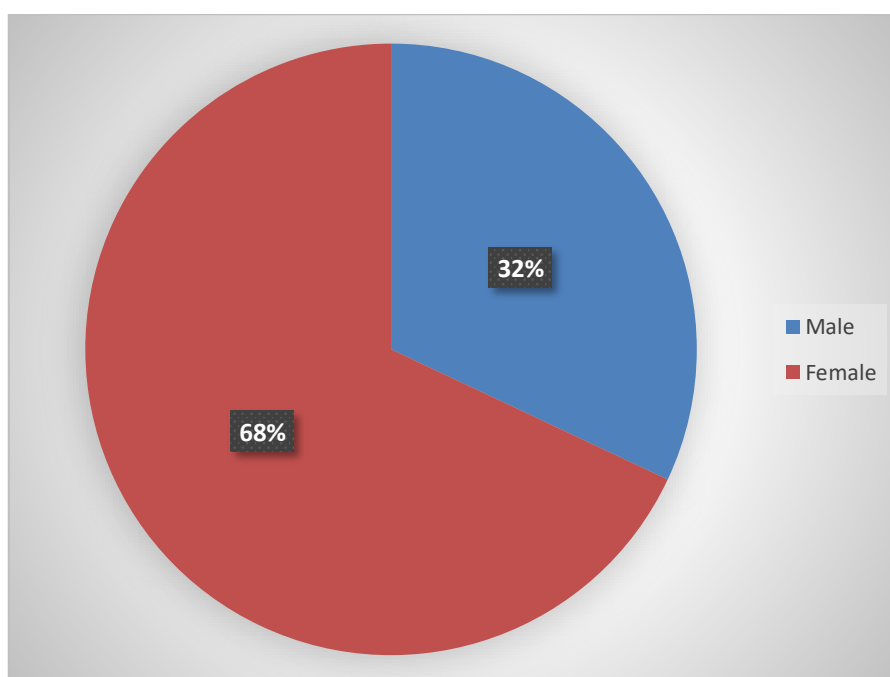


Figure 3.1 Student's Gender

(32%) of the participants were males, and (68%) were females. This suggests that more women are enrolled in the foreign language program at the chosen secondary

school. Although learning preferences can be influenced by gender, the following replies indicate that there is broad agreement among genders about the advantages of gamification in language learning.

Q2: Do you like learning languages?

The aim of this question is to assess students' general attitude toward language learning. This helps determine whether their motivation is naturally high or needs external support like gamification.

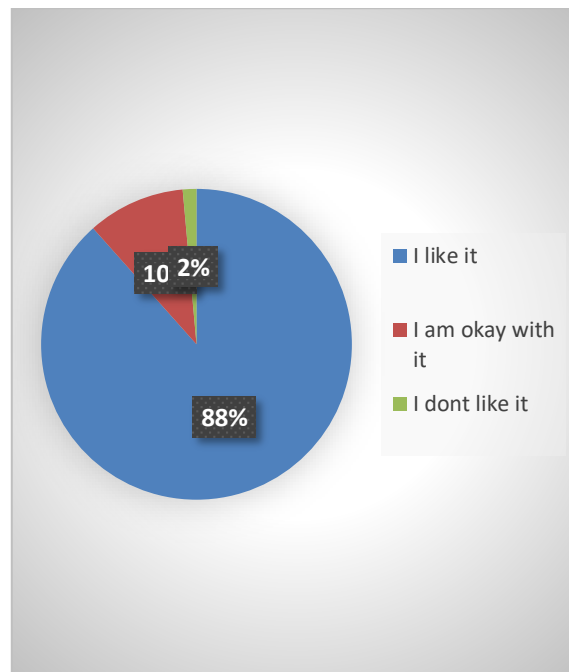


Figure 3.2: Student's attitudes toward learning languages

Just (2%) of students said they disliked learning languages, while the vast majority (88%) said they enjoyed it and (10%) said they were fine with it. Since students are already motivated to interact with the material, this high level of engagement creates an ideal setting for gamified tactics

Q3: How often do you feel motivated to study a new language?

The aim of this question is to evaluate students' regular levels of motivation for language learning. This helps measure whether there's a need for tools like gamification to sustain or boost interest.

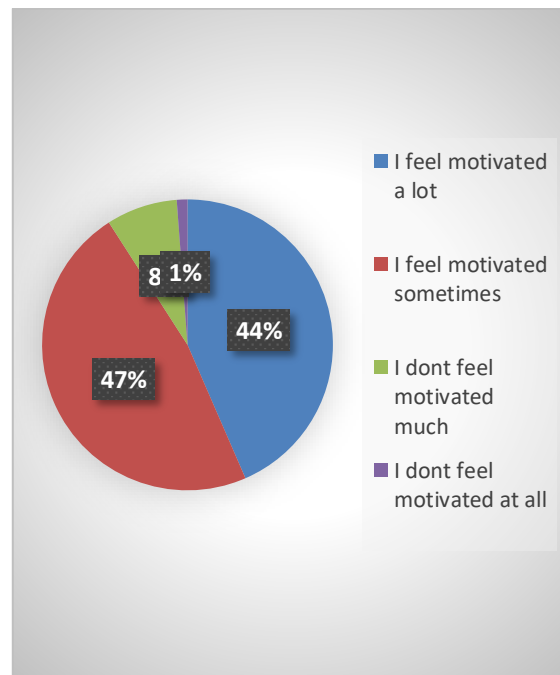


Figure3.3 Student's motivation level for learning a new language

This question sought to assess students' perceptions of themselves in relation to motivation, which is a critical component of successful language learning. While a slightly greater percentage (47%) stated they felt inspired occasionally to study languages, almost half of the students (44%) reported feeling strongly motivated to do so frequently. Noteworthy (91%) of participants who report feeling at least somewhat motivated can be explained by these responses taken together. However, only (8%) of respondents claimed to be unmotivated, and only (1%) said they were completely unmotivated. These results imply that even while there is a high degree of motivation

overall, some students might still benefit from extra support.

Gamification has the potential to significantly increase this minority's motivation by personalizing, rewarding, and enjoying the learning process.

Q4: Have you ever used games to learn languages?

The aim of this question is to find out if students have prior experience with game-based learning in language study. This provides context for interpreting their preferences or opinions.

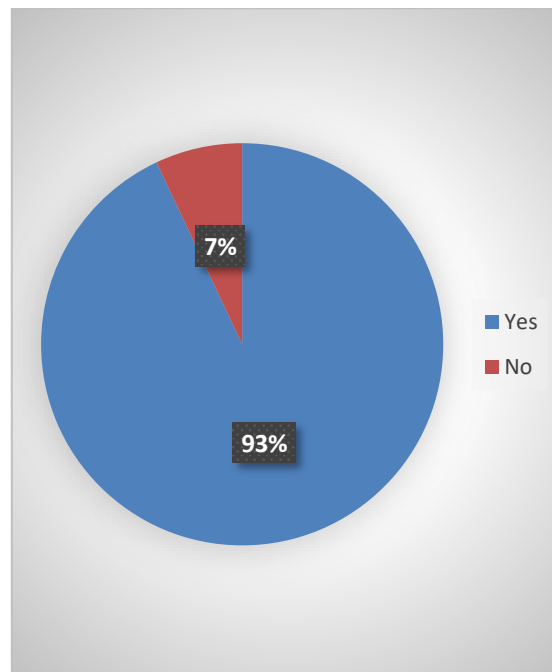


Figure 3.4 Experience with using games for language learning

Gamified tactics are well known because most respondents (93%) have utilized games in the context of language learning. Because it represents a student population that is already familiar with interactive learning strategies and may be receptive to more complex or structured gamification in the classroom, this response is highly encouraging for educators. It's possible that the tiny percentage (7%) who haven't played games are

more conventional learners or don't have access to gamified resources. Additionally, this figure points to a chance for inclusive practices to reach kids who might not have yet benefited from educational games. Teachers might find it simpler to incorporate gamification into their teaching methods with less opposition given this high percentage of prior use.

Q5: If yes, which of these did you use?

The aim of this question is to identify the specific games or platforms students have engaged with. This helps us understand which types of gamified tools are most used or liked.

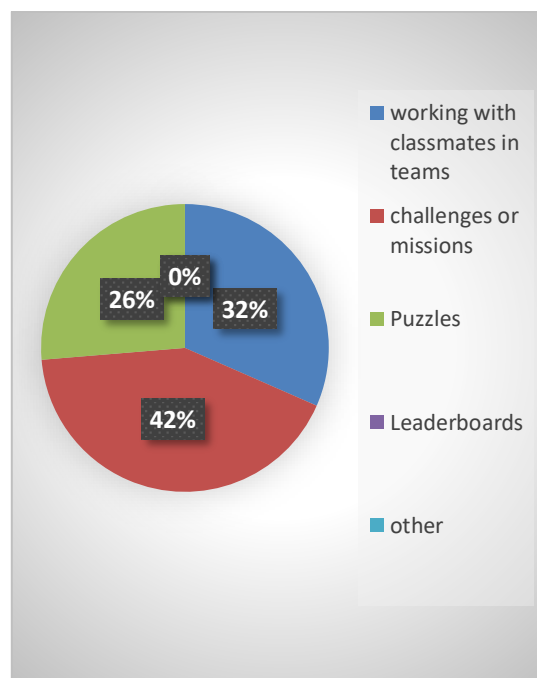


Figure 3.5. Students' use of games in language learning

In terms of game kinds, challenges and missions were the preferred format among gamification techniques, as reported by (42%) of respondents. These frequently involve assignments with clear objectives and due dates, which can encourage perseverance and focus. Next in line were cooperative games that require teamwork; (32%) of respondents

reported having played team-based language games. This implies that social interaction is crucial for sustaining interest. (26%) of students reported using puzzles, which are useful resources for improving grammar and vocabulary retention. It's interesting to note that none of the students mentioned utilizing leader boards, which may indicate that they were not exposed to competitive components or that the classroom culture does not place a strong emphasis on rankings. Some students brought up Duolingo, which incorporates a number of gamified features, including as level progression, streaks, and incentives. Although some game kinds (such leader boards) are underutilized and might be investigated for possible advantages, these responses demonstrate that a variety of game types are being used.

Q6: Do you think language learning is more fun with games or rewards?

The aim of this question is to determine students' perceptions of fun and enjoyment in learning through gamified elements. This insight can guide instructional design toward more engaging methods.

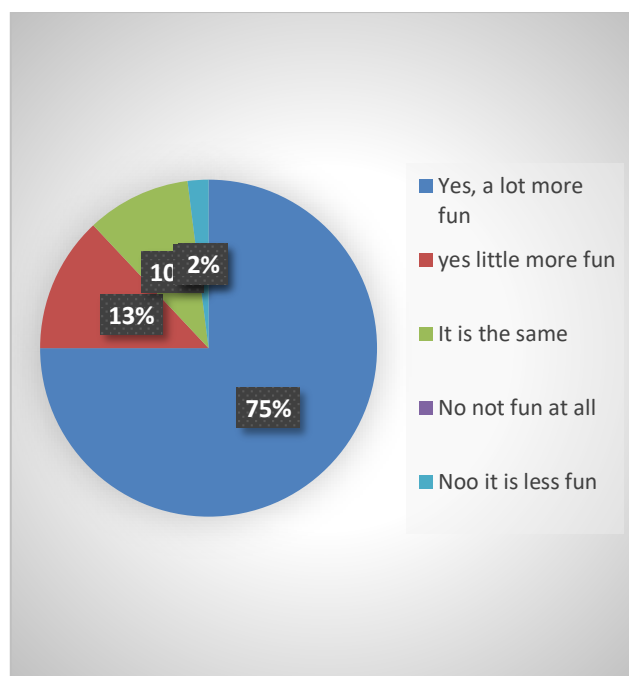


Figure 3.6. Language learning preferences

(75%) of students said that games and rewards greatly increase the enjoyment of language learning. This indicates a deep conviction in the gamification's ability to motivate. Even though the impact was smaller, (13%) more people said that gaming made learning a little more enjoyable. When games or rewards are included, (88%) of students believe that learning a language is more fun. Just (2%) thought it was less enjoyable, and (10%) said it made no difference. Notably, none of the students chose "not fun at all," highlighting the fact that gamification does not make learning less enjoyable for anyone. These answers support the idea that gamification is a useful strategy for raising student enjoyment and engagement, two important aspects of intrinsic motivation.

Q7: Do you remember new words or ideas better when you play a language game?

The aim of this question is to evaluate the impact of gamification on memory retention. It assesses whether games help reinforce vocabulary and concepts more effectively than other methods.

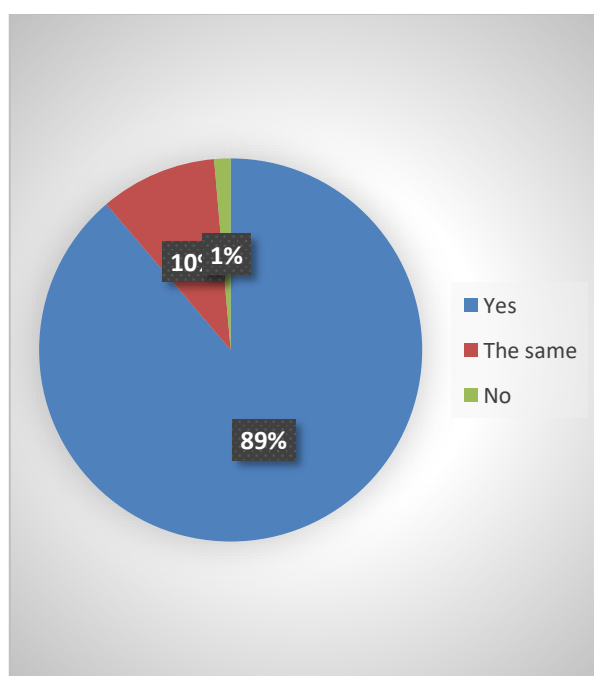


Figure 3.7 Effectiveness of language games in learning

The results are quite encouraging, given memory retention is a crucial component of language learning. A significant (89%) of students stated that playing language games helps them retain vocabulary or concepts. This implies that games might offer contextual learning, repetition, and reinforcement needed to improve long-term memory. A further (10%) expressed a neutral opinion, believing that games had no effect on their memory. Just (1%) of respondents said they had worse retention, which could be the result of different learning styles or a mismatch between the type of game and the learning style. All things considered these answers are in favor of using games in language classes as a method of improving memory.

Q8: Do you think that games motivate students and help them learn a language faster?

The aim of this question is to gather student perspectives on the effectiveness of gamification in boosting both motivation and learning speed. This supports the evaluation of overall educational value.

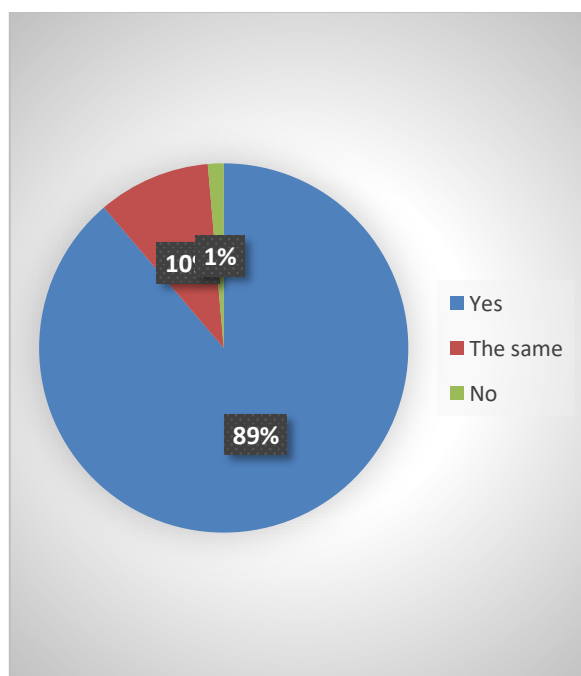


Figure 3.8: Motivation and speed of Language Acquisition through Games.

In a similar vein, (89%) of students think that games help them learn languages more quickly and effectively. This resounding support demonstrates how gamification can improve learning effectiveness and motivation. The (10%) who claimed it had no effect might be students who already have a strong sense of self-motivation or who learn best in other ways. The fact that only (1%) disagreed with the message supports the general efficacy of gamified strategies. A strong student belief in the benefits of gamification is demonstrated by the percentages that are consistent between this question and the one before it.

Q9: Would you recommend using games to learn a language?

The aim of this question is to understand if students would endorse gamification based on their experience. This serves as a general indicator of satisfaction and perceived usefulness.

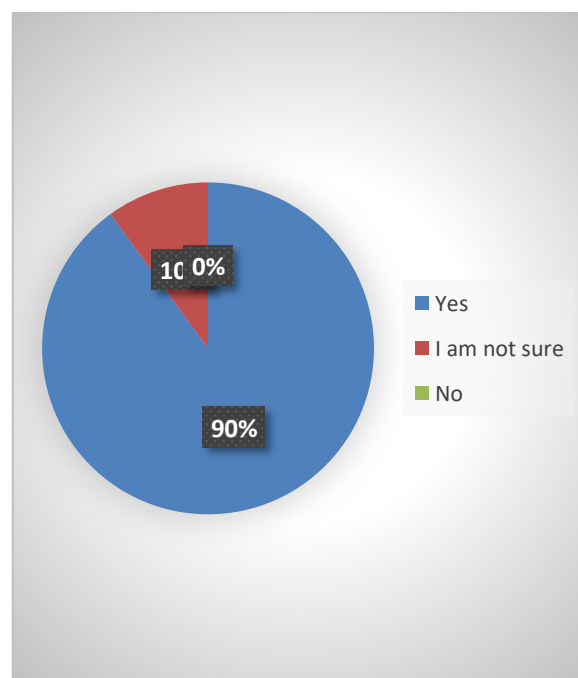


Figure 3.9: Recommendation for Language Learning via Games.

An astounding (90%) of students say that games are a good way to learn a

language. This degree of support implies that students perceive gamification's ability to serve others in addition to enjoying and benefiting from it. The remaining (10%) were unsure, perhaps because of their lack of experience or worries about how well it would work for various learning types. Crucially, no student categorically objected to the use of games, demonstrating a general willingness to embrace gamified learning. Students' willingness to support gamification as a legitimate and successful method of language learning is shown in this question.

Q10: Do you have any other ideas or comments about games in language learning?

The aim of this question is to collect additional feedback or creative suggestions from students. This open-ended question allows for qualitative insights that may not be captured in structured items.

The survey gained qualitative depth from student comments. Games, according to many, improve learning's accessibility, effectiveness, and enjoyment. Others emphasized the value of variety in instruction by pointing out that games function best when combined with other teaching strategies. Games encourage interaction and engagement, which makes learning more memorable, according to a number of responses. These observations underline the practical applications of gamification in education and corroborate the quantitative results.

➤ **Summary of Students' Questionnaire**

According to the student survey (88%) of respondents said they had favorable feelings about learning a language, indicating that most students enjoy it. Although some people require further encouragement, (91%) of people believe they are motivated. Ninety-three percent of students are familiar with gamification, having already used games to learn languages. They expressed interest in interactive forms and preferred team-based games, tasks, and challenges. Games improve enjoyment, according to (88%) of respondents, and they aid in memory retention, according to (89%). The corresponding (89%) believe that games improve learning effectiveness and quickness. A resounding (90%) believe that games are useful educational resources. Students emphasized how games facilitate participatory, enjoyable, and accessible learning. To

achieve the best results, their qualitative comments stressed the importance of integrating games with other teaching strategies.

3.3.2. Analysis of The Teacher's interviews

To extend our research on The Impact of Gamification on student's Motivation and Engagement in Language Classrooms, we conducted interviews with three language teachers at El Bachir Ibrahim Secondary School. Three language teachers from El Bachir Ibrahim Secondary School were interviewed by us. The purpose of the interviews was to learn more about the difficulties teachers and students encounter when learning a language, the methods they employ to overcome these difficulties, and the ways in which gamification is used in the classroom to increase motivation and engagement.

Question 1: Are you familiar with the concept of gamification in education?

The aim of this question is to determine whether the respondent's prior knowledge or awareness of gamification in educational settings is important. It helps gauge the baseline familiarity before introducing or evaluating its effects. This insight is essential for tailoring further questions or instructional approaches.

The fact that all of the teachers agreed that they were familiar with the idea of gamification is a good sign that they are receptive to new teaching methods. Given that all three professors understood the significance and potential of gamification in improving student learning, the idea has gained a lot of support in the educational world. These teachers' recognition of gamification as an effective teaching strategy provides a solid basis for incorporating it into their own classes. This degree of awareness is important because it indicates that the teachers have probably considered or come across the concept of using games as a teaching aid. It also implies that these teachers can adjust to contemporary, interactive teaching strategies that go beyond conventional lecture-based instruction.

Question 2: Do you think incorporating games into language learning could increase

student engagement in your classroom? Why or why not?

The aim of this question is to explore the teacher's opinion on the effectiveness of games in enhancing student engagement. This helps assess perceived value and potential motivation behind adopting gamification.

Strong conviction in the ability of games to increase student involvement in language learning is evident in the responses. The instructors emphasized a number of significant facets of gamification, such as its capacity to make education engaging, entertaining, and anxiety-free. The idea that games offer a more laid-back setting might be especially helpful for language learners, who sometimes struggle with issues like peer pressure or the fear of making mistakes. In language classes, where students may experience self-consciousness or worry when speaking a foreign language, the concept of lowering anxiety is very relevant.

Additionally, the focus on interactivity highlights the main advantage of gamification in education, which is to get students involved in a more active learning process as opposed to the more passive approaches of traditional teaching. This implies that these educators understand the value of fostering an interesting and encouraging learning environment where students are at ease contributing and trying out new language.

Question 3: Have you ever used any form of gamification in your teaching? If yes, can you share an example?

The aim of this question is to gather practical insights on the teacher's prior experience with gamification. This provides real-world examples and highlights how gamification has been implemented in language teaching.

The readiness of all three educators to try out interactive resources and games to improve language acquisition is demonstrated by their familiarity with gamified teaching techniques. Examples like word bingo and Kahoot show that the teachers have applied both physical and digital gamification techniques.

The digital game-based learning platform Kahoot is well-known for its capacity to keep students interested with challenges and quizzes while creating a fun and competitive environment. It is well known for promoting repetition, active engagement,

and instant feedback, all of which are critical for language acquisition. However, the usage of tangible games like crosswords, vocabulary bingo, and puzzles indicates that these educators prioritize experiential learning opportunities that foster problem-solving, critical thinking, and teamwork.

These illustrations demonstrate how gamification can be adaptable, combining traditional and digital components to accommodate students' various learning styles. This diverse method is probably going to appeal to a range of learning preferences and boost student engagement in language classes.

Question 4: What type of games (digital or physical) do you think would work best for motivating students in language classes?

The aim of this question is to understand which type of games digital or physical teachers believe are most effective in motivating students. It also identifies preferences and perceptions related to different formats of gamified learning.

The answers show a sophisticated grasp of the potential of both physical and digital games to inspire kids. The fact that the first teacher brought up physical games like board games, role-playing, and flashcards implies that these kinds of exercises are especially good at encouraging cooperation, creativity, and communication. These exercises provide students with the chance to utilize language in authentic situations, which improves their confidence and fluency. Because it enables students to act out real-world scenarios and practice language in context, role-playing can be quite engaging.

The second teacher's reference to both digital and physical games, however, suggests that a combination of methods may be the most effective way to inspire pupils. Digital games, such as online tests or applications for language learning, are frequently more structured and offer instant feedback, both of which are critical for solidifying language notions. Combining the two game kinds probably enables teachers to accommodate various student preferences and learning requirements, resulting in a lively and captivating learning environment.

Question 5: In your experience, do students seem more motivated to learn a language when games are involved in lessons?

The aim of this question is to determine whether teachers observe increased student motivation when games are used. This question seeks to validate gamification's impact from the teacher's classroom experience.

The statement "a lovely lesson" implies that games not only increase motivation but also help create a more joyful and positive classroom environment, which is important because students are more likely to remember material when they enjoy the learning process. The teachers' unanimity regarding the motivational impact of games reflects their firsthand experience with the benefits of gamification.

The use of games to motivate students likely stems from their interactive and fun nature, which contrasts with the often-rigid structure of traditional teaching methods. Games offer immediate rewards and positive reinforcement, which can help sustain student engagement and interest. This finding aligns with broader research in gamified education, which consistently shows that game-based learning can increase motivation and make learning experiences more enjoyable.

Question 6: What challenges do you face when trying to integrate gamification in your lessons?

The aim of this question is to identify the main obstacles teachers encounter when trying to implement gamification. Understanding these challenges can help develop targeted solutions or support strategies.

The obstacles noted by teachers underline some of the practical difficulties of introducing gamification into the classroom. Since organizing and carrying out game-based activities frequently call for extra planning and time management, time restrictions can be a major problem.

Another frequent issue is classroom behavior, which can provide distractions, especially when mobile devices are used. Because some kids may get distracted or unduly competitive when playing digital games, this problem is especially relevant. Finding appropriate materials that accommodate various learning styles is also necessary because different students can react differently to the same kinds of games.

The teachers' recognition of these difficulties shows that they recognize the necessity for rigorous preparation, oversight, and modification of gamification to meet the various needs of pupils.

Question 7: Do you believe gamification helps students retain language concepts better than traditional methods?

The aim of this question is to evaluate whether teachers believe gamification enhances language retention compared to traditional teaching methods. This helps assess its effectiveness from an instructional outcome perspective.

It is clear from the teachers' comments that they think gamification has a lot to offer in terms of retention compared to more conventional approaches. A crucial component of language learning is the use of repetition in games and the chance for pupils to utilize the language in authentic situations. A more immersive experience where linguistic principles are reinforced in an enjoyable and memorable way is made possible by including students in games.

Furthermore, gamification's ability to make learning more pleasurable is crucial for retention. Students are more inclined to interact with the content when they find the process enjoyable, which improves memory and retention. This is in line with studies that indicate engaging, active learning environments have a major impact on long-term memory retention.

➤ **Summary of Teachers' Interview**

All three of the teachers who participated in the interview were aware of gamification and thought it was an effective teaching method. They thought that games encouraged active involvement, reduced anxiety, and made learning more interesting. Examples such as role-playing, bingo, and Kahoot demonstrate the usage of both digital and physical games. To meet a range of learning demands, educators preferred a combination of game genres. They concurred that incorporating games into lessons increases student motivation. They did, however, highlight difficulties such time constraints, behavior control, and material selection. They believed that gamification

was a good way to increase motivation and memory retention in spite of these problems. They stressed that the secret to long-lasting learning is enjoyment. Strong teacher endorsement for gamified learning was often seen in the interviews.

3.3.3. Discussion of the Main Results

The results of the teacher interviews and the student questionnaire offer a thorough grasp of how gamification impacts El Bachir El Ibrahimi Secondary School students' motivation and involvement in language study.

With (87%) of students saying they love language study and only (3%) saying they detest it, it is clear from the student questionnaire that most students have a generally favorable attitude toward language learning. This demonstrates that the students are already motivated to interact with the language material, which provides a good basis for using gamified techniques. Regarding motivation, (91%) of the students said they are regularly or sporadically inspired to learn a new language. These scores imply that although students are currently reasonably open to learning, they can still be improved, particularly for the little percentage of students (9%) who lack drive. Here, gamification could act as a stimulant to raise intrinsic drive and engagement.

With (93%) of students having played language games, gamification seems to be widely accepted among them. It's interesting to see that only (7%) have never played games, which may suggest that they prefer traditional learning methods or have limited access. (42%) of those who have played games prefer missions or challenges, indicating a preference for task-based learning. Additionally, (32%) of respondents say they like playing team games, which emphasizes the social component of education as a major motivator. (26%) of respondents used puzzles, highlighting the importance of problem-solving skills. Nevertheless, none of the students brought up leaderboards, indicating that either their existing learning environment lacks competitive aspects or finds them less enticing. The use of well-known websites like Duolingo was disclosed by further student input, supporting the notion that students' informal learning habits already incorporate digital gamification tools.

Additionally, games and awards make language learning "a lot more fun," according to (75%) of students, while (13%) said they make it "a little more fun." This demonstrates that gamification enhances student satisfaction, which is essential for maintaining interest. On a cognitive level, (89%) of respondents said that games improve their ability to remember words and ideas, and the same proportion said that games speed up learning. The cognitive advantages of gamification its ability to improve memory, comprehension, and language acquisition through repeated, contextualized, and interesting practice are amply supported by these findings.

The fact that (90%) of students would suggest playing games to learn a language is a very noteworthy finding. This indicates their belief in the wider applicability and advantages of gamification in addition to their personal happiness. Students' qualitative responses to Question 10 further supported this idea, emphasizing how games facilitated, enhanced, and expedited learning. Additionally, they acknowledged how crucial it is to incorporate games with other instructional techniques, stressing that gamification should enhance rather than replace conventional approaches.

An additional level of understanding is offered by the teacher interviews. Each of the three educators confirmed that they were familiar with gamification and that using games increases student engagement. Teachers found that games made courses more participatory, lower anxiety, and provided a more laid-back learning atmosphere. They confirmed that both digital and physical gamification tools are actively used by giving real-world examples such crossword puzzles, vocabulary bingo, and Kahoot. Teachers concurred that a combination of digital and physical games may meet a range of learning preferences, even if physical games were marginally preferred for their capacity to foster engagement and real-life language use.

Regarding the effect of gamification on learning and motivation, every teacher concurred that using games made pupils seem more engaged and focused. They claimed that games helped create a good environment and transformed learning into "lovely" experiences. Teachers listed time limits, problems with classroom management, and trouble locating appropriate resources as challenges. These challenges show that to

successfully apply gamified tactics, more preparation and institutional support are required.

All of the teachers who responded to the survey agreed that gamification improves retention more than conventional techniques. They made the argument that games offer engaging, repeating, and contextual experiences that help students remember linguistic topics. This supports the instructional potential of gamification and is consistent with student comments.

The findings of the questionnaire and interviews taken together provide a coherent picture: gamification greatly enhances student motivation, engagement, and retention in language classes. Teachers see increased levels of engagement and excitement, and students love and gain from game-based learning. Despite several difficulties, gamification is generally viewed favorably by teachers and students, indicating that it is a promising approach to language instruction.

3.4. Conclusion

In addition to conducting interviews with their language teachers, this chapter sought to clarify the goals and methods of administering a questionnaire to El Bachir Ibrahim Secondary School second-year foreign language learners. Two steps were taken in the data collection process. To assess forty students' perspectives, motivation, and involvement in language learning through gamified methods, a questionnaire was first given to them. To learn more about the experiences, attitudes, and real-world difficulties of incorporating games into classroom learning, three teachers were interviewed. The examination of the comments from both teachers and students supports our preliminary theories: gamification is widely accepted and well-received. It is evident from the studies that games improve students' motivation, enjoyment, and linguistic idea retention. Teachers also recognize that gamification is a useful tactic for fostering a more dynamic and captivating language learning environment.

Chapter four: Concluding Chapter

4.1. Introduction

4.2. Summary of the study

4.3 Some Pedagogical Implications

4.4 Suggestions and Practical Recommendations

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4.4.2. Provide Training for Teachers

4.4.3. Manage Classroom Behavior

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4.6.3. Comparing Different Game Types

4.6.4. Student-Centered Gamification

4.7. Conclusion

4.1.Introduction

This concluding chapter synthesizes the important findings from the study titled "The Impact of Gamification on Student Motivation and Engagement in Language Classrooms", which was conducted at Al Bachir El Ibrahim Secondary School in Ain Temouchent. The key findings of the study are summarized in this chapter, along with some instructional implications for language teachers and useful suggestions. Additionally, it addresses the study's shortcomings, offers fresh angles for investigation, and wraps off with thoughts on the effects of gamification in language learning.

4.2. Summary of the study

Investigating the effects of gamification on student motivation and participation in language classes was the aim of this study. Students from Al Bachir El Ibrahim Secondary School in Ain Temouchent who were enrolled in the foreign language stream participated in the study. Three language teachers were interviewed and 40 students were given a questionnaire to complete in order to gather data.

The study's main conclusions show that gamification and student motivation are strongly positively correlated. With 87% of students saying they enjoyed learning languages, the vast majority of students showed a high degree of enthusiasm and satisfaction in the process. Additionally, the majority of students stated that using games in the classroom increased their motivation to learn languages. In particular, 93% of students reported using games to help them learn the language, and a sizable percentage (75%) claimed that games made learning more fun.

Additionally, the study found that students believed that playing games helped them remember linguistic topics. Overall, 72% of students said that when games were included in their courses, they were better able to retain new words. All three teachers agreed that gamification improved students' retention of language concepts over conventional approaches, and they also indicated that games were helpful in

strengthening language skills. The study did, however, also point out a number of difficulties in gamifying language instruction. Teachers brought up topics like finding the right materials, managing classroom behavior, and time limits. Teachers were optimistic about gamification's potential in spite of these obstacles, and all three acknowledged its importance in raising student motivation and engagement.

4.3. Some Pedagogical Implications

The study's conclusions have important pedagogical ramifications for language instruction. They contend that gamification can, first and foremost, increase student involvement and motivation. Students' favorable reactions to the use of games in language instruction suggest that using gamified techniques can result in more engaging and entertaining learning environments. As a result, language instructors ought to think about using games in their classes as a powerful teaching tool that can enhance and reinforce learning objectives, rather than only as a kind of amusement.

Additionally, gamification might be especially helpful for students who find it difficult to acquire languages through conventional means. The dynamic and participatory character of gamified learning, for example, may be advantageous for students who struggle with traditional memorizing techniques or who get nervous while speaking a foreign language. Games that emphasize teamwork, rivalry, or problem-solving may help students feel less anxious while also improving their language skills.

The study also demonstrates that games, whether digital or tactile, may effectively inspire kids. Physical games like role-playing, word bingo, and board games also offer significant engagement opportunities, even though kids are accustomed to and use digital resources like Kahoot and Duolingo. This suggests that a well-rounded strategy that incorporates both traditional and digital games might be more successful in sustaining students' motivation and interest over time. To ensure that all students have the chance to interact effectively with the material, language teachers should try to

vary the games they play to accommodate a range of learning preferences and styles.

4.4. Suggestions and Practical Recommendations

The study's conclusions lead to the following useful suggestions for language instructors and organizations wishing to incorporate gamification into their instruction:

4.4.1. Incorporate a Variety of Games:

To keep students interested and accommodate a variety of learning preferences, educators should include both digital and real games in their classes. While physical games like role-playing, vocabulary bingo, and flashcards can encourage speaking, listening, and teamwork, digital games like Kahoot, Quizlet, or Duolingo can be utilized for interactive quizzes and vocabulary review.

4.4.2. Provide Training for Teachers:

Although they are aware of the advantages of gamification, teachers still deal with issues like classroom conduct and time management. It is imperative that educational institutions provide professional development courses that teach teachers how to successfully use gamification into language training. Choosing appropriate games, controlling classroom dynamics during gamified activities, and effectively incorporating games into the curriculum should be the main topics of these training sessions.

4.4.3. Manage Classroom Behavior:

Teachers noted that controlling classroom conduct was one of the difficulties, especially when pupils were using mobile devices to play digital games. Before beginning gamified activities, teachers should create clear expectations for student behavior and set regulations to make sure that students' usage of technology improves

learning rather than diverts them. Teachers can also employ incentives or awards based on games to promote good behavior in the classroom.

4.4.4. Align Games with Learning Objectives:

It is imperative that games be in line with the lesson's learning goals. In order to make sure that the games have both an instructional and motivational function, teachers should carefully choose or create games that support the linguistic topics being taught. This alignment will keep students interested while optimizing the educational benefits of gamification.

4.4.5. Involve Students in Game Design:

Students' interest and commitment to the learning process might be raised by involving them in the game design or selection process. To help students feel more in control of their education, teachers can ask them to suggest game concepts or work together to develop game-based activities.

4.5. Limitations of the Study

Although this study offers insightful information about how gamification affects student engagement and motivation, it should be noted that it has a number of drawbacks.

4.5.1. Sample Size and Generalizability

Only three teachers and 40 students from a single secondary school made up the study's comparatively tiny sample. Because of this, the results might not apply to different educational settings or schools. The impacts of gamification on language learning would be better understood with a bigger sample size from various schools.

4.5.2. Scope of the Study

The study did not look at other courses or grade levels; it only looked at language learning at a particular school. Future studies could examine the effects of gamification on student engagement and motivation in a variety of areas and educational levels.

4.5.3. Lack of Long-Term Data

The study used teachers' and students' self-reported data, which might not accurately reflect how gamification affects language proficiency over the long run. To evaluate the long-term effects of consistent gamification on students' language acquisition, longitudinal research is required.

4.5.4. Teacher-Reported Data

The study did not include observations of gamified lessons, despite the fact that the teachers' interviews offered insightful information about their attitudes and methods. A more impartial evaluation of the practical use of gamification would have been possible with observational data.

4.6 New Research Perspectives

This study provides a number of directions for further investigation into gamification in language learning:

4.6.1. Exploring Long-Term Effects

Future research could look at how gamification affects students' linguistic skills over the long run. To ascertain whether the advantages of gamified learning are maintained, longitudinal studies could monitor students' development over a lengthy

period.

4.6.2. Cross-Disciplinary Gamification

Studies could look into the application of gamification in areas like physics, math, and history that are not language acquisition. A more comprehensive view of gamification's efficacy in education would result from knowing how it affects various academic fields.

4.6.3. Comparing Different Game Types

Future studies should examine the effects of various game genres on student motivation and engagement, such as competitive versus cooperative games. This would assist in determining the kinds of games that work best for particular learning objectives.

4.6.4. Student-Centered Gamification

Future research could benefit from examining the effects of student-led game design and student-generated material on learning outcomes. Encouraging students to design their own games may increase their involvement and motivate them to take an active part in their education.

4.7. Conclusion

In conclusion, our study has shown that gamification can greatly improve student engagement, motivation, and linguistic concept retention in the classroom. Recognizing the advantages of gamification in making learning more engaging, dynamic, and successful, both teachers and students showed a high interest in incorporating games into the language learning process.

However, obstacles like time restraints, classroom management, and resource availability must be overcome for gamification to be successfully implemented. Schools can better utilize the potential of gamification in language instruction by offering sufficient training for teachers, varying the kinds of games that are utilized, and making sure that they are in line with learning objectives.

There is still much to learn about the effects of gamification, even though this study has provided insightful information. Future studies should look more closely at the long-term impacts of gamification, the utilization of various game genres, and how student-generated content can improve the educational process. In the end, gamification has enormous potential to transform language instruction and produce more stimulating, effective, and engaging learning environments for students.

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Appendices

Appendix 1: Student's Questionnaire

1●What is your gender?

- Male
- Female

2●Do you like learning languages?

- I like it
- I am okay with it
- I Don't like it

3●How often do you feel motivated to study a new language?

- I feel motivated a lot
- I feel motivated sometimes
- I don't feel motivated much
- I don't feel motivated at all

4●Have you ever used games to learn languages?

- yes
- No

5●If yes, which of these did you use?

- working with classmates in teams
- challenges or missions
- puzzles
- Leaderboards
- other: _____

6●Do you think language learning is more fun with games or rewards?

- Yes, a lot more fun
- yes, little more fun
- It is the same
- No, It is less fun
- No, not fun at all

7●Do you remember new words or ideas better when you play a language game?

- Yes
- The same

●No

8●Do you think that games motivate students and help them learn a language faster?

●Yes

●The same

●No

9●would you recommend using games to learn a language?

●yes

●I am not sure

●No

10_Do you have any other ideas or comments about games in language learning?

Appendix 2: Teacher's Interviews

Questions:

1. Are you familiar with the concept of gamification in education?

.....

2. Do you think incorporating games into language learning could increase student engagement in your classroom? Why or why not?

.....

.....

3. Have you ever used any form of gamification in your teaching? If yes, can you share an example?

.....

.....

4. What type of games (digital or physical) do you think would work best for motivating students in language classes?

.....

.....

5. In your experience, do students seem more motivated to learn a language when games are involved in lessons?

.....

.....

6. What challenges do you face when trying to integrate gamification into your lessons?

.....

.....

7. Do you believe gamification helps students retain language concepts better than traditional methods?

.....

.....

ENGLISH SUMMARY

This introductory chapter explores the impact of gamification on language learning among second-year students at El Bachir El Ibrahim Secondary School. It begins by discussing how traditional methods no longer engage today's tech-savvy learners and proposes gamification as a modern, motivating approach. The study aims to examine how gamified activities influence students' motivation and engagement, and to understand teachers' perspectives on this method. Research questions and hypotheses are outlined, focusing on motivation, engagement, and teacher attitudes. Previous studies are reviewed, showing positive effects of gamification, though few have focused on high school students in developing regions. Key concepts like gamification, motivation, and engagement are defined. The study is limited to a specific school, level, and set of gamification tools. The chapter concludes by outlining the structure of the research and the rationale behind it. defines gamification as the use of game elements like scoring, competition, and rewards in non-game contexts to make learning more engaging. It enhances motivation and participation through features such as leaderboards, badges, and instant feedback.

Motivation is divided into intrinsic (driven by personal interest or enjoyment) and extrinsic (driven by rewards or recognition). Both are essential in language learning, and gamification can support both types.

Engagement refers to the level of student focus, interest, and involvement, and includes three dimensions: behavioral (participation), emotional (positive feelings), and cognitive (mental effort). Gamification enhances all three, making language learning more interactive and effective. Characteristics of Gamification in Language Learning:

Gamification in language learning involves clear goals, instant feedback, progress tracking, social interaction, and storytelling. These elements keep students motivated, enhance error correction, support collaboration, and make learning more immersive and meaningful.

Effectiveness of Gamification:

Studies show that gamification boosts motivation, engagement, performance, listening, and vocabulary retention. It allows students to learn at their own pace, promotes perseverance, and increases satisfaction and confidence through personalized learning and interactive features.

Advantages of Gamification in Education:

- Encourages hands-on learning and repetition for memory retention
- Promotes collaboration and student-teacher communication
- Reduces stress and enhances enjoyment
- Supports personalized learning and progress tracking
- Builds student confidence and appeals to different learning styles

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- Supports personalized learning and progress tracking
- Builds student confidence and appeals to different learning styles

Disadvantages of Gamification in Education:

Gamification can cause over-reliance on external rewards, overshadowing intrinsic motivation. Poor design may distract from learning goals, and it might not suit all subjects or learning styles. Implementation requires resources and training, and competitive elements may discourage less confident students. Some students might focus on winning rather than learning, and gamification can become repetitive. Technological challenges and unfamiliarity among educators can also limit effectiveness. Misuse can cause confusion or disengagement.

Gamification makes learning dynamic, engaging, and student-centered, boosting motivation and language acquisition. Despite challenges, its benefits outweigh drawbacks when used thoughtfully. It creates low-stress, participatory environments that foster persistence and confidence, and helps teachers structure lessons and provide feedback. Future research should tailor gamification to diverse learners and contexts. Overall, gamification is a powerful, interactive educational tool when implemented carefully. According to the student survey, (88%) of respondents said they had favorable feelings about learning a language, indicating that most students enjoy it. Although some people require further encouragement, (91%) of people believe they are motivated. Ninety-three percent of students are familiar with gamification, having already used games to learn languages. They expressed interest in interactive forms and preferred team-based games, tasks, and challenges. Games improve enjoyment, according to (88%) of respondents, and they aid in memory retention, according to

(89%). The corresponding (89%) believe that games improve learning effectiveness and quickness. A resounding (90%) believe that games are useful educational resources. Students emphasized how games facilitate participatory, enjoyable, and accessible learning. In order to achieve the best results, their qualitative comments stressed the importance of integrating games with other teaching strategies. All three of the teachers who participated in the interview were aware of gamification and thought it was an effective teaching method. They thought that games encouraged active involvement, reduced anxiety, and made learning more interesting. Examples such as role-playing, bingo, and Kahoot demonstrate the usage of both digital and physical games. To meet a range of learning demands, educators preferred a combination of game genres. They concurred that incorporating games into lessons increases student motivation. They did, however, highlight difficulties such time constraints, behavior control, and material selection. They believed that gamification was a good way to increase motivation and memory retention in spite of these problems. They stressed that the secret to long-lasting learning is enjoyment. Strong teacher endorsement for gamified learning was often seen in the interviews.

This study, conducted at Al Bachir El Ibrahim Secondary School, examined the impact of gamification on students' motivation and engagement in language learning. It found a strong positive correlation between game use and increased student interest, participation, and vocabulary retention. Both students and teachers supported gamification for making lessons more dynamic and enjoyable. However, challenges such as time limits, classroom management, and lack of resources were noted. Pedagogical implications suggest that games should align with learning objectives, mix digital and physical formats, and include students in game design. Teachers need training to implement gamification effectively. Limitations include small sample size and short-term data, but the study opens new avenues for research, such as long-term impacts, cross-disciplinary use, and student-led gamification. Overall, gamification is a promising strategy for enhancing language education.

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RÉSUMÉ EN FRANÇAIS

Ce chapitre introductif examine l'impact de la ludification sur l'apprentissage des langues chez les élèves de deuxième année au lycée El Bachir El Ibrahimi. Il commence par expliquer que les méthodes traditionnelles ne motivent plus les apprenants d'aujourd'hui, habitués à la technologie, et propose la ludification comme une méthode moderne et engageante. L'étude vise à analyser l'effet des activités ludiques sur la motivation et l'engagement des élèves, tout en explorant l'avis des enseignants. Les questions de recherche et hypothèses portent sur la motivation, l'engagement et la perception des enseignants. Des études antérieures montrent les effets positifs de la ludification, bien que peu se concentrent sur les lycéens dans les pays en développement. Les concepts clés comme la ludification, la motivation et l'engagement sont définis. L'étude est limitée à une école, un niveau, et des outils ludiques simples. Le chapitre se termine par une présentation de la structure du travail et des objectifs de la recherche. La section 2.4 définit la ludification comme l'intégration d'éléments de jeu (points, récompenses, compétition) dans des contextes éducatifs pour rendre l'apprentissage plus motivant. Cela augmente la participation grâce à des outils comme les classements et les badges.

La motivation se divise en intrinsèque (motivée par l'intérêt personnel) et extrinsèque (motivée par des récompenses externes). Ces deux types jouent un rôle clé dans l'apprentissage des langues, et la ludification les soutient efficacement.

L'engagement désigne le niveau d'implication de l'apprenant et comprend trois aspects : comportemental (participation), émotionnel (sentiments positifs), et cognitif (effort intellectuel). La ludification renforce ces trois dimensions, rendant l'apprentissage plus interactif et stimulant. Résumé en français

Caractéristiques de la ludification dans l'apprentissage des langues :

La ludification se caractérise par des objectifs clairs, une rétroaction immédiate, le suivi des progrès, l'interaction sociale et l'usage de récits. Ces éléments motivent les apprenants, facilitent la correction des erreurs, favorisent la collaboration et rendent l'apprentissage plus captivant.

Efficacité de la ludification :

Des recherches montrent qu'elle améliore la motivation, l'engagement, les performances, la compréhension orale et la mémorisation du vocabulaire. Elle permet un apprentissage personnalisé, favorise la persévérance et renforce la confiance des apprenants.

Avantages de la ludification en éducation :

- Favorise l'apprentissage actif et la répétition pour mieux mémoriser
- Encourage la coopération et la communication
- Réduit le stress et rend l'apprentissage plus agréable
- Permet le suivi des progrès et l'individualisation des parcours
- Renforce la confiance en soi et s'adapte à tous les styles d'apprentissage

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- Renforce la confiance en soi et s'adapte à tous les styles d'apprentissage

Inconvénients de la ludification en éducation :

La ludification peut entraîner une dépendance excessive aux récompenses externes, au détriment de la motivation intrinsèque. Une mauvaise conception peut détourner l'attention des objectifs d'apprentissage. Elle ne convient pas à toutes les matières ni à tous les styles d'apprentissage. Sa mise en œuvre demande ressources et formation. La compétition peut décourager les élèves moins confiants. Certains privilégient la victoire plutôt que l'apprentissage, et la ludification peut devenir répétitive. Les défis technologiques et le manque d'habitude chez les enseignants limitent aussi son efficacité. Une mauvaise utilisation peut provoquer confusion ou désengagement.

Conclusion

La ludification rend l'apprentissage dynamique, engageant et centré sur l'élève, augmentant la motivation et l'acquisition des langues. Malgré les défis, ses avantages surpassent les inconvénients si elle est utilisée avec soin. Elle crée un environnement participatif et sans stress qui favorise la persévérance et la confiance, et aide les enseignants à structurer les cours et à donner du feedback. Les recherches futures doivent adapter la ludification aux divers apprenants et contextes. En somme, c'est un outil éducatif interactif et puissant quand il est bien appliqué. Cette étude passe de la théorie à la pratique en expliquant les méthodes de collecte et d'analyse des données. Elle a impliqué 40 élèves et 3 enseignants du lycée El Bachir El Ibrahimy à Ain Temouchent pour évaluer l'impact de la ludification sur la motivation et l'engagement

en apprentissage des langues. Une approche mixte a été utilisée, combinant des données quantitatives issues des questionnaires des élèves et des données qualitatives issues d'entretiens avec les enseignants. Le design de recherche est une étude de cas descriptive visant à étudier l'effet de la ludification sur des élèves de seconde. Les méthodes mixtes ont permis une compréhension équilibrée en associant données numériques et expériences détaillées. Les principaux outils étaient les questionnaires et les entretiens pour garantir des données fiables et pertinentes. L'étude a utilisé deux principaux outils de recherche : un questionnaire et des entretiens. Le questionnaire, distribué à 40 élèves de deuxième année en langues étrangères au lycée Al Bachir El Ibrahimy à Ain Temouchent, comprenait des questions ouvertes et fermées pour évaluer leur intérêt et leur engagement avant et pendant la ludification. Trois enseignants de langues du même établissement ont participé à des entretiens semi-structurés pour partager leurs points de vue et expériences sur la ludification en classe. L'approche méthodologique mixte a permis de recueillir des données quantitatives des élèves et qualitatives des enseignants. L'échantillon d'élèves représentait divers parcours académiques, principalement littéraires et linguistiques, tandis que les enseignants avaient des expériences variées en ludification et méthodes pédagogiques modernes. Cette section porte sur la recherche principale à travers l'analyse des données provenant des questionnaires des élèves et des entretiens avec les enseignants. Le questionnaire des élèves comprenait dix questions simples et compréhensibles, à choix multiples et ouvertes. Cette structure a permis de recueillir à la fois des données quantitatives et des réponses personnelles détaillées. Les questions fermées ont fourni des informations mesurables sur la motivation et l'engagement, tandis que les questions ouvertes ont permis aux élèves d'exprimer leurs expériences et opinions sur la ludification dans l'apprentissage des langues. L'étude menée au lycée El Bachir El Ibrahimy montre un fort soutien à la ludification dans l'apprentissage des langues. Les élèves ont exprimé une grande motivation et un fort engagement, notamment grâce à des jeux comme Kahoot, le jeu de rôle ou les défis de vocabulaire. La majorité a trouvé que les jeux rendaient l'apprentissage plus agréable, mémorable et efficace. Les enseignants ont confirmé que la ludification améliore la motivation, réduit l'anxiété et favorise la mémorisation. Ils utilisent des jeux physiques et numériques mais rencontrent des difficultés liées au temps, à la gestion de classe et au choix des

ressources. Globalement, élèves et enseignants perçoivent la ludification comme un outil pédagogique efficace.

الملخص بالعربية

يتناول هذا الفصل التمهيدي تأثير التلعيب على تعلم اللغات لدى تلاميذ السنة الثانية في ثانوية البشير الإبراهيمي. يبدأ الفصل بالإشارة إلى أن الطرق التقليدية لم تعد فعالة مع الجيل الحالي المولع بالتكنولوجيا، ويقترح التلعيب كطريقة حديثة ومحقّرة. تهدف الدراسة إلى معرفة كيف تؤثر الأنشطة المُعلبة على تحفيز التلاميذ ومشاركتهم، بالإضافة إلى فهم مواقف الأساتذة تجاه هذه الطريقة. تم عرض أسئلة وفرضيات البحث التي تركز على التحفيز، المشاركة، ورأي المعلمين. كما تم استعراض دراسات سابقة تُظهر الآثار الإيجابية للتلعيب، رغم أن القليل منها ركّز على تلاميذ الثانويات في الدول النامية. تم تعريف المفاهيم الأساسية مثل التلعيب، التحفيز، والمشاركة. وتقتصر الدراسة على مدرسة معينة، مستوى دراسي واحد، وأدوات تلعيب بسيطة. يختتم الفصل بعرض

تعرف الفقرة 2.4 التلعيب بأنه استخدام عناصر الألعاب مثل النقاط والمنافسة والمكافآت في سياقات تعليمية لجعل التعلم أكثر جاذبية. يعزز التلعيب المشاركة من خلال أدوات مثل لوائح المتصدرين والشارات والتغذية الراجعة الفورية.

تنقسم الدافعية إلى داخلية (ناבעة من الاهتمام الشخصي) وخارجية (نابعة عن المكافآت أو التقدير). كلا النوعين مهمان في تعلم اللغة، ويمكن للتلعيب أن يعززهما معاً.

أما الانخراط فهو مستوى تركيز الطالب واهتمامه ومشاركته، ويتضمن ثلاثة أبعاد: سلوكي (المشاركة في الأنشطة)، عاطفي (المشاعر الإيجابية تجاه التعلم)، ومعرفي (الجهد الذهني المبذول). يسهم التلعيب في تعزيز هذه الأبعاد الثلاثة، مما يجعل تعلم اللغة أكثر تستخدم اللعينة في التعليم عناصر من الألعاب لتعزيز التعلم من خلال زيادة التحفيز والمشاركة والعمل الجماعي. فهي تشجع على المثابرة، وتوفر تغذية راجعة فورية، وتدعم تحديد الأهداف.

يتماشي التعليم الحديث، الذي يركز على التكنولوجيا والتعلم المخصص، مع اللعينة بشكل كبير، كما تساعد في تقليل القلق وتعزيز التعلم مدى الحياة.

في تعلم اللغات، تجعل اللعينة الممارسة أكثر متعة، وتقلل التوتر، وتشجع التواصل، وتقوي حفظ المفردات والقواعد من خلال التكرار والمكافآت.

تشمل الأدوات الشائعة Quizizz، Kahoot!، Duolingo، Classcraft، وQuizlet.

تحول اللعبة التعليم التقليدي إلى تجارب تفاعلية تتمحور حول الطالب، مما يعزز الثقة والمهارات خصائص اللعبة في تعلم اللغة:

تتميز اللعبة بوضع أهداف واضحة، وتقديم تغذية راجعة فورية، وتتبع التقدم، والتفاعل الاجتماعي، واستخدام القصص. هذه العناصر تحفز المتعلمين، وتساعد في تصحيح الأخطاء، وتشجع التعاون، وتضفي طابعاً تفاعلياً ومعنوياً على التعلم.

فعالية اللعبة:

تؤكد الدراسات أنها تزيد من الدافعية والمشاركة والأداء، كما تحسن من مهارات الاستماع وحفظ المفردات. تتيح للطلاب التعلم وفقاً لسرعتهم، وتعزز الإصرار والثقة من خلال خصائص تفاعلية وشخصية.

فوائد اللعبة في التعليم:

- تشجع التعلم العملي والتكرار لتحسين الذاكرة
- تعزز التعاون والتواصل بين الطلاب والمعلمين
- تقلل من التوتر وتجعل التعلم أكثر متعة
- تتيح تتبع التقدم وتخصيص المسارات التعليمية
- تعزز الثقة بالنفس وتناسب جميع أنماط التعلم. سلبيات استخدام اللعبة في التعليم:

قد تؤدي اللعبة إلى الاعتماد المفرط على المكافآت الخارجية مما يقلل من الدافعية الداخلية. التصميم السيء قد يشتم الانتباه عن أهداف التعلم. قد لا تناسب كل المواد أو أنماط التعلم. التنفيذ يحتاج إلى موارد وتدريب، والجوانب التنافسية قد تثبط الطلاب الأقل ثقة. قد يركز البعض على الفوز بدلاً من التعلم، وقد تصبح اللعبة مكررة مع الوقت. التحديات التقنية وعدم إلمام بعض المعلمين بالتقنيات يحذر من فعاليتها. سوء الاستخدام قد يسبب ارتباكاً أو فقداناً للاهتمام. اللعبة تجعل التعلم أكثر حيوية وتفاعلية ومركزاً على الطالب، مما يعزز الدافعية واكتساب اللغة. بالرغم من التحديات، تفوق فوائدها سلبياتها عند استخدامها بحذر. توفر بيئة مشاركة ومنخفضة القلق تعزز المثابرة والثقة بالنفس، وتساعد المعلمين في تنظيم الدروس وتقديم التغذية الراجعة. يجب أن تركز الأبحاث المستقبلية على تكييف اللعبة مع أنماط التعلم والبيئات المختلفة. في النهاية، هي استراتيجية قوية وتعليمية تفاعلية عند تطبيقها بشكل مدروس.

أجريت هذه الدراسة في ثانوية البشير الإبراهيمي، وهدفت إلى قياس أثر التلعيب على تحفيز الطلاب وانخراطهم في تعلم اللغات. أظهرت النتائج وجود علاقة إيجابية قوية بين استخدام الألعاب وارتفاع مستوى التفاعل

والحفظ لدى الطلاب. عبّر المعلمون والطلاب عن دعمهم لفكرة التلعيب كوسيلة فعالة وممتعة في التعليم. رغم ذلك، وُجدت تحديات كضيق الوقت، وصعوبة إدارة القسم، وقلة الموارد.

تشير الآثار التربوية إلى ضرورة ربط الألعاب بالأهداف التعليمية، ومزج الألعاب الرقمية والمادية، وإشراك الطلاب في تصميمها. كما توصي الدراسة بتدريب المعلمين على استخدام التلعيب بفعالية. رغم أن الدراسة تعاني من بعض القيود مثل صغر العينة وقصر مدة البحث، إلا أنها تفتح آفاقًا جديدة للبحث، بما في ذلك دراسة الآثار طويلة المدى، وتطبيق التلعيب في مواد أخرى، وتشجيع الطلاب على تصميم ألعابهم بأنفسهم. في المجمل، يؤكد البحث أن التلعيب وسيلة واعدة لتحسين تعليم اللغات وجعل البيئة التعليمية أكثر جذبًا وفعالية.