

***Gamification and Its Impact on Pupils' Motivation in Learning English
as a Foreign Language.***

A Case Study : Fifth year Primary School Learners in Relizane

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Presented by : Guittoun Abdelkadder

Jury Membres

President : Benadda Abdelouahed

Examiner : Ghani Yamina

Supervisor : Belmihoub Amel

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Dedication



*In the name of Allah, Most Gracious, Most Merciful
I would like to dedicate this master's dissertation
To my guiding star and pillar of strength in this life,
my source of happiness, safety, love and everything,
Mom and Dad,
whose unconditional love, endless patience, and unwavering support
have been my greatest source of strength and inspiration.*

*To my supervisor,
for their invaluable guidance, scholarly wisdom, and constant encouragement throughout the
completion of this work.*

*To the honourable members of the examination committee,
for their time, expertise, and thoughtful evaluation of this dissertation.*

This work is humbly dedicated to you all.

GUITTOUN ABDELKADER

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Abstract

The present study investigates the attitudes of both teachers and fifth-year primary school learners towards the use of gamification as an instructional tool to enhance motivation in the English as a Foreign Language (EFL) classroom. In an era marked by a growing demand for innovative and learner-centered pedagogical approaches, gamification has emerged as a promising strategy capable of fostering engagement, participation, and sustained motivation among young language learners. To this end, a mixed-methods research design was adopted, combining qualitative and quantitative data collection instruments. Qualitative data were gathered through an interviews conducted with EFL teachers at Belkhouidja Primary School in Relizane, providing an in-depth exploration of their professional experiences, perceived benefits, and encountered challenges in implementing gamified activities. Quantitative data were collected through a structured questionnaire administered to fifth-year pupils, capturing prevailing trends in learners' attitudes and responses towards gamified learning experiences. The findings reveal that both teachers and learners hold predominantly positive attitudes towards gamification, recognizing its capacity to foster a dynamic, interactive, and enjoyable classroom atmosphere. These results lend support to the central hypothesis of the study, which posits that the appropriate integration of gamification strategies in the EFL classroom significantly enhances learners' motivation to engage with the English language. The study concludes by drawing a set of pedagogical implications regarding the purposeful use of game-based elements as instructional tools, advocating for their integration into EFL teaching practice as a means of cultivating a positive learning environment that directly stimulates learners' motivation and willingness to participate in foreign language learning.

Keywords: *Gamification; Motivation, EFL; Primary School; fifth-year Learner; Game-Based Learning; Mixed-Methods.*

List of Abbreviations

EFL: English as a Foreign Language
FL: Foreign Language
FFL: Foreign Language Learning
FLT: Foreign Language
SL / L2: Second Language
TL: Target Language
EL: English Language
FT: Foreign Teacher
TEFL: Teacher of English as a Foreign Language
LCP: Learner-Centered Pedagogy
TCP: Teacher-Centered Pedagogy
ZPD: Zone of Proximal development
GBL: Game-Based Learning

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GENERAL INTRODUCTION

Teaching English as a Foreign Language (EFL) can be particularly challenging with very young learners. Although English is an important subject in schools and plays a strategic role as an international language, many learners still face various obstacles in their learning process. These difficulties are not only related to understanding the material but also include low motivation to learn and minimal active involvement in class. (Khoirotunnisa, Ulfah, and Heri Retnawati, 2025) To address this, educators need differentiated key strategies that actively engage, stimulate and motivate their learners. Gamification, as a significant pedagogical intervention, has emerged as an effective approach for teaching instruction, it encourages interaction and involvement.

By integrating the teaching of English as a foreign language in primary schools in Algeria in 2022, More concern was given to how overcoming learning restrictions and challenges the primary school learner might face. Thus, educators should therefore adopt some methods that respond to their learners' needs and styles, especially those that promote engagement and participation. In fact, motivational strategies play a crucial role in enhancing learning for primary school learners, particularly fifth-year EFL learners, while traditional teaching methods often fall short due to limited opportunities for class practices. Gamification offers a practical means of addressing these limitations by supporting more effective language acquisition.

This study explores the use of motivational gamification strategies in EFL classrooms, their pedagogical effectiveness, and their role in language teaching instruction, highlighting the potential impact of gamified strategies in enhancing learners' motivation and engagement that ultimately lead to meeting learners' outcomes in the fifth-year primary school. Moreover, it investigates Algerian EFL instructors' perceptions of gamified learning enhance pupils' motivation, interest, and teaching performance. Quantitative data is collected from 30 fifth-year pupils to evaluate the effectiveness of games in teaching learning process and their motivation and engagement.

This dissertation comprises three chapters, focusing on the theory of gamification, its connection to enhance learners' motivation, and the compulsory conditions for its implementation in teaching. It also discusses the teacher's behaviors and their perceptions for implementing gamification in teaching. Chapter two discusses the use of gamification and GBL in English Language Learning (EFL) classrooms to combat learner demotivation. Chapter three details the research design, methods, participants, data collection instruments, results discussion, and limitations of the study. The chapter also covers interviews and questionnaires for data collection.

1. Statement of the Problem :

The current advances in teaching methods and approaches have significantly transformed instructional practices through the adoption of new techniques aimed at enhancing the teaching-learning process. Traditional teaching, which is often teacher-centered, and primarily focused on knowledge transmission and memorization, is increasingly being replaced by modern methods that promote student-centered learning, active engagement, individualized instruction, and the integration of technology.

Modern teaching methods not only contribute to teachers' professional growth but also encourage innovative thinking that better enhances classroom environment and prepare learners to meet the economic, social and technological demand of present and future world. To follow the advancing rank, English teachers have to adjust and develop new teaching strategies which may keep their students interested (Baker, 2017). Therefore, the traditional English classroom model, commonly described as "chalk and talk" or "teacher-centered" instruction may no longer be adequate in today's educational context. The present research sheds light on the integration of a modern strategy, "gamification", to optimize and enhance the teaching and learning of English as a Foreign Language.

2. Aims of the Study

This study aims to investigate the effectiveness of gamification in enhancing fifth-primary school pupils' motivation in learning English as a foreign language (EFL). It also seeks to explore pupils' attitudes toward gamified learning activities as a tool to enhance motivation and examine EFL teachers' perceptions of the effectiveness of gamification in primary school classrooms.

Furthermore, the study attempts to identify the benefits associated with the implementation of gamification into EFL classrooms.

3. Research Questions

To investigate the effectiveness of using game elements at the primary school level, this research seeks to answer the following questions:

1. How does gamification impact the motivation of fifth-year primary school pupils in learning English?
2. What are pupils' attitudes toward gamified learning activities?
3. What are EFL teachers' perspectives on the effectiveness of gamification in motivating primary school pupils?

4. Research Hypothesis

This study assumes that EFL teachers and learners hold a positive views towards the use of gamification in educational settings, as they believe it enhances the teaching and learning process at the primary school level. Accordingly, the following hypothesis is proposed:

H1: If EFL teachers implement appropriate gamification strategies in EFL classrooms, it would enhance EFL learner's motivation and engagement.

Conversely, the null hypothesis states that there is no significant relationship between gamification and motivation development. Thus,

H0: The use of appropriate gamification strategies in EFL classrooms does not enhance EFL learner's motivation and engagement.

5. Research Methodology and Design

5.1. Research Method and Data Gathering Tools

This study necessitates a mixed methodology, that consists of quantitative and qualitative at the primary school of Belkhouja Benaouda in Relizane. At first, a questionnaire is assigned and answered by 40 EFL pupils, to collect information about their views on using gamification in education. Then, an interview is carried out with their EFL teacher, in order to obtain in-depth data about their views concerning using gamification, adding to what extent this technique can be integrated into their teaching process.

5.2. Population and the Sample of the Study

Three English teachers and forty (40) fifth-year primary school pupils from Belkhouja Benouda Primary School in Relizane are selected as a sample. The primary reason for addressing this sample is that fifth-year pupils are at a crucial stage of primary education where motivation and engagement are essential for improving their performance and preparing them for future academic challenges. Additionally, their availability, ability, and willingness enable deeper conversations and deeper understanding of the subject. However, the participation of educators made it possible to gather trustworthy opinions from seasoned participants in this field.

6. Structure of the Dissertation

Three chapters comprise the dissertation's theoretical section, which is the literature review, and the practical section, which is the fieldwork. In two chapters, the first section provides a general overview of the two variables. The first chapter discusses the definition, principles, and typical strategies of gamification in education. The theoretical framework and earlier gamification research follow. The concept is explained in detail in the second chapter, which focuses on motivation in EFL contexts and how it aids in language learning. The questionnaire and interview are then reported, examined, and discussed in the third chapter, which makes up the dissertation's practical section. It concludes with suggestions and pedagogical implications that might direct further research.

CHAPTER ONE

Literature Review on Motivation, Gamification, and Engagement in EFL Classroom

Part One: Motivation in EFL Learning

Introduction

Motivation is critically an important factor for learning. Why students learn and how they learn is influenced by their level of motivation to learn. Learning and motivation are interrelated processes. Recent research provides that the motive factor is an important factor in education and learning as it provides the drive and focus necessary to meet educational goals especially in Foreign Language Learning.

In the Algerian educational context, Algerian primary school benefited from teaching English language in the fifth year. Teaching a foreign language to children aged between 9 and 11 is significantly challenging. In this regard, motivation emerged as a key factor that enables and sustains the learning process; yet, without motivation, it will have a negative effect on pupils' learning and will render their involvement and interaction in an EFL classroom challenging. This lack of motivation may stem from a number of internal and external sources; teacher attitude and instructional strategy can be among the reasons that may result in decreasing EFL pupils' motivation.

The present study claimed that FL instructors need to move beyond their traditional methods of instruction and adopt modern alternatives in which the previous researchers suggested a method of learning based on the use of teaching games to address the classroom activities; it referred to the gamification approach.

This chapter provides a review of motivation and its importance in FLL, highlights the detrimental side of a lack of motivation on pupils' development in language, and presents the aforementioned teaching-learning approach and its effectiveness in enhancing students' activity in EFL classrooms and enhancing their academic achievements.

1.1 Definition of Motivation :

The concept of motivation is relatively complex and resist precise definition. The term was inspired of the Latin term "Movere", meaning 'to move' , which reflects the idea of action and direction in English. Motivation is a process of inducing, inspiring and energizing people to work willingly with zeal, initiative, confidence, satisfaction and an integrated manner to achieve desired goals. It is a moral boosting activity. Motivation is the psychological force that explains *why* a person does something. It is the driving force behind human actions. In this context, Nicholls et al. (Nicholls, Cheung, Lauer, & Patashnick, 1989) defined motivation as the processes that arouse, direct, and maintain behavior toward a specific goal.

In educational context, motivation can be defined as the internal and external elements that stimulate learner's interest and encourage their active involvement in the learning process. It plays a fundamental role in every learner's academic life, fostering sustained engagement and contributing significantly to long-term learning process and academic success. Motivation acts as a driving force that enables learners to acquire knowledge , deal with challenges, and achieve the targeted achievement.

Moreover, motivation extends beyond mere academic achievements, it also involves developing curiosity, eagerness and a desire to learn new concepts.

In education, motivation focuses on students' willingness and desire to learn. "If we place a value on developing a motivation to learn in students, we are concerned with whether students initiate learning activities and maintain an involvement in learning as well as a commitment to the process of learning." (Ames, 1990, p. 410) .

Therefore, effective teachers play a crucial role in supporting learners to boost goals, beliefs, and attitudes that encourage long-term engagement over time. When motivation is assessed only in terms of achievement, other essential educational goals and values may be neglected. Although motivation strongly contributes to achievement, it should also be regarded as a significant educational outcome in its own right.

1.1.1. Types of Motivation

During the teaching and learning process, students have various motivation levels and different kinds of motivation, which can change over time depending on the learning and teaching environment. It is influenced by their situation, goals, and personality. Psychologists often categorize motivation into two types.

1.1.1.1. Intrinsic Motivation

It is a type of motivation in which the action is done for its own sake or to experience satisfaction. According to Deci and Ryan (1985, p. 39) , intrinsic motivation is the "motivation to do an activity because that activity is enjoyable and satisfying to do ". From Deci and Ryan's point of view, "intrinsic motivation happens when learners' innate interest and curiosity propel their learning. Such a learning fountain of motivation is likely to flourish if the learning environment is full of challenges, sources of stimulation, and self-determined context. " (Deci & Ryan, 1985, p. 245) . To put differently, intrinsic motivation is the desire to engage in activities that people find enjoyable and interesting and engage without any obvious external rewards or pressure to do it. An example of intrinsic motivation would be reading a book because you enjoy reading and have an interest in the story or subject, rather than reading because you have to write a report on it to pass a class. (Santos-Longhurst, 2019).

1.1.1.2. Extrinsic Motivation

In contrast to intrinsic motivation, extrinsic motivation refers to a behavior that is driven by external rewards. According to Deci and Ryan (1994, p. 275), extrinsic motivation is a "behavior that the individual performs to receive some extrinsic rewards such as getting good grades, being praised by the teacher or avoiding punishment". It means that in educational settings, a learner may complete tasks to achieve a specific goal, such as rewards, avoiding punishment, or meeting school requirements. Although intrinsic motivation is clearly an important type of motivation, most of the activities learners do are not intrinsically motivated. "Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. " (Ryan & Deci, 2000). Additionally , "external motivators can help regulate behavior in the short term" (Dishman & Rod, 2015, p. 1913). For individuals struggling with psychological

problems such as self-control or discipline, external rewards can help to initiate and maintain behavior change. Thus, this type of motivation plays a significant role in behavior change, influencing individuals' actions in various contexts, especially education.

1.2 Theories of Motivation

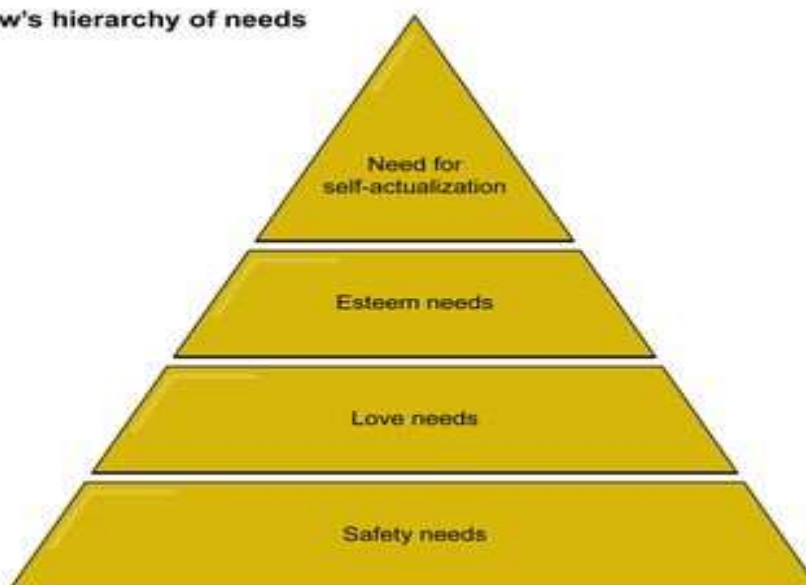
The development in the field of motivation has had a significant impact at different points in history. Thus, it is important to make an overview of the most impactful theories that have well explained and defined the concept of motivation. Here are the most powerful theories.

1.2.1 Maslow's Hierarchy of Needs Theory

All studies on motivation include the earliest and most influential theories of motivation in education developed by Abraham Maslow in the 1940s, who proposed a hierarchy of needs that set the different types of motivation that drive human behaviour. It involves five categories of motives arranged with lower-level needs on the bottom which must be satisfied first, before the higher level needs come into play (Wallace, Goldstein, & Nathan, 1987, p. 277). The five levels in Maslow's hierarchy of needs model are: Physiological needs, Security need, Social needs, Esteem needs and Self-actualisation needs.

According to Maslow, people are motivated by physiological needs, safety needs, belongingness and love needs, esteem needs, and self-actualization needs, with each level of needs building upon the previous one. This theory suggests that human needs are arranged into a hierarchical order, starting with the most fundamental needs at the bottom and the most complex needs at the higher level. According to Maslow, individuals must first satisfy their lower-level needs before they can move on to satisfying their higher-level needs. This hierarchy of needs has become one of the most influential theories of human motivation. It is often discussed in psychology, business, and education because it offers a significant framework for understanding what motivates human behaviour. The model explains the underlying factors that drive people to behave in the way they do.

Maslow's hierarchy of needs

**Figure1 : Maslow's Hierarchy of Needs**

1.2.2. Self-Determination theory

Self-Determination Theory (SDT) as a humanist theory of motivation , differed from the behaviorist theories that dominated at the time .It is a theory which focused on identifying social conditions that facilitate or hinder human flourishing and to identify “factors, both intrinsic to individual development and within social contexts, that facilitate vitality, motivation, social integration, and wellbeing” (Ryan & Deci, 2017, p. 3). The theory attempts to explain how biological, social, and cultural conditions either enhance or undermine the inherent human needs for autonomy, competence, and relatedness. According to self-determination theory, people need to feel the following to achieve psychological growth: Autonomy, Competence and Connection or relatedness.

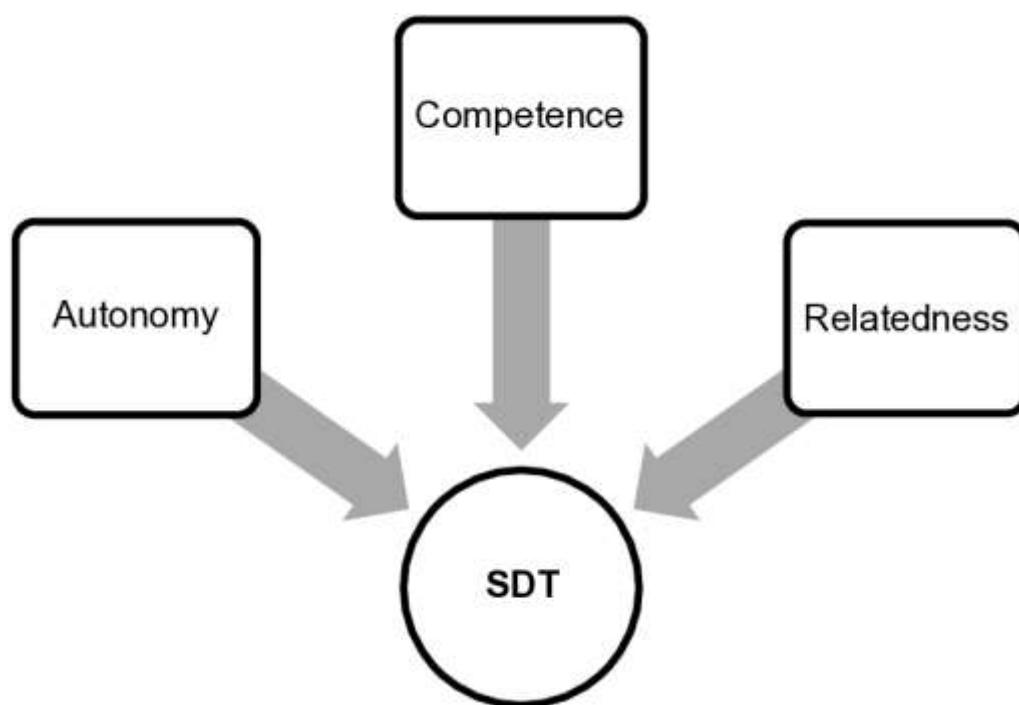


Figure 2 :SDT basic psychological needs

SDT proposes three basic psychological needs : autonomy, competence, and relatedness. Autonomous actions are those that are self-endorsed, and congruent with one's values and interests (Vansteenkiste, Christopher, Niemiec, & Soenens, 2010) .

Competence refers to a person's need to perceive oneself as effective within environments (Deci & Vansteenkiste, 2004). This means that the need for competence is met when feeling competent and mastering activities and tasks. Ultimately, Ryan and Deci presumes that the need for relatedness is met when people feel connected with other people, when they feel a sense of social belonging, and when they feel that they care for others and are cared for by others (Ryan & Deci, 2017).

Thus, these needs are not learned but are an inherent aspect of human nature and thus operate across gender, across culture, and across time (Chirkov, Ryan, Kim, & Kaplan, 2003) to promote optimal functioning and prevent diminished functioning.

1.3. Motivation in Foreign Language Learning

Motivation is essential for learning, it is considered as the crucial factor that influence learners' learning. The process of learning is underpinned by motivation; therefore, the psychology of motivation is of paramount importance in education (Melendy, 2008).

Many previous studies show that highly motivated students learn and acquire in a shorter time than students who are less motivated. Gardner (2006) states that "students with higher levels of motivation will do better than students with lower levels" (p. 241). Moreover, Ushida (2005) presumes that there is a significant correlation between the students' motivation and their learning outcomes. Additionally, Cook (2000) states that students who are not motivated both integratively and instrumentally will find it difficult to learn and gain knowledge of a second language and learning process would be difficult for them.

1.3.1. Role of Motivation in Learning English as a Foreign Language

Motivation is one of the most important factors in language learning. Children with a good attitude towards English are more likely to work hard and keep going when learning gets challenging. According to Dornyei (2001, p. 2) motivation plays a crucial role in successful language learning. Teachers can actively influence students' motivation through classroom practices, atmosphere, and teaching methods. He (2001) also stated that "Most teachers and researchers would agree that it has a very important role in determining success or failure in any learning situation. "Furthermore, motivation stands as the core drive that not only boosts learner interest in learning a foreign language, but also triggers teachers to achieve advancement in their academic career, this requires competent, skillful and well-trained teachers who are fully aware of their students' needs and interests and possess the ability to create a suitable and supportive atmosphere for learning.

1.3.2. Role of the Foreign Language Teacher

Teachers play a significant role on their students' motivation in the learning process of a foreign language. They are the core motivators that trigger encouragement for achieving

success of learning. For example, a study done by Pahlavanpoorfird and Soori (2014) reveals that teachers have strong effect on their students' motivation. When the students are highly motivated, they positively attempt to participate in class activities and feel more motivated. Dörnyei (1994) also claimed that teachers' style of teaching, the use of different teaching strategies, and the feedback they provide can motivate students and in fact helps students develop a sense of connection or affiliation with their teachers. In fact, "educating students and imparting knowledge to them is the responsibility of teachers. Therefore, teachers must be prepared to provide ideological education to students, develop the habit of combining classroom teaching with ideological education, and maintain their interest in the course" (Song & Su, 2025). Teachers should use scientific teaching methods to evoke positive emotions in students, help them overcome psychological barriers, and develop their learning potential, thereby achieving the goal of efficient learning (Song & Su, 2025).

Another study by Oxford and Shearin (1994) has suggested that teachers need first to identify the reasons why students are learning a language and then establish achievable goals for them. They also emphasized the importance of supporting learners recognize the benefits of language learning and creating a welcoming classroom environment to the learners, which can foster their intrinsic motivation.

In fact, the teacher is the mentor of his students, he has reasonable leadership to guide and direct them. It is the teacher's ability to build strong relationships with his/her learners and boost their interest to deeper and faster depends on his/her self-competence and self-confidence. it is important for teachers to be more interactive and encouraging, and make the classroom full of humour and interest, so as to create a relaxed and positive atmosphere for learning.

1.3.3. The Importance of Motivation in Foreign Language Learning

Motivation is one of the key factors of success and also failure in learning language and it plays a significant role in the process of learning a language. However most of students are lack of motivation and lose their willingness in learning a foreign language (Pebrikarlepi, 2022). Learners can not learn a language effectively, if they do not have good motivation. That is why teacher should pay more attention to communicative learning that can stimulate students' motivation (Pebrikarlepi, 2022). Thus, the factor of emotions plays a crucial role to

undermine the level of success in learning, this is when the teacher triggers positive feelings during the learning process that ultimately leads to a more effective and successful achievement in language learning, a greater sense of engagement and self-autonomy over the learning process for learners.

1.3.4. Impact of Motivation on English Language Learning

Student engagement in English classes has been a concern for many researchers. One of the main problems regarding student engagement in an English class is demotivation in learning which is associated with the lack of effort and practice. Most of the students lose their interest and enthusiasm towards language learning due to negative feelings such as low self-confidence and esteem, excessive anxiety, teacher's harsh and discouraging attitude and psychologically insecure classroom atmospheres (Pebrikarlepi, 2022). Thus, motivation is then considered significant in its strong impact on the language learning process and its success. Many studies indicate that students who possess strong motivation are more likely to attain higher levels of success, as they tend to exert greater effort in order to achieve their outcomes. Their achievements vary according to their interests and the amount of effort they invest in the learning process. Therefore, motivation is a key component that effectively influences and plays a significant role in learning a second or a foreign language.

1.4. Factors Affecting Young Learners' Motivation

1.4.1. Reasons for Pupil's Lack of Motivation in EFL Setting

Language learners do not have the same type and level of motivation. Some learners may have a very strong motives to learn the language, others may have a weaker motivation, and yet others may have no motivation at all. This is in fact due to many factors that affect students' learning process and their academic achievements. Demotivated learners or learners with no motivation show a lack of interest to participate in any class activities, they have no intimate affiliation with teacher and mates.

There are many factors that have momentous influence on increasing or decreasing the level of motivation of the students towards their process of learning. These factors include class size, attitude of the teachers towards their students and internal motivation of the student (Ullah, Sagheer, Sattar, & Khan, 2013). These factors can determine whether a pupil's language generation is successful or not.

1.4.1.1. Psychological Factors

The psychological aspect plays a crucial role in shaping a learner's interest in and engagement with the language. When students learn in an environment where their emotions are negatively affected, particularly through stress or anxiety, they may develop feelings of low self-esteem and a sense of detachment from the classroom. Such emotional challenges, often linked to their previous experiences or perceived status, can significantly reduce their motivation to learn. In the context of foreign language (FL) learning, anxiety has been shown to hinder performance and further weaken learners' willingness to participate. Consequently, learners' attitudes toward the language strongly influence their levels of motivation, anxiety, and overall achievement. By contrast, learners who are highly motivated tend to show greater confidence, perseverance, and awareness of language use, which can positively contribute to improved effective communicative performance.

1.4.1.2. Teacher's Attitude

Teacher behaviour acts as a critical external stimulus, it is strongly related with academic achievement of learners by enhancing and developing their level of motivation. Teachers can play a vital role in increasing the motivation among the learners by tailoring engaging techniques that support them achieve their learning outcomes. Teachers also help students to learn by increasing their responsibility and participation in their own learning through letting them create their own goals and objectives (Theobald, 2006). Alternatively, students feel "demotivated in their English studies by a variety of the teachers' attributes. Among these attributes, teachers' bad teaching techniques and lack of subject knowledge and English competence were considered to be the most detrimental to students' motivation to learn" (Phan T. T., 2011). On the other side, students may be more motivated and engaged when the teacher

show more humour in classroom environment, and uses adequate techniques to simplify and clarify the teaching instruction. Thus, they will experience a sense of comfort in acquiring and learning the language. Moreover Hang Thi Thanh Phan (2011) stated that "when the teacher felt comfortable, the students would feel the same, and thereby be motivated to study. Conversely, a teacher's anger or sadness with the class often prevented students from wanting to study". He (2011) also confirmed that the "lacking one of three other attributes of the teachers, (encouragement, teachers' willingness to help, and teachers' good mood) also contributed to most of the participants' demotivation in class. "

1.4.1.3. Parental Factors

According to some researchers, parental support is the fundamental motive that helps students learn confidently and securely for the core reason that parents offer them both material and moral support. As a result, they feel more autonomous and better scaffolded in their learning, and self-esteem to fulfill their academic achievements. This presumes that "Parents are the first to provide values, engagement (i.e., love), and autonomy support" (Phan T. T., 2011).

This implies that familial support is very significant in sustaining children and inspiring them to be more engaged and interested in studying. This will motivate them to work with great effort to get the required grade and achieve the advanced goals.

1.4.1.4. Classroom Factors

When students favour working collaboratively in pairs or groups, they may create an inspiring class' atmosphere supporting one another to fulfill academic achievement. When they barter ideas and thoughts communicatively, they become more productive and confidently participate in class. Thus, this creates an inspiring learning and engaging classroom. These supporting elements affect directly students' motivation. Tran and Baldauf (2007) found that undesirable class environments such as quietness and boredom, or classmates' negative behaviours badly demotivated the participants' (students) in-class English studies. Similarly, Phan (2011) stated that the negative attitudes of the classmates toward class activities and

assignments discouraged most of the participants from active participation in these activities. Phan (2011) also found that "the negative influence of a lack of class integration on some of the participants'(students) in-class English studies also reflected the needs of the participants (students) to belong to a group in which members worked together toward mutual goals."

This study provides a comprehensive examination of motivation as presented across a range of scholarly perspectives. Although definitions vary, there is general agreement that motivation is a complex human construct involving desire, instinct, and an inner drive that enhances effort and persistence in achieving goals. Its importance is particularly evident in second and foreign language teaching and learning, where it serves as a key factor in promoting engagement, supporting creativity, and improving overall learning outcomes.

Part Two : Literature Review on Gamification and Game Based Learning in Language Education

Many studies have recently dealt deeply with the dominant concept of gamification and their impact on learning the English language for young learners. This chapter will explore some of these studies. It will highlight some significant findings regarding using gamification in language learning.

2.1. Gamification as a Concept

The term "gamification" does not refer to the incorporation of a game into a classroom setting but it "refers to the integration of game elements and principles into the learning process to make it more engaging, motivating, and interactive" (Caponetto, Earp, & Ott, 2014). Zicherman and Cunningham (2011) also defined gamification as "the process of using game-thinking and mechanics to engage users and solve problems". Ultimately, gamification is a multifaceted approach that leverages the power of play to motivate, engage, and drive desired outcomes.

More specifically, it "taps into the natural human inclination for competition, achievement, cooperation and collaboration, and (instant) reward(s), which can easily motivate students to actively participate in the learning process" (Cheong, Filippou, & Cheong, 2014).

As Jackson and Mcnamara (2013) noted that "there's no doubt that games and gamification in particular are excellent teaching methods for stimulating and energizing students during acquisition processes while learning" while the "objective of gamifying learning (gamification) is to stimulate the same motivation and engagement that gamers have towards games in learners toward education" (Cheong, Filippou, & Cheong, 2014). It's not about developing full-on games, but rather it's about using gaming attributes to drive engagement, strengthen skills, or behavior changes (Utendorf & Heather, 2013).

2.1.1. History of Gamification

As digital technology has proliferated, second language educators turned their attention to video games and simulations as vehicles for stimulation-based language practice. These tools provide dynamic, immersive contexts that enable learners to actively interact using language, thinking critically, and harnessing problem-solving skills in supportive, inclusive, and comfortable learning settings.

Gamification emerged as a pedagogical approach in the 1980s and 1990s. The term was first used in 2008 but was not popular until 2010. Early on, it was comprised as board or card games designed to reinforce vocabulary and/or grammar, as well as Computer-Assisted Language Learning (CALL) that focused on simple games and quizzes (Smith, 2024). Then, in the 2000s, there was an emergence of serious games that were designed with explicit educational goals in mind, to include language skills at a deeper level and cultural understanding (Gee, 2008). In short, gamification in language teaching has had a global impact, making language learning more accessible to people around the world, continues to evolve with ongoing research and innovations in game design, technology integration, and pedagogical approaches, and clearly reflects the ongoing efforts to leverage technology and pedagogy to create engaging and effective learning experiences for language learners (Hamari, Koivisto, & Sarsa, 2014).

2.1.2. Gamification in the context of Education

Recently, gamification has been a significant subject of interest in many researches and discussions about its application in the second language learning, particularly in light of the widespread use of technology in education. The main problems in modern education are related to the lack of engagement and motivation of students to participate actively in the learning process. Because of that, teachers try to use new techniques and approaches (gamification) to provoke students' activity and motivate them to participate in training (Kiryakova, Angelova, & Yordanova, 2014). The target of integrating gamification into the learning teaching process is to provide learners with a more attractive, engaging, and effective learning experience.

Ultimately, one possible solution of learners' demotivation is to reward the efforts and achieved results by awards, which leads to increased motivation for participation and activity.

That decision is based on the use of game elements in the learning process (Kiryakova, Angelova, & Yordanova, 2014).

Over the recent years, the Algerian education policy encourages EFL educators, especially of the primary schools, to embrace alternative teaching methods and techniques that engage and motivate the 21st-century learners. EFL teachers along with their short experience in EFL primary school education, have certainly different perspectives and opinions toward the implementation of game elements in this context.

2.3. Game-Based Learning VS Gamification

The use of technology has been widely integrated in education this century. But in many cases the 21st century learner hasn't been able to receive proper instruction due to unauthentic ways of content delivery and assessment using emergent technologies (Figueroa-Flores, 2016). As an imperative modern strategy, Gamification and Game-Based Learning (GBL) have emerged widely as a motive to engage and motivate the students. These approaches are used to "reinforce not only knowledge but also important skills such as problem solving, collaboration, and communication" (Figueroa-Flores, 2016). the term 'gamification' will be used to describe the process in which "the use of game elements, such as incentive systems, to motivate players to engage in a task they otherwise would not find attractive" (Plass, Homer, & Kinzer, 2015). Whereas, Game-Based Learning GBL can be defined as 'an environment where game content and game play enhance knowledge and skills acquisition and where game activities involve problem solving spaces and challenges that provide players/learners with a sense of achievement' (Qian & Clark, 2016, p. 51). Additionally, Figueroa-Flores (2016) stated that "opposed to using elaborate games requiring a large amount of design and development efforts, the "gamification" approach suggests using game thinking and game design elements to improve learners' engagement and motivation".

On the basis of these definitions, it could be noted that gamification and GBL are functioning divergently to reach ultimately broad targets in educational contexts.

Comparison	Gamification	Game-Based Learning
Purpose	-Applies game-like elements in non-game settings to increase engagement and enjoyment	-Uses actual games as instructional tools to achieve specific learning outcomes
Objective	-Enhance motivation and participation	-Facilitate learning and knowledge acquisition
Benefits	- Provides immediate feedback - Encourages positive behavioral changes	- Strengthens strategic thinking - Improves problem-solving abilities - Develops hand-eye coordination
Examples	Gimkit, Classcraft, ClassDojo, Duolingo, Kahoot!	-SimCity, Civilization, Minecraft, Portal

Table 1: Comparative Analysis Table

2.4. Evolution and Application of Gamification in Education

As the advanced 21st technological elements have been evolving across various fields, new pedagogical strategies have appeared. These strategies are designed to respond to the needs, learning environments, and competencies of modern “digital native” learners. As Akkerman and de Bruijn (2017) named the "strategic application of game-based elements within educational environments, known as gamification, has become a prominent area of research and development in recent years". Additionally, "current applications in various educational contexts highlight the diverse ways gamification is being utilized, such as reorienting interactions between students, restructuring classes, redistributing roles, and using experience points instead of grades" (Pishchanska, Antoniuk, & Kutsyk, 2022). Nowadays, more educators are using Gamification as part of their teaching strategies. This is due in part to the recognizing that games designed in an effective form stimulate large gains in productivity and creativity (Figuerola-Flores, 2016). This dominant approach has been successfully incorporated in primary and secondary school settings within the implementation of the new national curriculum that aims at enhancing the learning experience, foster deeper engagement, and ultimately improve learning outcomes.

2.4.1. Technology Integration in Language Learning

The rapid advancements in technology have transformed the landscape of language teaching, presenting new opportunities and challenges for educators. As educators seek to enhance the effectiveness of language instruction, the integration of technologies such as digital resources and online platforms has become essential in fostering student engagement and promoting language competence (Indrastana, 2022). Technology is considered as an effective means of promoting the process of learning in digital era. Moreover, as technology continues to evolve, educators are increasingly seeking innovative ways to incorporate these tools into their curricula, recognizing that an engaging and interactive environment is vital for effective language acquisition (Lin & Chu, 2018). Thus, this requires a considerable advancement in teaching materials and tools to assist and facilitate the process of teaching. As the Algerian educational policy has adopted ICTs in education to enhance the process of teaching and learning a foreign language in specific, The integration and application of ICTs in foreign language instruction has widely and successfully spread in most of the Algerian EFL classrooms.

2.4.2. Interactive Gamified Activities in the EFL Classroom

Students' active engagement and participation in the learning process is essential. Many researchers have concluded that the desirable results in language learning can be achieved only when the learners are actively engaged (Mackenzie, 2014). Therefore, to achieve a better level of students' participation in ELT classes, educators deploy various techniques such as integration of technology and gamification, which is not an entirely new concept to language teaching (Flores, 2015). Thus, 'Educators are actively incorporating game-based elements into traditional classroom activities to enhance interactivity and student motivation' (Sailer, Hagl, & Hummel, 2017). This approach can involve a variety of creative strategies that leverage the power of game mechanics within the learning environment. Govindarajan (2020) also stated that "Gamification and interactive activities help teachers fulfil their students' expectations and achieve the outcomes in a desirable manner". This confirms that Students, generally being digital natives, respond positively and interactively to this. Conversely, "Games are different from gamification as the latter is the concept of adding game elements to real-world or productive activities. There are many benefits of using gamification and interactive activities if

the activities are carefully selected, designed, and used in teaching/learning" (Govindarajan, 2020).

2.4.3. Pedagogical shift of Learning Strategies toward Learner-centered learning

The integration of student-centered learning and technology within the classroom has been the topic of numerous studies and continues to be the driving force for curricular changes within the existing, new, and developing health care education curricula (Keengwe, Onchwari, & Onchwari, 2009). Recently, games, as effective teaching tools, are extremely useful to make learning context more amusing, interesting and significant to address problem-solving and concepts. According to McCarthy, (2021) "gamification is intended to transform traditional lessons into an enhanced learning experience where students choose to explore and practice content, earning badges and status benefits. These might seem extrinsic, but the true rewards come from the students' internal drive to study content, gain depth of understanding, and master material that leads to badges, achievements, and status."

Thus, the integration of technology and gamification in teaching a foreign language has been a key motive that helps learners' learning shifts from the traditional methods to a more learner-centered. Learner-centered teaching is an approach to teaching that is increasingly being encouraged in education. Learner-centered teachers do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shifts the role of the teachers from givers of information to facilitators in student learning (Darsih, 2018). It represents a shift away from the "sage-on-the-stage" mentality and puts the students' learning at center stage (King, 1993). This means that "Learner-centered pedagogy creates an environment that speaks to the heart of learning. It encourages students to deeply engage with the material, develop a dialogue, and reflect on their progress" (Weimer, 2002).

2.5. Core Gaming Elements

Educational Gamification refers to the implementation of game elements in an educational setting. It is also known as the "points, badges, leaderboard" method (Vesa &

Harviainen, 2019). The integration of game aspects into nongame instruction enhances engagement and triggers learners' motivation. Gamification has been described as perfectly suited for the learning preferences of a contemporary cohort of learners (Li, Ma, & Lu, 2023). Vesa and Harviainen (2019) stated that the idea of Gamification "is to turn tasks into game-playing to boost intrinsic motivation", entice more participants and to increase their level of engagement in the task (Huotari & Hamari, 2012).

Common gamification elements are points, scoring, leaderboards progress bars, ranks, rewards or incentives, all of which often appear in the implementation of gamification.

2.5.1. Badges and Leaderboards

• Badges

Badges are a graphical indication of the accomplishments players achieve once they have achieved a particular target or milestone within the game. The badges not only recognize and reward players depending on their capability and effort but also boost their motivation and interest (Haaranen, Ihanola, & Korhonen, 2014).

Apart from individual acknowledgment, badges also incorporate a social component. They enable players to present their achievement to others, developing a culture of both community and wholeness. If turned to learning, badges spot experience in precise teaching goals or acknowledge active involvement and attendance. Just like the meaning of levels, badges also show a reflection of achievement, giving pupils an idea of their advancement and explaining their part in the learning process (Botra, Rerselman, & Ford, 2014). Besides, badges can encourage critical thinking and problem solving, as learners may need to figure out how to earn a particular badge, by enhancing the learning process.

***Leaderboards**

Leaderboard is among the gamification design elements, and the goal is to improve productivity, participation and learning. The simplest leaderboard simply displays a high score list, and ranks users on relative achievements, compared with peers by some measure (Butler, 2013). When used in education, students can look at their ranking on the leaderboard and see

how their own performance stands relative to peers within the class. While many different factors likely influence the feature set of a game, additional data concerning this specific factor could provide extra insight in certain situations, even if it is not the primary motivation (Butler, 2013).

2.5.1.2. Points, Levels and Progress Bars

- **Points**

Points are one of the most commonly used elements in gamification systems. They act as rewards given to learners after completing tasks or achieving specific goals within a learning activity. Point systems can be either limited or unlimited, allowing students to accumulate scores based on their level of participation and performance.

In addition to motivating learners, points serve as a form of feedback by clearly showing progress and achievement. This supports key ideas from Self-Determination Theory, particularly the need for competence, as learners can see their improvement over time. For example, in the model proposed by Kim et al (2018)., students were assigned realistic missions by their instructors, and points were awarded upon successful completion. This dual role not only reinforced task completion but also promoted a sense of achievement, ultimately supporting deeper involvement in the learning process while also supporting learning outcomes.

- **Levels**

The aim of having levels in the gamification is to divide its contents into distinct and manageable steps i.e. the higher the level the learners' have to complete, the harder and longer they have to commit themselves into achieving the provided quest (Nah et al., 2014). In addition, Barata et al. (2013) found that the integration of levels into gamified courses contributed to reducing disparities in students' grades and improving their overall academic performance. This suggests that levels can support more balanced learning outcomes by allowing students to progress at their own pace while still working toward common objectives.

Moreover, levels act as visible indicators of progress, providing learners with a clear sense of direction and achievement. As noted by Mekler et al. (2013), they help establish explicit

performance goals and strengthen the connection between effort and reward. This, in turn, can enhance motivation, persistence, and ultimately lead to improved learning outcomes.

- **Progress Bars**

Progress bars are visual indicators that show how far a learner has progressed in completing a task or achieving a goal, helping them track their performance, stay motivated, and plan the next steps in their learning journey. In learning environments, tracking progress toward defined goals is a crucial element of gamification, as it enables students to identify completed tasks and recognize those that remain necessary for achieving success. This makes them encouraged to proceed and engage in the subsequent learning activity because students will make use of the progress bars to help them track their enhancement and achievement, and they progressed with their advancement. Progress bars, in particular, serve as effective visual tools that allow students to track their development and measure their achievements over time.

2.5.3. Narrative and Avatars

The use of narrative in games makes it easier for players to learn and achieve goals, adding meaning and context to the experience. It has characters, obstacles, challenges, and resolutions. Avatars are visual representations of players within a game or gamification environment (Hunter & Werbach), they can be designed in many forms: diagrams, animations, and 3D graphics. The main reason for choosing or creating avatars is to distinguish the player himself from other players within the game (2012). Avatars are also used in business serious games to change behavior, and evidence proves they work. It is preferable to have one motivation avatar and one expert avatar instead of having only one avatar for both roles because students learn and become more motivated. Avatars in healthcare allow for behavior models to be created for players to learn and emulate (Donovan & Lead , 2012, p. 14).

2.5.4. Feedback and Rewards

Donovan and Lead (2012) presumed that difficulty in gamified learning is closely linked to the need for feedback, as students require guidance when facing challenging tasks. In serious

game design, feedback should be timely, informative, and incorporate positive, corrective, and affirming elements to effectively support learning. Gamification also relies on extrinsic rewards such as points, stars, and badges, which serve to motivate learners, particularly when content is perceived as dull or compliance-focused. While designers aim to foster intrinsic motivation, research shows that extrinsic incentives remain effective in maintaining engagement in less intrinsically stimulating tasks. These rewards should be proportional to effort and strategically applied, ideally with approximately a 50% uncertainty rate, to sustain motivation over time.

2.6. Use of Gamification in Language Learning Contexts

Games have been a part fragment of human societies throughout history. With the advancement in technology, games are gradually common and become part of the human life in the modern world. In an educational setting through technology progression, innovative approach needs to be taken so that the teaching and learning process is able to evolve in line with the current technology development. Education, both teaching and learning are essential to be innovative and flexible to satisfy the demands of new generation learners and thus able to overcome the current and future educational challenges. The current traditional method tends to be outdated and in times no longer relevant with the needs, requirements and learning styles of the current learners (Yushaa, Mazlina, Khuzzan, & Hanid, 2021).

2.6.1. Vocabulary and Grammar Teaching Gamification

Gamification in education has demonstrated potential for improving student engagement and academic achievement across various educational level (Vrcelj, Hoić-Božić, & Holenko Dlab, 2023). At its core, gamification applies psychological principles such as goal-setting, feedback loops, and social competition to make learning highly engaging and even addictive. Common game elements such as points, badges, leaderboards, levels, quests, and rewards, are skillfully adapted to language-learning contexts, turning repetitive practice into stimulating challenges.

For vocabulary acquisition, gamification transforms static word lists into interactive tasks. Platforms like Duolingo or Quizlet use spaced repetition systems where learners earn

points for matching synonyms, antonyms, or definitions, then unlock badges such as “Word Wizard” after mastering a set number of terms. Quests might involve “word hunts” in authentic texts, where students search for idioms or collocations, advancing through levels from basic nouns to complex phrasal verbs and specialized expressions.

Implementing a gamification tool in learning vocabulary has gained positive feedback from the students and increased their interest in gamified English language by delivering a fun, exciting, motivating and engaging lesson (Waluyo, 2021). According to Zou and Xie, (2019), gamification in English learning has paved the way for listening and reading comprehension and enhanced student’s vocabulary knowledge. Gamification tends to encourage the components such as critical thinking, teamwork and self-learning among the learners (Kapp, 2012, p. 126). Additionally, integrating vocabulary learning with further language skills such as reading comprehension, listening exercises, and speaking activities, creates a holistic approach that enhances overall language proficiency. Educators can foster more profound understanding and long-term retention by continually exposing learners to new vocabulary in varied contexts. Ultimately, Vocabulary learning is a dynamic and multifaceted aspect of language education. Employing various strategies and tools can support learners in developing a robust and functional vocabulary, ultimately leading to greater linguistic competence and confidence in communication (Ghonivita, Fitria, & Wedayanti, 2021)

Grammar instruction also benefits from this structured progression. Tools like Kahoot! or Gimkit let students build sentences or conjugate verbs in real-time quizzes, climbing leaderboards as they accumulate scores. Achievements such as “Grammar Guru” reward accurate and consistent tense usage, while narrative-driven platforms like Class-craft embed grammar rules into story-based quests, for example, crafting correct conditionals to overcome plot obstacles. By mimicking video-game mechanics and giving immediate feedback, these approaches help correct fossilized errors and maintain motivation through variable, rewarding experiences. Gamification addresses key EFL challenges by reigniting student interest. Research indicates that monotonous drills lead to disengagement, with dropout rates in language apps exceeding 90% without incentives (Krashen, 1982).

2.6.2. Interactive Games for Speaking and Listening Skills

Listening is the foundational skill that precedes speaking as it plays an important role in communication. Hadfield (1984) believes that in the modern age, communication skills, especially speaking and listening, are vital to succeed in school and in society. They are considered inseparable components of oral communication.

Listening is the basic prerequisite to speaking, as learners first need to understand input before they can produce output. (Syafii, Kusnawan, & Syukroni, 2020). To teach listening skills, a lecturer ought to see the problem in listening. A lot of learners of English as a foreign language face more hardships in listening and speaking than in reading and writing (Hosni, 2014). Thus, to expand listening skills, students require to be encouraged and stay promoted. When students are to keep on being encouraged, they require to be extracted both in the subject they are learning, and in the activities and topics provided (Ainley, Hid, & BerndorffD, 2002). For this reason, researchers consider that “Fun Activity in the form of Games will be an alternative strategy in enhancing students’ listening skills” (Syafii, Kusnawan, & Syukroni, 2020).

By incorporating games into listening and speaking activities, instructors may avoid boredom by engaging their learners and fostering motivation and cooperation within classmates. Games encourage participation with interactive motions, so that learning can increase self-esteem, problem-solving, and creativity. Ultimately, most of the games do not aim at fluency and accuracy where learners fear criticism, but trigger their motivation to communicate without fear of their errors. We can say that, Language games can be used for enhancing listening and speaking skills and making learning entirely fun and interactive.

2.6.3. Interactive Games for Reading and Writing Skills

Reading is the most important activity in any language class which operates as a source of information, pleasure, and knowledge of the language (Rivers, 1987). Brown (2001, p. 306) referred to reading as a cognitive-emotional process on which various affective factors are strongly influential. However, reading skills can be improved with a lot of material available on the Internet ; while Writing, which includes cognitive, affective, physiological, and social processes, is a complex and difficult skill to acquire among the four language skills. As these fundamental skills are considered challenging and heavy to be maintained in educational

contexts, new technologies and pedagogical strategies have revolutionized the way games are played in classroom sittings.

The fact that the language used in the writing process has aspects different from the language used in speaking may cause students to approach writing more cautiously. The use of educational games in writing instruction emerges as an effective technique to prevent this situation because games are not only fun for learners; they can also provide many reasons to use their writing skills to play the game. In this respect, it would not be wrong to say that it is an effective way to experience the language in terms of providing emotional support in the development of learners' language skills in teaching writing with educational games (Genç-Ersoy & Göl-Dede, 2022). In fact, some studies revealed that educational games provide learners with affective support in such dimensions as attitude and motivation in writing. In addition, educational games allow students to get the feedback they need and correct writing mistakes as they use their writing skills (Hadfield & Hadfield, 1990). The reasons show that educational games can make positive contributions to learners in the process of teaching writing.

Besides, Futurelab (2020) explained that "reading is a source of learning and a source of enjoyment" (p. 49), in combination with Reading surely leads to wisdom (Sadiku, 2015) and is an interactive process in meaning construction (Shihab, 2011). Moreover, as Sadiku (2015) views writing as 'a gem to pick,' interactive games polish the equally precious skills of reading and writing through engaging, low-stakes practice.

2.7. Effects of Gamification on the Learning Process

Gamification represents a rising strategy for teaching English as a foreign language, allowing teachers to motivate and empower learners. It encourages active involvement and nurtures independent, captivating study habits. Previous study by Mohd Hishamuddin et al. (2018) reviewed the gamification elements and their effects on teaching and learning. However, their study overlooked important variables such as variations in user characteristics, goals, and learning styles, which differ across learner groups and lead to distinct needs and preferences. As a result, a uniform approach to gamification design may not effectively address these differences. It is therefore recommended that gamification elements be designed in accordance

with the specific requirements of each user group, treating them as separate entities. Such a strategy reflects the principles of learner-centered design, where educational experiences are adapted to the unique motivations, abilities, and preferences of learners to maximize engagement and learning outcomes.

According to the papers reviewed in Lister (2015)'s meta-analysis, badges, points, and levels are the most common elements of gamification. Badges increase extrinsic motivation but might have both positive (2015) and negative influence on intrinsic motivation (Cameron, Banko, & Pierce, 2001). Points have positive influence on internal motivation (Mekler, 2013). As levels are designed to increase interest and enjoyment (Goehle, 2013) they are supposed to have positive influence on intrinsic motivation. Meanwhile, Lister (2015) further explained that elements of gamification such as points, badges, levels and leaderboards were part of feedback elements that serve as an encouragement to learners. However, gamification elements such as challenges and avatar stand independently without interconnecting interactively with others.

Additionally, Shaaruddin and Mohamad (2017) emphasize several positive effects of gamified learning environments. These include fostering a supportive and engaging learning atmosphere, encouraging active participation, and facilitating direct interaction between teachers and students. Furthermore, gamification promotes open-mindedness, enhances communication skills, cultivates respect for diverse opinions, and increases student engagement with learning activities.

2.8. Challenges and Limitations of Gamification in Education

Gamification involves a set of design principles that can make learning more motivating, responsive, and effective when properly integrated into the teaching-learning process. Despite its many positive effects on learning, gamification does not always produce meaningful results in teaching and learning. When poorly integrated into the learning process, it can even make learning less efficient and ineffective, rather than improving success. School leaders and teachers can only achieve success if they integrate gamification into the learning process, taking into account students' diverse needs and expectations, as well as the diverse characteristics of educational contexts (Karakose & Polat, 2025).

The future of gamification depends more on its careful integration into the pedagogy of teaching than on its ostentatious image. Adaptive gamification systems that meet learners' individual needs, relevant pedagogies that embed game elements meaningfully into the learning process, and teachers who know how to make the most of both are vital to render gamification a promising tool for making learning more playful and making achievement more attainable for all students (Papadakis & Turgut Karakose, 2025).

2.8.1. Pointsification and the Risk of Superficial Motivation

In recent years, gamification has become a popular strategy in education, business, and digital platforms to increase user engagement. However, a common issue within gamification is what is often called “pointsification.” This refers to the overuse of simple reward systems such as points, badges, and leaderboards without deeper consideration of meaningful user motivation (Werbach & Hunter, 2012). While these elements may initially attract attention, they often fail to create lasting engagement.

The primary problem with pointsification lies in its reliance on extrinsic motivation. Instead of encouraging individuals to value the activity itself, it pushes them to focus on external rewards. According to Self-Determination Theory, true and lasting motivation comes from intrinsic factors such as interest, autonomy, and a sense of purpose (Deci & Ryan, 2000). When people are driven mainly by rewards, their internal motivation can diminish over time. For example, a student who studies only to earn points or badges may lose genuine interest in learning.

Another significant risk is the creation of superficial engagement. Users may participate in activities simply to collect rewards rather than to gain knowledge or develop skills (Deterding, Dixon, Khaled, & Nacke, 2011). This often leads to minimal effort and shallow interaction. In some cases, individuals may even attempt to “game the system” by exploiting loopholes to earn rewards more quickly, further reducing the effectiveness of the system.

Additionally, pointsification tends to produce only short-term results. While the novelty of rewards may initially motivate users, this effect usually fades (Hamari, Koivisto, & Sarsa, 2014). Once the rewards become predictable or lose their appeal, engagement declines. Moreover, such systems often fail to consider individual differences. Not everyone is motivated

by competition or external recognition, making points-based systems ineffective for many users.

In conclusion, while gamification has potential, pointsification represents a flawed approach that prioritizes surface-level incentives over meaningful engagement. To be effective, systems must go beyond points and address deeper psychological needs, fostering genuine interest and long-term motivation.

2.8.2. Technological and Institutional Constraints

Educational games have long been recognized for their potential to support learning, motivate students, and encourage higher-order thinking. Yet despite decades of development and increasing interest in digital learning, the widespread adoption of educational games in schools continues to be hindered by significant technological and institutional barriers. Understanding these constraints is critical for educators, developers, and policymakers who seek to integrate game-based learning into classroom practice.

Technological Barriers

A fundamental barrier to implementing educational games is the technological infrastructure required to support them. Many educational institutions still face limitations in hardware availability, reliable internet connectivity, and access to up-to-date software (Klopfer, Osterweil, & Salen, 2009). A digital game that functions well in a small, controlled pilot may encounter performance issues when deployed widely across classrooms with varying levels of technological support. Research by Lei (2010) found that inadequate technology access remains one of the strongest predictors of teachers' reluctance to use digital tools in instruction.

Beyond basic access, educators and administrators must also address issues of system integration and student data privacy. As schools increasingly adopt game platforms that collect learning analytics, concerns about compliance with privacy policies such as FERPA in the United States or GDPR in Europe become central (Zuboff, 2019). Strong cybersecurity measures and transparent data governance are essential to protect student information and to build trust among parents and school communities.

Institutional Barriers

Institutional constraints extend beyond technology to include culture, policy, and professional preparation. One of the most persistent barriers is the rigidity of curriculum standards. Schools often hesitate to adopt games that do not map directly to state or national educational benchmarks or that lack convincing evidence of effectiveness (Klopfer, Osterweil, & Salen, 2009, pp. 18–19). This “curricular lock-in” effect leads educators to favor traditional textbooks and teaching methods over innovative tools.

Attitudes toward games themselves also create institutional obstacles. Parents and educators may hold negative perceptions about video games, viewing them primarily as entertainment rather than valuable educational resources. Media portrayals focusing on the potential harms of gaming often reinforce these perceptions (Hull, 2012). Consequently, teachers may feel unsupported or even discouraged from integrating games into their practice.

Logistical issues compound these attitudinal barriers. Even when schools adopt game-based tools, fitting gameplay into rigid school schedules can be challenging. Limited classroom time, strict device policies, and administrative priorities often constrain teachers’ ability to implement games meaningfully (Huang, Johnson, & Han, 2019). These barriers are exacerbated by a lack of professional development; many in-service training programs do not equip teachers with the skills or incentives needed to use games effectively. Teachers cite insufficient time, training, and technical support as major inhibitors to experimentation with game-based learning (Ertmer & Ottenbreit-Leftwich, 2010).

Assessment practices in schools further complicate matters. Standardized tests rarely measure the complex problem-solving, collaboration, or creativity that games can foster. Without assessment models that recognize these competencies, educators struggle to justify the use of games within a performance-based accountability culture (Squire, 2011). Researchers argue that new assessment frameworks are needed to align with the learning outcomes that educational games can support.

Social and cultural frameworks also shape how educational games are received. Narrow views of games and learning, rooted in traditional instructional paradigms, limit expectations for what games can achieve. Cultural norms regarding play and academic seriousness shift slowly, suggesting that broader changes in educational philosophy may be necessary to fully embrace game-based learning (Klopfer, Osterweil, & Salen, 2009).

Toward Overcoming Barriers

Addressing technological and institutional barriers requires a multipronged effort. Schools must invest in equitable technology infrastructure and digital literacy, while policymakers should support flexible curriculum standards that recognize diverse learning pathways. Teacher education programs and professional development initiatives should explicitly include training on educational game design and implementation. Additionally, the research community must continue to build rigorous evidence demonstrating how and when games can improve learning outcomes.

Educational games will not automatically transform classrooms simply because they exist; instead, their potential can be realized only when technological capabilities align with institutional readiness and cultural acceptance. By identifying and dismantling the barriers that impede adoption, educators and stakeholders can create conditions where educational games contribute meaningfully to teaching and learning.

In conclusion, technological and institutional constraints present significant challenges to the successful integration of new educational systems. Addressing these challenges requires strategic planning, adequate resources, professional development, and a thorough understanding of both technical capabilities and institutional dynamics. Without this, even well-designed educational technologies may fail to achieve their intended learning outcomes.

2.9. Future Research Directions and Existing Gaps

The use of educational games and gamification has gained increasing attention as a way to enhance student engagement and improve learning outcomes. Despite their potential, the integration of game-based learning into educational systems remains limited due to a combination of technological and institutional barriers. In addition, existing research presents several gaps that must be addressed to better understand the long-term impact and effectiveness of these approaches.

Technological barriers are among the most immediate challenges. Many educational institutions lack the infrastructure required to support digital learning tools, including reliable

internet access, appropriate hardware, and compatible software systems. These limitations can prevent the effective implementation of educational games, particularly in large-scale settings. Furthermore, issues related to data privacy and security have become increasingly important as digital platforms collect and store student information. Ensuring the protection of this data is essential for maintaining trust among educators, students, and parents (Zuboff, 2019).

Institutional barriers also play a critical role in limiting the adoption of educational games. Schools often operate within rigid curricular frameworks that prioritize standardized content and assessment methods. As a result, educators may be reluctant to adopt tools that do not align directly with established standards or measurable outcomes (Klopfer, Osterweil, & Salen, 2009). In addition, resistance to change is a common issue within educational institutions, as teachers and administrators may feel uncertain about adopting new technologies or altering traditional teaching practices (Rogers, 2003).

Another significant challenge is the lack of teacher training and support. Many educators are not adequately prepared to integrate game-based learning into their teaching, and professional development programs often fail to address this need. Without sufficient guidance, time, and institutional support, teachers may struggle to implement educational games effectively (Kapp, 2012). Logistical constraints, such as limited classroom time and restricted access to devices, further complicate the integration of these tools into everyday teaching practices.

In addition to these barriers, several important gaps remain in the research on educational games. Although many studies report positive effects on student motivation and engagement, concerns have been raised about the quality and reliability of existing research. For example, some studies rely on small sample sizes, short intervention periods, or lack proper control groups, which limits the validity of their findings. As emphasized by Simon Egenfeldt-Nielsen, future research should adopt more rigorous methodologies and longer study durations to provide more reliable evidence (Egenfeldt-Nielsen, 2006).

Moreover, much of the existing research focuses on short-term outcomes, with limited attention given to long-term learning effects. There is a need for studies that examine whether skills developed through educational games can be retained and transferred to other academic contexts. Another gap concerns assessment methods. Traditional testing systems often fail to

capture the complex skills developed through game-based learning, such as problem-solving, collaboration, and critical thinking (Squire, 2011).

Future research should also explore the diversity of learners and educational contexts. The effectiveness of gamification may vary depending on factors such as age, cultural background, and digital literacy. Additionally, ethical considerations should not be overlooked. While game elements can motivate students, excessive reliance on rewards may reduce intrinsic motivation over time. Understanding how to balance engagement with meaningful learning is therefore essential.

In conclusion, while educational games offer promising opportunities to transform learning, their implementation is constrained by technological limitations, institutional resistance, and gaps in current research. Addressing these challenges requires improved infrastructure, better teacher training, and more flexible educational policies. At the same time, future research must focus on producing more rigorous and comprehensive evidence. By overcoming these barriers and filling existing gaps, educational institutions can better harness the potential of gamification to create more engaging and effective learning environments.

Conclusion

To conclude, this chapter has provided a comprehensive theoretical foundation for understanding the relationship between motivation, gamification, and language learning in the EFL context. By reviewing the existing literature, it has become evident that motivation stands as a central pillar in the language acquisition process, directly influencing learners' engagement, persistence, and overall academic achievement. Gamification, with its capacity to transform conventional classroom dynamics, emerges as a promising pedagogical approach capable of addressing motivational deficiencies that are frequently observed among EFL learners.

The theoretical frameworks examined in this chapter offer valuable lenses through which the motivational impact of gamification can be better understood. Maslow's Hierarchy of Needs suggests that a gamified classroom can address multiple levels of learners' needs simultaneously, creating an emotionally supportive environment that prepares students for meaningful language engagement.

Complementing this, Self-Determination Theory (SDT) by Deci and Ryan reinforces the value of gamification by linking it to the three core psychological needs of autonomy, competence, and relatedness. When game-based elements are thoughtfully integrated into EFL instruction, they naturally nurture these needs, shifting learners from external obligation toward genuine intrinsic motivation.

Furthermore, the literature has demonstrated that the integration of game-based elements into instructional design does not merely serve entertainment purposes, but rather stimulates intrinsic motivation, fosters a sense of autonomy, and encourages active participation among students. The teacher's role, as highlighted throughout this chapter, remains decisive in mediating the successful implementation of such strategies, requiring both pedagogical competence and adaptability.

The chapter has also shed light on the specificities of the Algerian educational context, where traditional teaching methods continue to dominate, leaving considerable room for innovative approaches such as gamification to make a meaningful impact. While certain institutional and cultural constraints may pose implementation challenges, the potential benefits for learner motivation and performance appear to outweigh these obstacles.

Ultimately, the theoretical insights gathered in this chapter serve as a solid groundwork for the empirical investigation that follows, guiding the research toward a deeper understanding of how gamification can be practically and effectively applied to enhance EFL learners' motivation in the Algerian secondary school setting.

Chapter Two: Research Methodology and Data Analysis

Introduction

The preceding chapters outlined the theoretical framework concerning gamification and learners' motivation in English as a Foreign Language (EFL) settings. This chapter is devoted to the empirical investigation of the study. It provides a detailed account of the research methodology adopted, including the research design, population and sample, data collection tools, and research procedures implemented to examine the impact of gamification on motivating fifth-year primary school learners in Algeria.

Furthermore, this chapter presents the methods used for data analysis, followed by a comprehensive presentation and interpretation of the results. The discussion of the findings is also included in order to relate the obtained results to the research hypothesis.

The present research adopts a mixed-approach design. This approach includes a quantitative and a qualitative part for enhancing the validity and reliability of the findings.

3.1. Research Methodology

3.1.1. Research Design

The present study adopts a mixed method design, combining qualitative interviews and quantitative questionnaires to investigate the effects of gamification on learners' motivation in English as a Foreign Language (EFL) classrooms. This approach is considered appropriate as it provides a full picture of the issue by linking numerical data with detailed insights.

Unlike purely descriptive or perception-based studies, this methodology provides the researcher with the means to examine the direct impact of the independent variable gamification on the dependent variable, which is learners' motivation.

The quantitative part relies on a structured questionnaire given to primary school students. It measures their motivation and engagement during gamified lessons and allows statistical analysis of the results. While the qualitative part involves interviews with the EFL teacher. These explore teacher's views, experiences, and challenges with gamification, revealing classroom details that numbers alone cannot show.

Together, these methods produce objective data and deeper understanding, improving the study's validity and reliability. This combination of tools enables us to obtain reliable and measurable data while also capturing observable changes in learners' participation and interaction. Consequently, the adopted methodology ensures a more objective and comprehensive analysis of the effectiveness of gamification in enhancing learners' motivation.

3.1.2 Tools of Data Collection

In order to meet the study's objectives, two primary instruments were employed: an interview with teachers and a structured questionnaire for pupils. These enabled the collection of qualitative and quantitative data, supporting a thorough evaluation of gamification's effects on learner motivation. Data collection tools, by definition, are methods for gathering, measuring, and analyzing relevant information, designed here for reliability and to capture participants' views and actions in EFL gamified settings.

The interview targeted the English teacher at Belkhouja Benouda Primary School in Relizane. It elicited qualitative insights into the teacher's perspectives, experiences, and attitudes toward gamification in English instruction, particularly its role in boosting English acquisition and classroom engagement among primary learners. The interview's adaptable format encouraged detailed, open responses, deepening the analysis.

The structured questionnaire was given to fifth-year primary pupils to obtain quantitative data on their motivation, engagement, and reactions to gamified activities. It directly tested the research hypothesis by quantifying responses to gamification's classroom integration.

3.1.3 Population of the Study

In this mixed-methods study, we explored our hypothesis with fifth-year primary students and their English teachers, real people whose everyday experiences brought the research to life. We couldn't include everyone, so we thoughtfully chose a sample: a group large enough and similar enough to the whole to give meaningful results, picked with care to fit our mixed-methods design. As Peck et al. (2008, p. 8) explain, a sample is simply "a set of individuals or objects collected or selected from a statistical population by a defined procedure."

Our participants were fifth-year students and English teachers at Belkhouja Benouda Primary School during the 2025–2026 school year. We focused on fifth-year students because they are beginner learners. At their age, with solid thinking skills and basic English know-how, they could dive into the fun gamified tasks in ways younger or older kids might not. We only included those who were eager, able, and available. Everyone knew their answers would stay private, used just for this research. Their honest sharing gave us genuine, eye-opening stories and data to dig deeper.

3.2. Pupils' Questionnaire

The questionnaire serves as a common instrument for gathering responses from participants, enabling statistical evaluation. As Krosnick (1999) describes, it is "a set of fixed alternative questions into which respondents must choose one answer" (p. 538). Here, this quantitative tool was deployed in the classroom to collect data from pupils, transforming their input into measurable numbers. Through descriptive statistical analysis, the questionnaire directly tests the research hypothesis, determining whether to accept or reject it based on empirical evidence.

The questionnaire's strength lies in its capacity to convert subjective learner experiences into objective statistical indicators, amenable to descriptive statistics (e.g., means, standard deviations). By doing so, it provides concrete evidence to either confirm or refute the central hypothesis regarding gamification's impact on motivation, enhancing the study's overall validity through empirical precision.

3.2.2. Description of Pupils' Questionnaire

The instrument, fully presented in Appendix A, consists of 13 close-ended questions designed to gauge pupils' knowledge, perceptions, and attitudes toward gamification's application in English as a Foreign Language (EFL) learning. These items cover key themes such as motivation, engagement, enjoyment, collaboration, feedback, and potential drawbacks (e.g., distraction or stress), as illustrated in the sample statements provided earlier.

Response formats include binary options (e.g., Yes/No), multiple-choice selections, and a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), promoting ease of response for young primary learners while yielding quantifiable data suitable for descriptive and inferential statistical analysis. The questionnaire was kept concise and administered in a

classroom setting during regular English periods to ensure high response rates and contextual relevance.

3.2.3. Data Analysis and Interpretation

The data collected from the questionnaire were analyzed using a percentage-based statistical method to quantify pupils' responses and facilitate interpretation. and software is required to compute the numbers and percentages of the frequency for the purpose of presenting the results. The number of 100% possible answers is multiplied, and the result is then divided by the number of participants.

The sample consisted of 40 fifth-year primary school pupils from Belkhouidja Benouda Primary School in Relizane, representing 100% of the participants. The data were processed to calculate frequencies, percentages, and mean scores for each questionnaire item. This statistical treatment allowed for a clear and systematic presentation of results, making it easier to identify trends and patterns through tables and charts.

Table 01: Pupils' Gender

Gender	Number of Students	Percentage
Males	15	37.5%
Females	25	62.5%
Total	40	100%

Interpretation :

The sample comprised 15 male (37.5%) and 25 female (62.5%) students, reflecting typical gender ratios in this primary school context. The female majority aligns with enrollment patterns at Belkhouidja Benouda Primary School. Due to this imbalance, gender-disaggregated analyses were not performed; aggregate results provide a holistic view of pupil attitudes toward gamification, mitigating potential subgroup biases.

Detailed Interpretation of Questionnaire

The questionnaire consists of thirteen (13) questions designed to investigate pupils' motivation, attitudes, and classroom atmosphere when gamification is used in EFL learning. The results are presented and interpreted question by question as follows:

Section 2: Students' Engagement and Interest

The 40 respondents' answers were grouped thematically, with percentages calculated to reveal patterns in attitudes toward gamification. Analysis of percentages reveal clear patterns across categories, visualized in tables below.

This section aims to determine whether gamification enhances pupils' interest, motivation to understand the lesson, and enjoyment in learning English.

Table 2: Students' Engagement and Interest

Statement	SA	A	N	D	SD
1. Gamification makes me interested in the lesson.	60% (24)	40% (16)	0% (0)	0% (0)	0% (0)
2. I appreciate lessons that include gamified activities.	65% (26)	32% (13)	3% (1)	0% (0)	0% (0)
3. Gamification makes learning more enjoyable for me.	55% (22)	40% (16)	3% (1)	2% (1)	0% (0)

Interpretation

The results obtained from this section indicate a highly positive impact of gamification on pupils' motivation.

Regarding **Question 1**, all pupils (100%) either agreed or strongly agreed that gamification increases their interest in learning English. This clearly shows that gamified activities attract pupils' attention and make lessons more engaging.

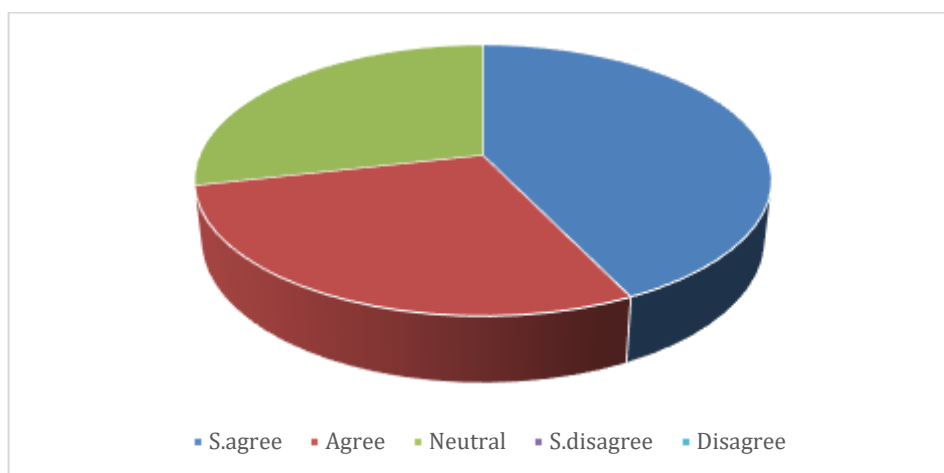


Figure 1 : Students' Engagement and Interest

For Question 2, Furthermore, almost all pupils (97%) expressed a strong preference for lessons that include gamified activities and a positive attitude toward gamified lessons (65% strongly agreed and 32% agreed, while only 3% were neutral). This suggests that gamified tasks encourage learners to make more effort and engage cognitively with the learning material. A small percentage of neutral and negative responses may be related to individual differences in learning preferences.

This indicates a clear shift from traditional teaching methods toward more interactive and engaging approaches and makes lessons more attractive and enjoyable for young learners.

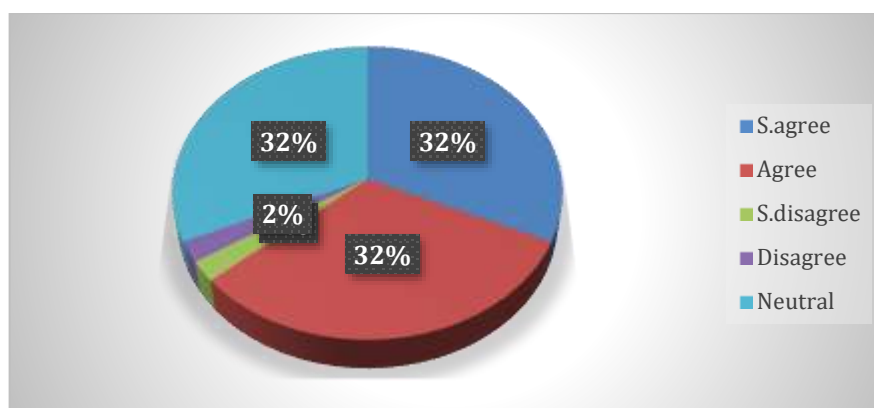


Figure 2 : Understanding Improvement

In **Question 3**, 95% of pupils reported that gamification makes learning enjoyable. This confirms that enjoyment plays a key role in enhancing learners' intrinsic motivation and sustaining their participation in classroom activities.

Overall, the high mean scores in this section reflect that gamification significantly contributes to improving pupils' motivation in EFL learning.

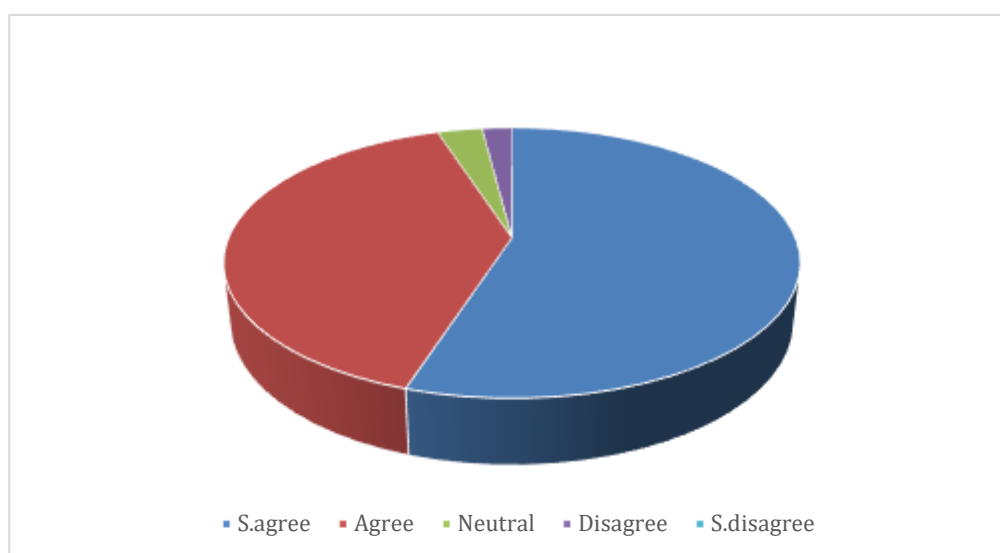


Figure 3 : Learning Enjoyment

Section 3: Students' Motivation and Learning

This section examines pupils' attitudes toward gamification, including competition, preference for gamified lessons, confidence, collaboration, and feedback.

Table 3: Students' Motivation and Learning

Statement	SA	A	N	D	SD
1. Gamification motivates me to better understand the lesson.	42.5% (17)	42.5% (17)	10% (4)	2.5% (1)	2.5% (1)
2. Gamification provides immediate feedback on my performance.	62% (25)	33% (13)	3% (1)	2% (1)	0% (0)
3. Gamification helps improve my performance through feedback.	68% (27)	28% (11)	3% (1)	0% (1)	0% (0)

Interpretation

The findings of this section indicate that gamification has a strong positive influence on students' motivation and learning process, particularly through feedback.

Statement 1: **Gamification motivates me to better understand the lesson.** A large majority of students (85%) agreed or strongly agreed with this statement, while only a small proportion (15%) were neutral or disagreed. This suggests that gamification is generally effective in enhancing students' motivation to engage more deeply with the lesson content, although its impact may not be equally strong for all learners.

Statement 2: Gamification provides immediate feedback on my performance.

Additionally, the highest levels of agreement were observed in relation to feedback. Most pupils (over 95%) indicated that gamification provides immediate feedback and helps improve their performance. This suggests that instant feedback plays a crucial role in reinforcing learning and correcting mistakes ; while students strongly perceive gamification as a tool that delivers quick and useful feedback, which is an essential factor in supporting learning.

These findings indicate that instant feedback is one of the key advantages of gamification, as it helps pupils identify and correct their mistakes quickly, thereby improving their learning process. Additionally, it plays an important role in enhancing pupils' performance. When learners receive immediate responses, they are more likely to improve their understanding and skills.

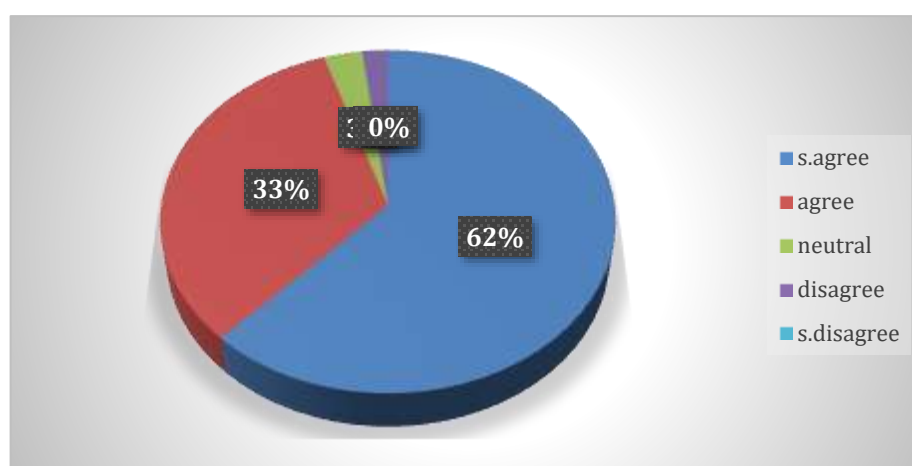


Figure 4 : Instant feedback

Statement 3: Gamification helps improve my performance through feedback.

Similarly, a very high percentage (95%) of students responded positively, confirming that feedback provided through gamification is not only immediate but also effective in enhancing their academic performance. Only a negligible percentage (2%) disagreed, indicating minimal negative perception. When a student answers a question correctly and instantly sees a point

added to their total, or receives a badge for completing a sequence of tasks, the cognitive and emotional reinforcement is immediate and concrete.

However, the impact of gamified feedback extends beyond simple reward mechanisms. Many gamified platforms also provide corrective feedback, informing students not only of whether their answer was right or wrong but guiding them toward the correct response. This formative dimension of feedback supports deeper learning by turning mistakes into learning opportunities rather than mere failures.

Section 4: Students' Social Interaction and Collaboration

Table 4 : Students' Social Interaction and Collaboration

Statement	SA	A	N	D	SD
1.Gamification encourages me to compete with my classmates.	50% (20)	40% (16)	8% (3)	2% (1)	0% (0)
2.Gamification helps me collaborate more effectively with my classmates.	52% (21)	38% (15)	8% (3)	2% (1)	0% (0)
3.Gamification increases my participation in group work.	58% (23)	35% (14)	5% (2)	2% (1)	0% (0)

Interpretation

The findings reveal that pupils hold highly positive attitudes toward the use of gamification in the classroom. A large majority (90%) agreed that gamification encourages healthy competition (50% strongly agreed and 40% agreed, while a small percentage (10%) showed neutral or negative responses), which motivates them to perform better and actively participate in classroom activities. This suggests that gamification promotes healthy competition among pupils. Such competition can motivate learners to improve their performance and actively engage in classroom activities.

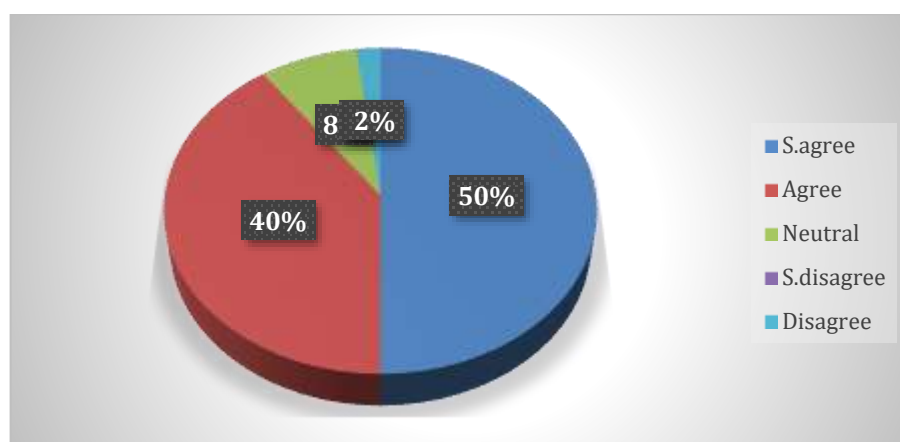


Figure 5 : Competition Encouragement

In addition, the results (52%) strongly agreed and 38% agreed, while 10% were neutral or disagreed) show that gamification promotes collaboration and group participation, as more than 90% of pupils agreed that it helps them work better with their classmates. This highlights the importance of social interaction in enhancing learning outcomes. This indicates that gamification enhances collaboration among pupils. Working in groups allows learners to share ideas and develop teamwork skills.

Moreover, boosting group participation results reveal that 58% strongly agreed and 35% agreed, while only 7% showed neutral or negative responses. These findings confirm that gamification encourages active participation in group activities, which contributes to a more dynamic and interactive classroom environment.

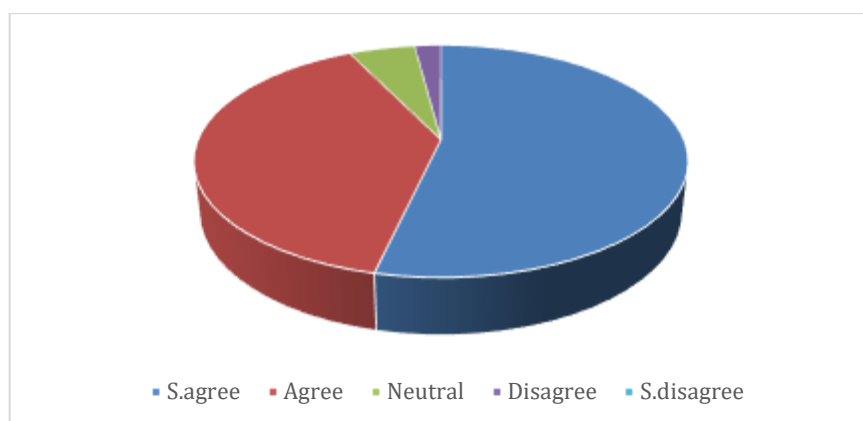


Figure 6: Boosting group participation

Section 5: Students' Confidence and Emotional Response

Table 5 : Students' Confidence and Emotional Response

Statement	SA	A	N	D	SD
1. I feel more confident when gamification is used in the classroom.	60% (24)	30% (12)	8% (3)	2% (1)	0% (0)
2. I feel stressed when I do not earn enough points during gamified activities.	60%	30%	8%	2%	0%

Regarding confidence, 90% of pupils reported feeling more confident when gamification is used (60% strongly agreed and 30% agreed, while 10% expressed neutral or negative opinions). This may be explained by the supportive and less stressful learning environment created through games and group activities. The results suggest that gamification helps pupils feel more confident in the classroom. This may be due to the supportive and interactive nature of game-based activities.

The findings in this section reveal that gamification exerts a mixed emotional impact on students, simultaneously enhancing confidence and introducing measurable levels of stress and anxiety. Together, these two dimensions underscore the dual nature of gamified learning environments — motivating and rewarding on one hand, yet potentially pressurizing on the other.

Statement 1: "I feel more confident when gamification is used in the classroom."

Regarding confidence, an overwhelming majority of students responded positively to this statement, with 90% indicating that they agreed or strongly agreed, while only 10% remained neutral or expressed disagreement. This results strongly suggests that gamification plays a significant role in bolstering students' self-confidence within academic settings. The mechanisms behind this effect are likely multifaceted. Gamified elements such as points, badges, leaderboards, and immediate feedback provide students with continuous, visible markers of progress and achievement, which in turn reinforce a sense of competence and accomplishment. Unlike traditional assessment methods, which may only offer feedback at fixed intervals, gamification creates a dynamic feedback loop that allows students to recognize their improvements in real time. Furthermore, the playful and low-stakes nature of many gamified tasks may lower the psychological barrier to participation, encouraging students who might otherwise feel hesitant to engage more freely.

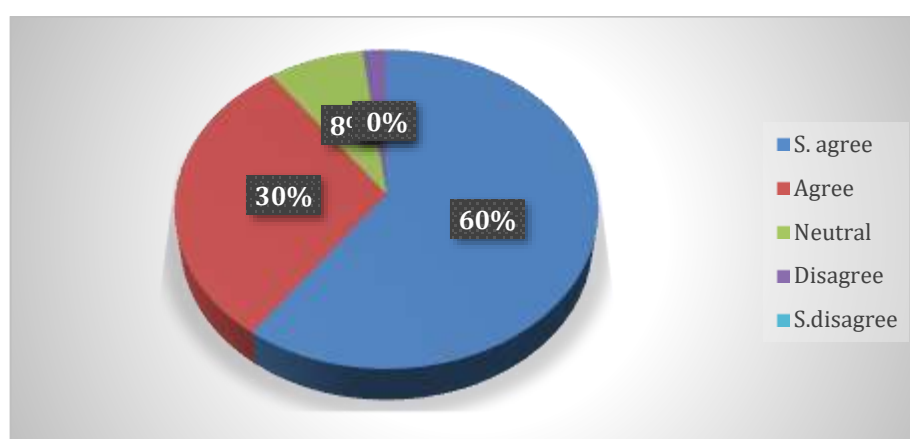


Figure 7 : Confidence Increase

Statement 2: "I feel stressed when I do not earn enough points during gamified activities."

Despite the confidence-boosting effects identified above, the data simultaneously reveals a significant and noteworthy tension: 90% of students agreed or strongly agreed that they experience stress when they fail to accumulate sufficient points during gamified tasks. This finding is particularly striking given that it mirrors, in magnitude, the positive response recorded for Statement 1. This stress response can be understood through several theoretical lenses. From a behavioral perspective.

Additionally, when rewards such as grades, privileges, or recognition are tied to gamified outcomes, the stakes are perceived as higher, transforming what might otherwise be a playful exercise into a source of competitive pressure. Educators and instructional designers must therefore consider how reward structures are communicated, whether participation is framed as collaborative rather than purely competitive, and how at-risk or lower-performing students can be supported to prevent disengagement or heightened anxiety.

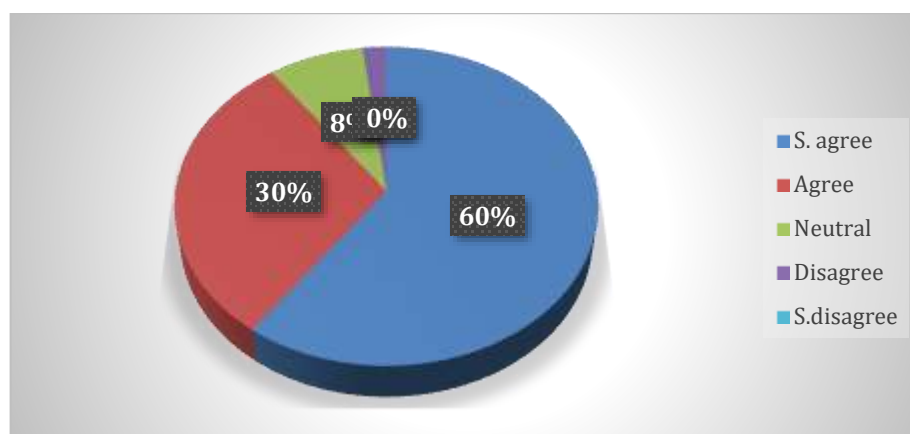


Figure 8: Stress Response

Section 6 : Challenges and Drawbacks :

This section investigates whether gamification negatively affects classroom control or distracts learners.

Table 6: Challenges and Drawbacks

Item	SA	A	N	D	SD
1. Makes class out of control	3% (1)	8% (3)	13% (5)	42% (17)	35% (14)
2. Too distracting	2% (1)	10% (4)	10% (4)	43% (17)	35% (14)

Interpretation

The results of this section indicate that gamification does not negatively affect classroom management. A large majority of pupils (more than 75%) disagreed with the statements that gamification makes the classroom out of control or too distracting.

Only a small percentage of pupils expressed concern about possible disruption, which may be due to excitement during game-based activities. However, the overall low mean scores suggest that these issues are limited and manageable.

These findings demonstrate that, when properly implemented, gamification creates a positive and controlled learning environment without causing significant distractions.

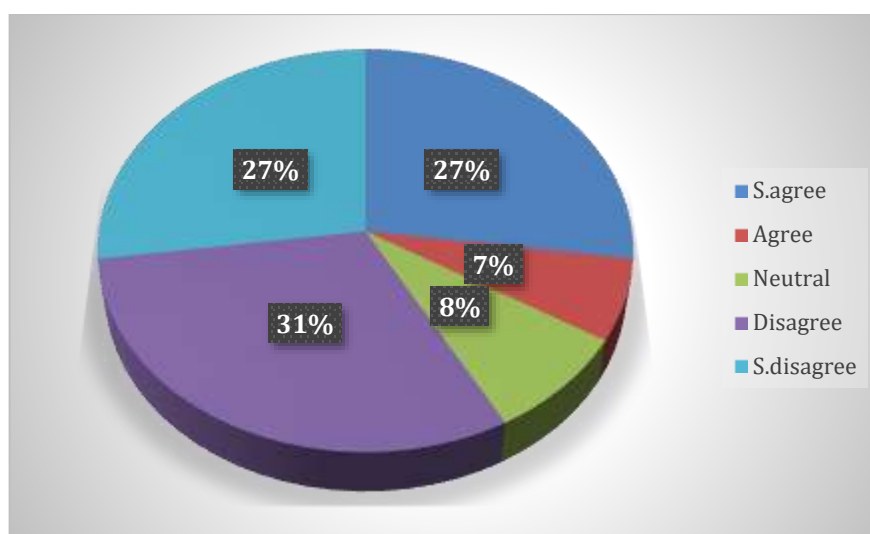


Figure 9 : Classroom Atmosphere

The overall analysis of the questionnaire results shows that gamification has a strong positive impact on pupils' motivation, attitudes, and classroom engagement. Pupils demonstrated high levels of interest, enjoyment, confidence, and participation, while negative effects such as distraction or loss of control were minimal.

These findings support the research hypothesis and confirm that gamification is an effective pedagogical strategy in primary EFL classrooms.

3.2.3.1 Synthesis of Findings from Pupils' Questionnaire

The analysis of the questionnaire administered to 40 fifth-year pupils at Belkhouja Benouda Primary School reveals generally positive attitudes toward the use of gamification in EFL instruction. The overall mean score across the twelve items was highly scored, indicating a high level of agreement among pupils. This result highlights the effectiveness of gamification in enhancing learners' engagement, enjoyment, and interaction within the classroom, particularly in all context of learning.

The findings demonstrate several important benefits. First, gamification appears to increase pupils' motivation, as reflected in the high mean score recorded in the motivation-related items. In addition, a large majority of pupils expressed a clear preference for lessons that include gamified activities, which suggests that such approaches make learning more appealing and accessible. The results also show improvements in pupils' confidence and participation, as well as a strong appreciation for immediate feedback, which supports their learning process.

Despite these positive outcomes, a small proportion of pupils reported some concerns related to classroom management, such as noise or distraction during activities. However, the majority of responses did not support these concerns, indicating that such challenges remain limited and can be effectively managed by the teacher.

Based on these findings, it can be suggested that gamification should be integrated into English language teaching at the primary level in Algeria. Teachers may benefit from training on how to implement gamified activities effectively while maintaining classroom control. In

addition, curriculum designers are encouraged to incorporate appropriate gamified elements into teaching materials in order to support more engaging learning environments.

It is important to acknowledge certain limitations of the present study. The relatively small sample size and the focus on a single school may limit the generalizability of the results. Furthermore, the study relied mainly on descriptive analysis. Therefore, future research is recommended to involve larger samples from different schools and to adopt more diverse research methods in order to provide a broader understanding of the impact of gamification on learners' motivation.

3.3. Teachers' Interview

The interviews are conducted at Belkhouidja primary School and involved three English as a Foreign Language (EFL) teachers with varying levels of professional experience.

The first teacher has 9 years of teaching experience, the second has 5 years, and the third has 3 years. Each interview is audio-recorded by the researcher and guided by ten open-ended questions, which are included in Appendix A. All responses are collected anonymously to ensure confidentiality. The primary aim of interviewing teachers is to collect data based on their practical experience with gamification, focusing on its methods, implementation, and effectiveness as a teaching and learning strategy. The goal is to evaluate its impact on pupil motivation in learning English as a Foreign Language.

3.3.1. Description of the Teachers' Interview

The interview was carried out at Belkhouidja Benoudja Primary School in Relizane on April 7th, 2026. The session took place in a quiet classroom after teaching hours, where the English language teachers were interviewed individually in a relaxed and supportive atmosphere that ensured their anonymity and comfort.

The teachers, who instruct fifth-year sections, were invited to reflect on their experience of using gamification in English as a Foreign Language (EFL) lessons. The interview guide was based on ten open-ended questions aimed at exploring how gamified activities influence pupils'

motivation, participation, and interaction, as well as the advantages and difficulties she observes in her daily practice.

The interview lasted about 55 minutes, allowing the teachers to describe in detail how each of their classes reacts to gamified tasks. Face-to-face interaction was chosen so that the researcher could capture not only the teachers' verbal responses, but also their tone of voice, facial expressions, and body language. These non-verbal cues helped to deepen the interpretation of the data.

This qualitative component complements the pupils' questionnaire by providing a first-hand account of how gamification is implemented and perceived by the teachers, and by highlighting class-specific reactions within the same teaching context.

3.3.2. Data Analysis and Interpretation

After collecting, organizing, and analyzing the data, the findings will be interpreted to reveal underlying patterns and to contribute new insights that may extend current knowledge on the topic. The first step in this process is the qualitative analysis of data gathered from the interview. This approach focuses on exploring the teachers' attitudes, beliefs, and practical experiences in depth, allowing for a richer and more nuanced understanding of how gamification is perceived and experienced in the classroom. Because of the nature of qualitative data, an exploratory analytical strategy is considered appropriate. It enables the researcher to synthesize the information through descriptive summaries, thematic organization, and, where relevant, visual representations, supported by suitable data analysis software.

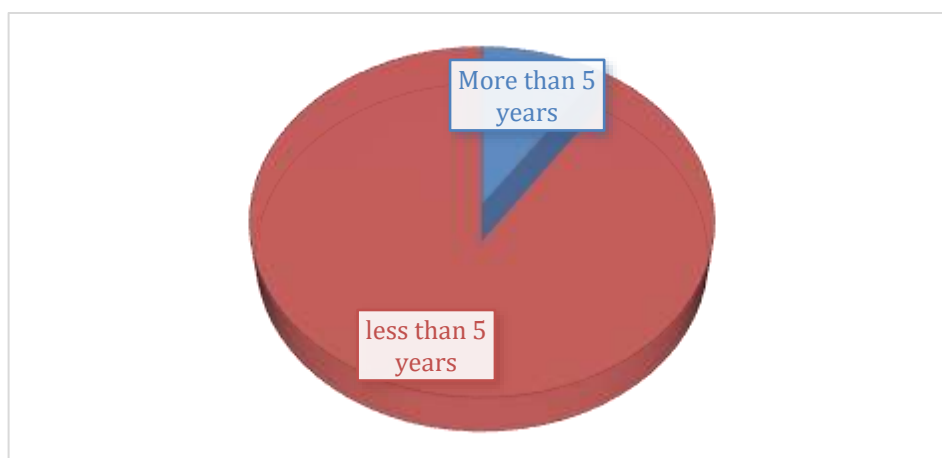
3.3.2.1. Analysis of Results and Findings from Teachers' Interview

Since we need to establish certain findings, this section describes the analysis of the qualitative data collected from the interview carried out with the teachers in the study. The answers of the teachers about ten open-ended questions regarding exploiting gamification in the learning process were analyzed to reveal recurrent perception of its pedagogical effects. Key findings are presented below:

Question one: *How many years have you been teaching English in the primary school ?*

Actually, the first question is about the teacher's teaching experience, the aim behind it is to find out the period being taught by each teacher. According to the results, the teacher has different experiences in her teaching career, the findings are shown in the following figure:

Figure 10: Instructor's Teaching Experience



Due to the teachers' varying teaching experience, which range from nine (09) to three (03) years of experience in primary, middle and private schools. The teachers demonstrated differing levels of professional experience in EFL teaching, ranging from three to nine years.

The variation in teaching experience suggests that the participants bring different levels of pedagogical maturity to their classrooms. The teacher with nine-years experience indicates a well-developed teaching practice with a percentage of 33.33% ; while teachers of five and three-years experience represent an intermediate stage, with a rate of 66.66%. This diversity contributes to a more balanced understanding of gamification across different professional stages.

This distribution indicates a strong foundation in working with younger learners, which may influence the teacher's pedagogical preferences, especially in adopting interactive and game-based learning strategies. Moreover, the experience in middle school provides additional insight into teaching beginner learners, allowing for a broader understanding of learner needs across different developmental stages.

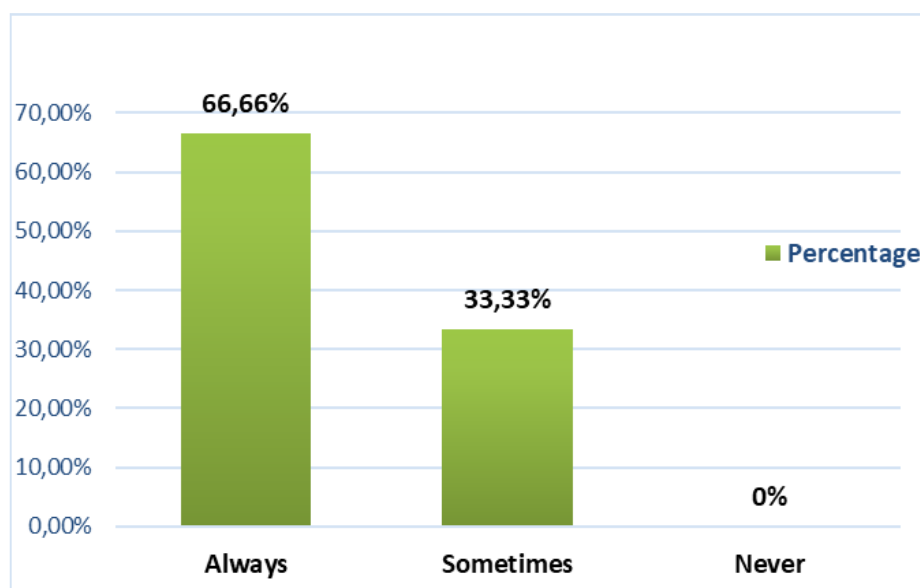
Question two : *Have you ever attempted to use gamification elements or tools in your English teaching? If so, please provide examples of how have you done this?*

The question is asked to determine the interest level of the teachers in incorporating gamification features in their English language teaching. Most of the teachers interviewed confirmed that they are using gamification tools continuously.

All teachers confirmed that they have used gamification in their teaching. However, the frequency varies: two teachers (66.7%) use gamification regularly, while one teacher (33.3%) uses it occasionally. According to the responses, every teacher who is interviewed incorporates elements of gamification into their teaching methodology. Due to their enjoyment, two (02) teachers have always used games in their classes (66.66%), while one (01) teacher uses games in her class occasionally (33.33%). Because they think that their pupils are more engaged when playing games, most gamification collaborations are based on instructional styles.

The fact that all teachers use gamification indicates a strong acceptance of this approach in EFL teaching. The variation in frequency suggests that while interest is high, implementation depends on factors such as time, classroom control, and teaching style. The use of simple, language-focused games shows that gamification is applied in a practical and goal-oriented way. The following figure describes the rate of using gamification:

Figure 11:The Rate of Implementing Games



Question Three: *what have you observed or detect in terms of pupils' language learning and retention when you have used gamification in your teaching?*

The target of this question is to clarify the different perceptions of teachers regarding the gamification and the advantages of gamification in their vocabulary learning process.

The teachers observed that learners tend to retain vocabulary and lesson content more effectively when gamified activities are included. They also noted increased student involvement during such activities. According to the interviewees' responses, the three (03) teachers have noticed the same thing and also think that gamification makes learning more effective and interactive, this is because games have a more positive and significant impact on learners' enthusiasm for the English language,. Thus, the researcher confirms that gamification appears to enhance both engagement and memory retention by making learning more interactive and enjoyable and seems to be an extremely effective tool for boosting pupils' learning and memorization.. This reinforces the role of active participation in supporting language acquisition.

Figure 12: The Effectiveness of Gamification

Question Four : *Do you use the the whole session or a part of it to implement gamification?*

The responses to this question show that teachers adopt different approaches regarding whether gamification is used for the whole lesson or only part of it. However, all three interviewees agree that gamification is beneficial and is mainly used as a supporting strategy rather than the main structure of the lesson. Their use of games is guided by both pedagogical reasons and practical constraints such as time, classroom size, and classroom management.

All teachers indicated that gamification is generally used for a limited part of the lesson rather than the entire session. They emphasized that gamified elements are usually inserted during specific stages such as revision, practice, or warm-up activities. This suggests that teachers view gamification as a tool to reinforce learning rather than replace traditional instruction.

Despite differences in frequency and activity design, all participants highlight the importance of keeping game time short and controlled. This reflects a shared belief that while games increase motivation and engagement, they must be carefully managed to avoid loss of focus or disruption of the lesson flow. Overall, the findings show that teachers prefer a balanced integration model, where gamification is used strategically within the lesson rather than dominating it while maintaining control over time, classroom organization, and learning objectives.

Question Five : *Have you tried game-like elements or activities in your English lessons? If so, mention them?*

This question aims to explore whether teachers use game-like elements in their English lessons and to identify the types of elements implemented in classroom practice.

The findings clearly reveal that all participants have incorporated game-like elements into their English lessons. This indicates that gamification is a commonly adopted practice in the primary school context. While all participants reported using such activities, their choices varied in terms of the types of tools and activities employed.

The first teacher described the regular use of weekly quizzes, board-based competitions, and role-plays, mainly for grammar revision and dialogue practice. These activities are largely non-digital and are integrated into review sessions. This suggests a preference for simple and practical techniques that can be implemented with minimal preparation. While the second teacher reported a combination of other elements, including Kahoot quizzes, relay races, and team board games. These activities are used to support vocabulary learning and sentence construction. Whereas the third teacher indicated more frequent use of gamification, mentioning tools such as Quizizz, reward systems, and flashcard-based games. These activities are applied to a range of language skills, including listening and speaking.

Overall, the findings show that gamification is widely used in English language teaching, with teachers selecting different activities based on their preferences, experience, and classroom needs. However, since the data are based on self-reported practices, further observation would be necessary to confirm how these activities are implemented in actual primary school classroom settings.

Table 7 : Teachers' Gamification Practices

Teacher	Experience	Types of Activities Used	Frequency	Main Focus
1 Teacher	9 years	Quizzes, board competitions, role-plays	Weekly	Grammar review, dialogue practice
2 Teacher	5 years	Kahoot quizzes, relay races, team board games	Bi-weekly	Vocabulary, sentence construction
3 Teacher	3 years	Quizizz, reward tokens, flashcard games	2–3 times per week	Multiple skills (listening, speaking, vocabulary)

Question Six : *Which gamification elements (points, competition, teamwork, rewards, etc.) motivate pupils the most?*

In this regard, the question outlines teachers views on which gamification elements motivate best fifth grade EFL primary school students. Based on coded interview data, the analysis reveals some important similarities and differences in teacher experiences.

Across all three participants, gamification elements such as points and rewards emerge as the most consistently effective motivational tools. For instance, the first teacher described how pupils “tally [points] obsessively,” while the third teacher noted that rewards following quick quizzes produce visible excitement. These findings suggest that clear progress indicators and instant reinforcement are central to maintaining attention in primary classrooms. However, the findings also indicate that points alone are insufficient. For instance, teacher 2 explicitly characterized them as “boring” when detached from social interaction.

Unlike rewards and points, which function reliably across contexts, teamwork and competition require deliberate scaffolding to achieve positive outcomes.

Table 8 :Use of Gamification Elements

Gamification Element	Teacher 1	Teacher 2	Teacher 3	Key Qualifier
Points	High (clear goals)	Low (boring alone)	Moderate (tracking)	Tangible progress indicator
Rewards	High (tangible)	Not prioritized	High (instant)	Immediate gratification
Competition	Moderate-Negative	High (friendly rivalry)	Mixed (sidelines weak)	Risk of exclusion
Teamwork	Not prioritized	High (social buzz)	Mixed (chaotic)	Builds inclusion but needs management
Other (Quizzes)	-	-	High (quick feedback)	Novelty for short attention spans

Question seven : *Do all pupils benefit equally from gamification, or are there differences between learners and classes ?*

Interpretation:

The responses to this question indicate that pupils do not benefit equally from the use of Gamification, highlighting noticeable differences between learners and across classes. While many teachers report positive effects overall, variations emerge depending on individual learner characteristics such as ability level, motivation, and learning preferences, as well as contextual factors like classroom dynamics.

These differences can be interpreted through Differentiated Instruction, which emphasizes that learners respond differently to the same teaching strategy. For example, highly

motivated or competitive pupils may thrive in gamified environments, whereas others, particularly those who experience anxiety or lower confidence may feel less comfortable, especially when competition is emphasized.

Additionally, the findings suggest that gamification may not automatically ensure equal engagement, as it interacts with learners' levels of Intrinsic Motivation. Some pupils may be driven by rewards and challenges, while others may require different forms of support to remain engaged.

The variation between classes further indicates that the effectiveness of gamification is context-dependent. Factors such as class size, teacher experience, and the way game elements are integrated into lessons can significantly influence outcomes. Therefore, gamification should be applied flexibly and adapted to meet diverse learner needs rather than treated as a one-size-fits-all approach.

Question eight : *How do pupils react during gamified activities in terms of participation and engagement?*

The purpose of this question was to explore how pupils respond to gamified activities in terms of their participation and level of engagement during English lessons. The teachers' responses indicate that pupils generally show a high level of interest and involvement when gamification is integrated into classroom activities.

Two teachers responded that pupils become more active and enthusiastic during gamified tasks. They observed that learners participate more willingly, interact with their peers, and show increased attention compared to traditional lesson formats. In particular, activities involving competition, group work, and rewards tend to generate excitement and motivate pupils to engage more fully in the learning process. Additionally, teachers noted that gamified activities encourage participation from a wider range of pupils, including those who are usually less active in class. Shy or low-achieving learners appear more willing to take part when learning is presented in a game-like format, as it reduces pressure and creates a more relaxed classroom atmosphere.

However, only one teacher pointed out that increased excitement can sometimes lead to higher noise levels or difficulties in maintaining classroom control. In a few cases, not all pupils participate equally, as more confident learners may dominate certain activities.

Overall, pupils' reactions to gamified activities are largely positive, as these activities enhance engagement, increase participation, and create a more dynamic learning environment, although their success depends on effective classroom management.

Table 9 :Reactions to Gamified Activities

Aspect	Teacher 1	Teacher 2	Teacher 3	Overall Pattern
Level of Participation	High participation from most pupils	Increased participation compared to usual	Very high participation, especially in games	Participation improves in all classes
Student Engagement	Pupils show strong interest and focus	Learners are more attentive and involved	Pupils are highly enthusiastic and active	Engagement significantly increases
Involvement of Shy Learners	Shy students participate more than usual	Some quiet students become more active	Most students, including weaker ones, join	Gamification supports inclusive participation
Classroom Interaction	More peer interaction during group tasks	Increased communication among learners	Strong collaboration and teamwork observed	Interaction improves across classes
Classroom Atmosphere	Energetic but sometimes noisy	Positive and lively environment	Very dynamic and enjoyable atmosphere	More dynamic learning environment
Challenges Observed	Managing noise and maintaining control	Unequal participation in some cases	Over-excitement during activities	Management challenges exist

Question nine : *In your experience, how does gamification affect pupils' motivation in learning English?*

This question is raised to explore the different perspectives of the teachers as they integrate gamification in their teaching and the impact it has on learners' outcomes, interest and motivation.

The interview data from the three participating EFL teachers indicate that gamification serves as an effective strategy for enhancing primary pupils' learning outcomes. Three (3)

educators agree that gamification improves learners' motivation, engagement, and performance, which helps them become more adept at solving problems and learn in an engaging and dynamic environment.

Overall, these findings affirm gamification's role in EFL success. Games make learning fun and engaging, which can motivate pupils to keep practicing English words with enthusiasm. Turning EFL practice into games encourages active participation, rewards effort, and helps students remember vocabulary better.

Question ten : *Have you noticed any change in pupils confidence or willingness to learn when using gamifies elements ?*

Interpretation:

The findings from Question 10 indicate that a majority (02) of teachers reported a noticeable improvement in pupils' confidence and willingness to learn when gamified elements were introduced. But only one (01) teacher reported no significant change or expressed uncertainty, which may reflect differences in implementation or classroom context.

This overall positive tendency can be explained by the principles of Gamification, which introduces interactive and rewarding structures into the learning process. Thus, teachers confirm that such elements appear to foster a more supportive and motivating environment, where pupils feel encouraged to participate without fear of failure. As a result, even less confident learners may become more willing to engage in classroom activities.

However, the presence of a minority of less positive responses suggests that gamification is not universally effective. This may indicate that its success depends on factors such as the type of game elements used, classroom management, and individual learner differences. Therefore, while gamification appears to be a valuable tool, it should be implemented carefully to ensure it benefits all pupils.

Question eleven: *What challenges do you face when using gamification in your classroom ?*

The purpose behind asking this question is to identify the concrete obstacles teachers face when implementing gamification in English lessons. The responses show that teachers encounter several practical and learning-related obstacles. The first problem that the three (03) teachers encountered lies in maintaining a balance between engagement and learning. While game elements such as points, competition, and rewards can motivate pupils, they may also shift the focus from understanding the lesson content to simply “winning” the activity. As a result, learners may participate actively without achieving the intended learning objectives, which raises concerns about the depth and quality of learning.

Another important challenge that two (02) teachers encounter, is the over-reliance on extrinsic motivation. When students become accustomed to rewards, they may lose interest in learning for its own sake. This can negatively affect the development of intrinsic motivation, especially in the long term. In addition, gamification does not benefit all learners equally.

The third problem is classroom management perspective. As known, while teaching, gamified activities can generate a high level of excitement, which is not always easy to control, particularly in primary classes. Noise, distraction, and over-competition can interfere with the smooth running of the lesson. Moreover, explaining the rules of a game and organizing the activity can consume valuable instructional time. For these reasons, gamification should be used in a balanced and purposeful way. It is most effective when it is carefully aligned with learning objectives, adapted to learners' needs, and combined with other teaching approaches to ensure both engagement and meaningful learning outcomes.

Question twelve : *From your experience, what are your suggestions regarding the incorporation of gamification in EFL teaching?*

From teachers' experiences, some proposed suggestions can enhance the effective incorporation of gamification in EFL teaching. First, it is important to carefully select appropriate game elements that align with lesson objectives, as this helps prevent boredom, supports meaningful interaction between teachers and learners, and reduces potential classroom issues. Second, incorporating elements of learners' local culture into gamified activities is recommended, as it increases engagement and helps students connect more deeply with the learning content. Third, teachers stress the importance of giving clear instructions and designing

a well-structured lesson plan. This includes having a solid understanding of the chosen game tools, setting clear objectives, and organizing activities in a coherent manner to avoid confusion. Overall, these recommendations highlight that successful gamification depends on thoughtful planning, cultural relevance, and clear implementation strategies to create an engaging and productive learning environment.

3.3.2.2. Summary of Results and Findings from Teachers' Interview

The interview serves as an example of the first qualitative tool used in this study, which helped gather information that the researcher needed to understand the teachers' experiences and perspectives on using games as a teaching tool. The interview results show that all participants (EFL teachers), despite having different levels of experience, are familiar with and actively use gamification in their teaching.

The findings also highlight that gamification has a positive impact on pupils' motivation, engagement, and making learning more interactive and enjoyable. While teachers reported increased engagement through gamification, they also identified challenges in classroom management, particularly in large or mixed-ability groups. These dual outcomes require nuanced integration strategies. Although some challenges such as noise, over-excitement, and unequal participation may arise in primary school settings, gamified elements generally create a more dynamic learning atmosphere characterized by increased participation and enthusiasm.

Moreover, teachers must be aware of the various learning styles of their pupils in order to meet their needs and achieve the intended maximum goals in a successful teaching-learning process. Nonetheless, in order to place the learners in comfortable settings where they feel appreciated and motivated throughout their learning process, they should be treated with respect and care.

Overall, according to the findings, gamification is seen as an effective strategy for enhancing EFL learning when implemented in a balanced and structured way.

Conclusion

This chapter presents the analysis of the fieldwork for the study's research issue, which is the impact of gamification on primary school pupils' motivation and involvement in learning English as a Foreign Language. Given the nature and scope of the study, a mixed-method design was employed; teacher interviews and pupil questionnaires are the chosen data collection tools; both of these tools made the research process easier and are directed towards fifth-year pupils at Belkhouja primary School. According to the research, games and gamification are a creative way to supplement learners' lack of motivation and interest. The research concluded with a discussion, interpretation, and justification of the findings regarding the significance of the gamification technique and its impact on EFL pupils.

Chapter Three : Discussion , Implications and Limitations

Introduction

This chapter presents a comprehensive discussion of the findings obtained in the previous chapter, interpreting them in light of the theoretical frameworks and empirical studies reviewed in the literature. It seeks to move beyond mere description of the data toward a deeper understanding of what the results mean in the context of EFL motivation and gamification at the primary level.

The chapter is organised into three interconnected parts. First, the key findings are discussed and situated within the existing body of research, highlighting points of previous studies. Second, the practical and pedagogical implications of the study are outlined, addressing teachers, curriculum designers, and policymakers. Third, the limitations of the present study are honestly acknowledged, as they both qualify the conclusions drawn and point toward directions for future research.

Together, these three dimensions offer a balanced and critical reflection on the contribution of this study to the growing field of gamification in EFL education.

4.1. Discussion of Findings

The present chapter set out to investigate the impact of gamification on motivating fifth-year primary school EFL learners at Belkhouja Benouda Primary School in Relizane, Algeria. Drawing on data collected through a structured pupils' questionnaire and teachers' interviews, the discussion below synthesizes the empirical findings in relation to the existing theoretical literature, interprets patterns of convergence and divergence between both data sources, and reflects critically on the pedagogical implications that emerge from the study.

The discussion is organized around four principal themes: (1) gamification and learner motivation, (2) gamification and classroom engagement, (3) collaboration, feedback, and confidence, and (4) challenges and limitations of gamification in primary EFL settings. Each

theme is addressed by quantitative evidence from the questionnaire with qualitative insights drawn from the teacher interviews, thereby strengthening the overall validity of the findings.

The most prominent finding to emerge from the present study is the strong positive relationship between the use of gamification and pupils' motivation to learn English. These results are among the highest recorded across all twelve items and point unequivocally toward gamification's motivational affordances in the primary EFL classroom.

The discussion that follows examines each theme in turn, drawing on relevant theoretical frameworks to interpret and contextualize the empirical evidence gathered throughout this study.

4.1.1. Gamification and Pupils Motivation (Self Determination Theory)

This finding aligns closely with Self-Determination Theory, which posits that intrinsic motivation is nurtured when learners experience a sense of competence, autonomy, and relatedness. Additionally, gamified environments, by their very design, tend to provide immediate competence feedback through points and rewards, allow learners to make choices during activities, and foster social belonging through team-based tasks. The data suggest that all three of these psychological needs are being addressed in the observed classrooms.

The teachers interview data corroborate and enrich this picture. All three participant teachers confirmed that gamification has a measurable positive effect on learners' motivation and enthusiasm for English.

4.1.2. Gamification and Classroom Engagement (flow theory)

Beyond motivation in its general sense, the data reveal a consistent pattern of heightened classroom engagement when gamification elements are present.

The data also shed light on a notable inclusive dimension of gamification's effect on engagement. Moreover, “gamified activities reduce social anxiety by lowering the perceived stakes of performance and by providing a culturally sanctioned space for trial and error.” (Dewaele & MacIntyre, 2014) . The reduced affective filter created by playful learning

environments may therefore be a key mechanism through which gamification improves engagement among hesitant learners.

This diversity of implementation strategies illustrates the adaptability of gamification as a pedagogical approach and suggests that its motivational benefits are not contingent on access to digital technology, a particularly relevant consideration in the Algerian primary school context.

4.1.3. Pupils' Attitudes Toward Gamified Learning (Constructivist Theory / Jean Piaget)

A further dimension emerging from the data concerns pupils' overall attitudes toward gamified learning experiences. The findings reveal that learners actively embrace them as a preferred and meaningful mode of engagement. This attitudinal positivity is significant, as it suggests that gamification resonates with the natural learning tendencies of young learners at the primary stage.

These findings can be meaningfully interpreted through the lens of Constructivist Theory, most notably as articulated by Jean Piaget, who argued that children construct knowledge actively through direct interaction with their environment rather than through passive reception of information. Piaget's concept of learning through experience and play is particularly relevant here, as gamified activities inherently invite learners to explore, experiment, make decisions, and draw conclusions. In this sense, as Piaget states, gamification does not merely motivate learners superficially; it aligns with their developmental stage and cognitive readiness, making learning feel both natural and purposeful.

Moreover, the teacher interviews further reinforce this finding, as all participant teachers observed that pupils display noticeably more positive attitudes during gamified lessons compared to conventional ones. Their willingness to participate, take risks, and persist through difficulties reflects a constructivist learning dynamic in which pupils take ownership of their learning experience ; it is a shift that teachers identified as one of the most valuable outcomes of integrating gamification into primary EFL instruction.

4.2. Pedagogical Implications

The findings of the present study carry several practical implications for EFL teachers, pupils, curriculum designers, and educational policymakers operating within the Algerian primary school context.

4.2.1. To the Pupils

- ✓ Pupils set right goal in English learning, put forward that the clear goal of study and the stage assists students in achieving their goals, improving their standards, and recognizing the value of English learning, fostering a strong interest in the subject.
- ✓ Pupils develop self-confidence by asking questions, identifying problems, and solving them. They also engage in group activities, such as English classroom activities, to enhance their learning experience and promote divergent thinking.
- ✓ Pupils' strong interest in learning English is crucial for effective English learning. Developing good study methods and habits, as well as mastering spoken English, autonomous learning, and good writing habits, ensures the best effect and efficient learning.

4.2.2. To the Teachers

- ✓ Teachers play a crucial role in English learning, fostering a positive student-teacher relationship and promoting active participation. They should focus on knowledge, understanding its purpose, and highlighting its value. Teachers should also help students understand the importance of English and its potential for future success. Their goal is to enhance the charm and temptation of learning English.
- ✓ For classroom teachers, the study underscores the value of incorporating gamified elements into English language instruction, provided that this is done in a structured, purposeful, and balanced manner. Gamification should not be understood as a wholesale replacement of established pedagogical methods but rather as a complementary strategy that can be deployed at specific stages of the lesson - warm-ups, practice activities, revision sessions - to maximize engagement and consolidate learning.

- ✓ Teachers are encouraged to diversify the range of gamification elements they employ, drawing on both digital tools (where available) and low-technology alternatives such as board games, relay races, and point-based reward systems.

4.2.3. For curriculum designers

The findings of the present study carry significant implications for curriculum designers operating within the Algerian primary educational context and beyond. As the study demonstrates the positive impact of gamification on learner motivation and engagement, it becomes imperative that those responsible for designing EFL curricula take deliberate steps to incorporate game-based principles into their frameworks. The following implications are proposed in light of both the study's findings and the relevant theoretical and scholarly literature.

4.2.3.1. Using Gamification to Increase Learners' Motivation in the EFL Classroom (Karl Kapp)

One of the most actionable implications emerging from this study concerns the deliberate integration of gamification as a motivational strategy within EFL curriculum design. Karl Kapp, a leading scholar in the field of gamification and instructional design, defines gamification as the use of game-based mechanics to engage people, motivate action, promote learning, and solve problems. Thus, curriculum designers are encouraged to move beyond the superficial addition of games as supplementary activities and instead embed game mechanics as structural components of the curriculum itself.

The findings of the present study strongly support this recommendation. Pupils who were exposed to gamified learning activities demonstrated measurably higher levels of motivation, enthusiasm, and willingness to engage with the English language. When motivation is built into the very architecture of the curriculum through thoughtfully designed gamified tasks, learners are more likely to develop sustained interest in language learning rather than passive reactions. For curriculum designers working within the Algerian context, where motivational deficits represent a well-documented challenge, Kapp's principles offer a practical and theoretically grounded roadmap for redesigning EFL materials in ways that genuinely captivate young learners and align with their psychological and developmental needs.

4.2.3.3. Creating More Engaging Classroom Experiences Through Gamified Learning

A second and closely related implication concerns the broader redesign of the EFL classroom experience to prioritize active, participatory, and emotionally engaging learning. The present study's findings reveal that gamification does not only boost motivation in isolated moments, but consistently transforms the overall atmosphere of the classroom, making it a space where learners feel stimulated, included, and emotionally invested in the learning process. This has direct implications for how curriculum designers conceptualize the learner experience when developing syllabi, lesson frameworks, and instructional materials.

Curriculum designers should therefore consider shifting away from predominantly text-based, teacher-fronted content delivery models and toward curricula that are structured around experiential learning cycles, collaborative challenges, and meaningful feedback. Furthermore, the findings suggest that engaging classroom experiences through gamification need not rely on digital technology, making this implication particularly relevant and feasible for primary school settings such as those found across many Algerian wilayas. By designing curricula that are inherently dynamic, interactive, and responsive to learners' affective needs, curriculum designers can play a decisive role in bridging the gap between the theoretical promise of gamification and its practical realization in everyday EFL classrooms.

The study highlights the need to embed gamified activities explicitly within official teaching materials, rather than leaving their integration entirely to individual teacher initiative. Structured gamification scaffolding within textbooks and lesson guides would support more consistent implementation across diverse school contexts and would reduce the planning burden on individual teachers.

4.2.4. For policymakers and teacher trainers

- ✓ The study points to the importance of providing professional development opportunities focused on the design and management of game-based learning environments. As the interview data make clear, effective gamification requires

not only familiarity with the tools and formats available, but also refined skills in classroom management, activity sequencing, and differentiated instruction. Pre-service and in-service training programs should address these dimensions explicitly.

4.3. Limitations of the Study

Academic integrity requires that the limitations of the present study be acknowledged clearly and without apology. Four principal limitations bear mention.

The most significant limitation is the restricted scope of the sample. The study was conducted with 40 fifth-year pupils and three EFL teachers from a single primary school in Relizane. While this sample is appropriate to the exploratory and descriptive aims of the study, it does not permit generalization of the findings to the broader population of Algerian primary school pupils and teachers. The school's specific demographic characteristics, resource environment, and teaching culture may differ in important respects from those of other primary schools in Algeria, and the findings should be interpreted with this caveat firmly in mind.

A second limitation concerns the reliance on self-reported data. Both the pupil questionnaire and the teacher interviews depend on participants' willingness and ability to report their attitudes, behaviours, and experiences accurately. Self-report instruments are susceptible to social desirability bias, the tendency to provide responses that are perceived as socially acceptable rather than reflecting genuine attitudes, and to limitations of self-awareness and memory. The absence of observational data means that the study cannot independently verify whether the classroom practices and learner behaviours described by participants actually correspond to what occurs in the classroom.

Third, the study's cross-sectional design means that it captures a single snapshot of learners' and teachers' experience of gamification at one point in time. It is therefore unable to address questions about the durability of gamification's motivational effects, the trajectory of learner engagement over sustained periods of game-based instruction, or the long-term impact of gamification on language acquisition outcomes.

Finally, the study's descriptive analytical approach, while appropriate for its exploratory objectives, does not permit causal inference. The high levels of motivation and engagement reported by pupils cannot be attributed with certainty to gamification alone; other variables including teacher quality, classroom climate, and the novelty of the research situation, may have contributed to the observed outcomes. Future research employing experimental designs would be needed to establish a more rigorous causal account of gamification's effects.

4.4. Recommendations

On the light of the analysis of the findings obtained from the present study, the following set of recommendations are to be proposed in order to help both teachers and learners and the principal stakeholders concerned with the teaching and learning of English in Algerian primary schools.

4.4.1. Recommendations for EFL Classroom Teachers and pupils

First and foremost, according to the analysis of EFL teachers' views on the implementation of Gamification in their instruction, they are encouraged to integrate gamification into their instructional repertoire as a regular, structured, and purposeful component of their teaching practice. However, this integration should be approached with deliberation rather than enthusiasm alone. The following specific guidance is offered:

- Primary school English language teachers must be aware of the challenges their students face when learning the language and use a variety of instructional resources to help them along the way.
- From the teachers' views on the challenges observed in Gamified-based element classroom, they should diversify the range of gamification elements they employ in order to cater to different learner profiles and minimize the risk of social exclusion. Mixed-ability grouping within team-based activities is a particularly effective strategy for ensuring that all pupils can participate meaningfully and benefit from peer scaffolding.

- Reward systems should be designed to reinforce the intrinsic value of the learning activity rather than to substitute for it. Teachers should be alert to signs that learners are engaging with game activities purely for the reward and should adjust the design of tasks accordingly.

- According to the learners' opinions and teachers' views on classroom's distractions, classroom management protocols should be established clearly before gamified activities begin. This proactive approach to management can substantially reduce the noise and disruption that game activities can otherwise generate.

- According to learners' reactions on the use and effect of Gamification in EFL learning, students must understand the value of learning English and maintain their motivation and involvement in class to improve their language proficiency and performance.

- Lower students from the previous findings, who seemed to be demotivated though using Gamification, must work hard both inside and outside classrooms by setting aside specific time for reading, writing, or watching English-language films and videos. This attitude improves their focus on the TL and keeps them motivated and interested.

4.4.2. Recommendations for Curriculum Designers and Educational Policymakers

The implications of the present study extend beyond the individual classroom to the level of curriculum design and educational policy. The following recommendations are offered to those responsible for shaping the broader educational context within which primary EFL teaching takes place in Algeria:

- Official English language curricula and teaching materials for the primary level should be revised to incorporate explicit gamification scaffolding. Rather than leaving the integration of game-based elements entirely to individual teacher initiative.

- Initial teacher education programmes should include substantive training in the design and management of gamified learning environments.

- Policymakers should commission a programme of large-scale, longitudinal research into the effects of gamification on EFL learning outcomes in Algeria, building on the promising but necessarily limited findings of studies such as the present one.

- The cultural and linguistic dimensions of gamification should be addressed in curriculum and policy documents. Curricula should explicitly encourage teachers to draw on the local cultural context including Algerian folklore, traditions, and contemporary youth culture when designing game-based learning experiences.

4.4.3. Recommendations for Future Researchers

The present study, while yielding significant and coherent findings, also identifies a number of avenues that future research should pursue in order to deepen and extend current understanding of gamification's role in EFL education:

- Future studies should employ larger and more geographically diverse samples, drawing participants from multiple schools and educational contexts across Algeria. This would substantially improve the generalizability of findings and allow for the identification of contextual factors.

- Longitudinal designs are needed to assess whether the motivational benefits of gamification are sustained over extended periods of instruction or whether they are subject to a novelty effect that diminishes as learners become habituated to game-based formats.

- Classroom observation studies should be conducted alongside survey and interview research in order to validate self-reported data and to capture the fine-grained interactional dynamics of gamified EFL lessons as they unfold in real time.

- The relationship between different gamification elements specifically, the relative contributions of competition, collaboration, rewards, and feedback — to learner motivation warrants more fine-grained investigation.

Conclusion

The discussion of findings presented in this section demonstrates that gamification constitutes a pedagogically valuable strategy for enhancing motivation and engagement among fifth-year primary school EFL learners in Algeria. The convergence of pupil questionnaire data and teachers' interview evidence across multiple thematic dimensions (motivation,

engagement, collaboration, confidence, and feedback) provides robust empirical support for this conclusion. At the same time, the study identifies a number of important challenges, including classroom management difficulties, the risk of extrinsic motivation crowding out intrinsic engagement, and concerns about equitable participation, all of which must be carefully managed if gamification is to fulfil its considerable promise as a tool for inclusive and effective language education.

Future research should build on these findings by employing larger and more diverse samples, incorporating classroom observation data, and adopting longitudinal designs that can capture the sustained effects of gamification on learner motivation and language acquisition over time.

General Conclusion

Gamification has become one of the most talked-about teaching methods in recent years, it attracts extensive attention over the last few years, due to its complete potential in motivating learners and influencing the TEFL in general. It clearly motivates students, makes learning more enjoyable, and has a real positive effect on how English is taught. Furthermore, gamification with its diverse strategies like reward-based learning and role-playing strategies also demonstrate a tremendous potential in driving the pupils, the processes and improvement of cognitive and level of behavior. The key, though, is knowing how to implement and integrate these game elements, the right way, inside the classroom is most crucial to success in attaining the expected learning results, as a fruit of competition and reward.

The present study set out to investigate a question of genuine and growing importance for EFL education in Algeria and beyond: whether gamification can serve as an effective pedagogical strategy for enhancing the motivation of young foreign language learners. Besides, motivation is considered the most significant factor which affects foreign language learning. In order to probe and dig deeper into this, the current research was conducted as an attempt to investigate the role of Gamification to enhance learners' motivation in foreign language learning among Primary school pupils' in Relizane ; a questionnaire was utilized as a research instrument to examine the research problems, and teachers' interview was conducted to examine teachers' perceptions on implementing Gamification in EFL classroom instruction.

The present study is formed of three chapters in which the first is concerned with the theoretical review which aimed to cover all concepts in relation to motivation foreign language learning (its definition, types, approaches and the factors affecting it), it also focused on determining the role of teachers in motivating their learners and the motivational strategies which influence their behavior towards reaching their goals. Moreover, the second part is designed to well define the concept of Gamification and the theoretic review of previous studies which dealt with Gamified-based learning, also its importance and impact on learning English as a foreign language. The second chapter which is the practical part of the study dealt with the description of the methodology adopted for the research, it presented the research tool in addition to the addressed population, while the third and last chapter was devoted for data discussion and analysis of the results collected from the research instrument employed, it also interpreted the findings obtained from the study, as well as answering the research questions

and confirming the hypotheses. Lastly, the study closed up with a set of pedagogical recommendations that resulted from the whole research process.

On the basis of a rigorous mixed-method investigation, the answer that emerges from the data is clear and affirmative. Thus, gamification, when thoughtfully designed and carefully implemented, has the capacity to transform the motivational landscape of the primary EFL classroom, converting reluctant participants into enthusiastic contributors, reducing the anxiety that so often accompanies foreign language learning, and creating the conditions for the kind of active, collaborative, and communicatively rich engagement that language acquisition requires.

Overall, the research findings underscore the pivotal role gamification plays in English language teaching. Participants consistently reported heightened levels of engagement, motivation, and enjoyment, attributing these improvements largely to the competition of gamified activities. Beyond academic performance, the implementation of gamification not only had a beneficial impact on attendance but improved the learning environment by fostering a more dynamic, stimulating, and inclusive learning environment.

To sum up, Algeria's primary education system faces substantial and well-documented challenges in the domain of English language teaching, including low levels of learner motivation, limited instructional time, and resource constraints that restrict access to sophisticated pedagogical technologies. The present study suggests that gamification, in both its digital and non-digital forms, offers a pedagogically powerful, contextually adaptable, and relatively accessible response to these challenges. The journey from promising research evidence to sustained and widespread classroom practice is, of course, a long one; but the present study provides a meaningful contribution to the evidence base that must underpin that journey, and it does so with the conviction that every Algerian child deserves to experience the joy of learning a foreign language in an environment that respects, challenges, and delights them.

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Appendices

Appendix A: Pupils' Questionnaire

The following questions ask you about your thoughts on the usage of gamification in classrooms. Please respond as honestly as possible by selecting the category that best expresses your attitude to each statement listed.

Section 1: Background Information

- Age: _____
- Gender: ☐ Male ☐ Female

Section 2: Students' Engagement and Interest

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Gamification makes me interested in the lesson.	☐	☐	☐	☐	☐
2. I appreciate lessons that include gamified activities.	☐	☐	☐	☐	☐
3. Gamification makes learning more enjoyable for me.	☐	☐	☐	☐	☐

Section 3: Students' Motivation and Learning

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Gamification motivates me to better understand the lesson.	☐	☐	☐	☐	☐
2. Gamification provides immediate feedback on my performance.	☐	☐	☐	☐	☐
3. Gamification helps improve my performance through feedback.	☐	☐	☐	☐	☐

Section 4: Students' Social Interaction and Collaboration

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Gamification encourages me to compete with my classmates.	☐	☐	☐	☐	☐
2. Gamification helps me collaborate more effectively with my classmates.	☐	☐	☐	☐	☐
3. Gamification increases my participation in group work.	☐	☐	☐	☐	☐

Section 5: Students' Confidence and Emotional Response

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I feel more confident when gamification is used in the classroom.	☐	☐	☐	☐	☐
2. I feel stressed when I do not earn enough points during gamified activities.	☐	☐	☐	☐	☐

Section 6: Challenges and Drawbacks

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Gamification makes the class difficult to manage.	☐	☐	☐	☐	☐
2. Excessive use of gamification distracts me from learning.	☐	☐	☐	☐	☐

Appendix B: Teachers' Interview

Dear Sir/Madam, this interview aims to gather information concerning your attitudes and behaviors towards the use of gamification in EFL classrooms and its relationship with learners' motivation. It will be a great help for this research if you answer the following questions.

Question one: How many years have you been teaching English in primary schools, and can you briefly outline your teaching experience in the field?

Question two : Have you ever attempt to use gamification elements or tools in your English Teaching ? If so, please provide examples of how you have you done this ?

Question three : What have you detect or observed in terms of pupils' language learning and retention when using gamification in your teaching?

Question four : Do you use the whole session or a part of it to implement gamification in class?

Question Five : *Have you tried game-like elements or activities in your English lessons? If so, mention them?*

Question six : Which gamification elements (points, competition, teamwork, rewards, etc.) motivate pupils the most?

Question seven: Do all pupils benefit equally from gamification, or are there differences between learners or classes?

Question eight: How do pupils react during gamified activities in terms of participation and engagement?

Question nine: In your experience, how does gamification affect pupils motivation in learning English ?

Question ten: Have you noticed any changes in pupils' confidence or willingness to speak English when gamification is used?

Question eleven : What challenges do you face when using gamification in your classroom, and how do you manage them?

Question twelve : From your experience, what are your suggestions regarding the incorporation of gamification in EFL teaching ?

Appendix C

Transcription of Teachers' Interview

Teacher 1 (9 Years of Experience)

Q1. I have been teaching English for nine years across primary and middle school levels. This experience has enabled me to better understand pupils' needs and adapt my instructional strategies accordingly, particularly when working with young learners.

Q2. Yes, I regularly incorporate gamification into my teaching practice. I use activities such as weekly quizzes, board-based competitions, and role-play tasks. These approaches help increase pupil engagement and make the learning process more interactive.

Q3. I have observed that pupils tend to retain vocabulary and lesson content more effectively when gamified activities are used. Additionally, their level of participation and attention increases significantly.

Q4. I generally implement gamification during specific parts of the lesson, particularly during revision and practice stages. I consider it a complementary strategy rather than a replacement for the entire lesson structure.

Q5. I mainly rely on non-digital gamified activities, including quizzes, board competitions, and role-plays, which are particularly effective for grammar revision and dialogue practice.

Q6. In my experience, points and rewards are the most effective motivational elements. Pupils tend to focus on their scores and show strong interest in achieving tangible outcomes.

Q7. Not all pupils benefit equally from gamification. Some learners are more responsive to competitive elements, whereas others may feel less comfortable participating in such activities.

Q8. Pupils generally respond positively, demonstrating high levels of participation and engagement. However, these activities may sometimes lead to increased noise levels in the classroom.

Q9. Gamification has a clear positive effect on pupils' motivation, as it increases their interest in learning English and encourages active participation.

Q10. Yes, I have observed an improvement in pupils' confidence and willingness to engage when gamified elements are integrated into lessons.

Q11. One of the main challenges is maintaining a balance between engagement and learning objectives. Pupils may sometimes focus more on winning than on understanding the content. Classroom management can also become challenging.

Q12. I recommend that teachers carefully select gamification elements that align with lesson objectives and ensure proper planning to maximize effectiveness.

Teacher 2 (5 Years of Experience)

Q1. I have been teaching English for five years, primarily at the primary school level. My teaching approach focuses on adapting instructional methods to meet pupils' needs and interests.

Q2. Yes, I use gamification occasionally, depending on the lesson objectives and time constraints.

Q3. I have noticed that gamification supports vocabulary retention and enhances the interactivity of the learning process.

Q4. I typically use gamification for a limited portion of the lesson, such as during warm-up or practice activities, rather than throughout the entire session.

Q5. The activities I use include Kahoot quizzes, relay races, and team-based board games, which are effective for vocabulary development and sentence construction.

Q6. Teamwork and competition are the most motivating elements in my classroom. Pupils enjoy collaborative and competitive tasks, whereas points alone are less effective without social interaction.

Q7. Pupils do not benefit equally from gamification. Differences in motivation, ability, and classroom context influence the outcomes.

Q8. Pupils tend to be more engaged and participative during gamified activities. However, participation may vary among learners.

Q9. Gamification contributes positively to pupils' motivation and increases their interest in learning English.

Q10. I have observed some improvement in pupils' confidence, although this varies depending on individual differences and activity design.

Q11. Challenges include managing classroom behavior, controlling noise levels, and ensuring equal participation among pupils.

Q12. It is important for teachers to provide clear instructions, manage time effectively, and carefully organize gamified activities to ensure successful implementation.

Teacher 3 (3 Years of Experience)

Q1. I have been teaching English for three years. Although my experience is still developing, I aim to incorporate engaging and modern teaching strategies into my practice.

Q2. Yes, I use gamification regularly, approximately two to three times per week, as I find it highly effective with young learners.

Q3. I have observed that gamification enhances pupil engagement and improves vocabulary retention by making learning more enjoyable and interactive.

Q4. I integrate gamification into specific parts of the lesson, mainly for practice and reinforcement, rather than using it throughout the entire session.

Q5. I use digital tools such as Quizizz, along with reward systems and flashcard-based games, to support the development of various language skills.

Q6. Rewards and quick-response activities are particularly motivating for pupils, as they provide immediate feedback. However, competitive elements may sometimes disadvantage less confident learners.

Q7. There are noticeable differences among pupils in terms of the benefits they gain from gamification, depending on their motivation and confidence levels.

Q8. Pupils demonstrate high levels of enthusiasm and active participation during gamified activities, although this may occasionally lead to over-excitement.

Q9. Gamification has a strong positive impact on pupils' motivation and willingness to learn English.

Q10. I have observed improvements in pupils' confidence, although the impact is not uniform across all learners.

Q11. Challenges include managing time effectively, controlling classroom excitement, and ensuring that learning objectives remain the primary focus rather than rewards.

Q12. I suggest that teachers integrate gamification carefully, select appropriate tools, and incorporate culturally relevant elements to enhance pupil engagement.

Résumé

Cette recherche s'intéresse à l'impact de la gamification sur la motivation des élèves de cinquième année du cycle primaire dans le cadre de l'apprentissage de l'anglais comme langue étrangère. La gamification désigne l'introduction d'éléments propres aux jeux tels que les points, les badges, les classements ou les défis dans un contexte éducatif. L'étude vise à déterminer dans quelle mesure ces procédés sont susceptibles de renforcer l'engagement des apprenants, de stimuler leur participation en classe et de développer une attitude favorable envers la langue anglaise.

Afin d'atteindre cet objectif, une approche méthodologique mixte a été adoptée, articulant des questionnaires soumis aux élèves et des observations directes en classe, permettant ainsi de recueillir des données à la fois quantitatives et qualitatives sur leurs comportements et perceptions. Les données recueillies révèlent que la grande majorité des élèves manifestent un intérêt accru et une motivation plus soutenue lorsque les apprentissages s'inscrivent dans des activités gamifiées. Ces derniers perçoivent les séances comme plus dynamiques et moins source d'anxiété, ce qui contribue à renforcer leur confiance en soi et leur propension à s'impliquer activement. Toutefois, l'étude souligne que l'efficacité de cette approche est conditionnée par une conception rigoureuse et une adaptation soignée au contexte pédagogique, afin d'éviter certaines dérives telles que la compétition excessive ou la dispersion attentionnelle.

En définitive, la gamification se présente comme un levier pédagogique prometteur pour dynamiser la motivation des élèves en anglais langue étrangère, à condition d'être mise en œuvre de façon mesurée et en adéquation avec les besoins réels des apprenants.

ملخص

تهدف هذه الدراسة إلى استكشاف مدى فاعلية تطبيق أسلوب التلعيب في بيئة التعلم، من خلال توظيف عناصر مستوحاة من عالم الألعاب كالنقاط والشارات والتصنيفات والتحديات، وأثر ذلك في تعزيز دافعية طلاب السنة الثالثة متوسط نحو تعلم اللغة الإنجليزية بوصفها لغةً أجنبية. وتسعى الدراسة في جوهرها إلى تحديد ما إذا كانت هذه الأساليب قادرةً على تحسين مستوى انخراط الطلاب في الحصص الدراسية، وتفعيل مشاركتهم، وتنمية اتجاهاتهم الإيجابية تجاه تعلم اللغة. ولتحقيق ذلك، اعتمدت الدراسة على منهجية بحثية مختلطة تجمع بين الاستبانات الموجهة للطلاب والملاحظة الميدانية داخل الفصول الدراسية، بهدف رصد سلوكياتهم واستطلاع آرائهم حول تجربة التلعيب. وقد كشفت النتائج أن غالبية الطلاب أبدوا حماساً ودافعية ملحوظة حين تعلموا من خلال أنشطة تقوم على مبدأ اللعب، إذ وجدوا في الدروس متعةً أكبر وضغطاً أقل، مما أسهم في تعزيز ثقتهم بأنفسهم وحفزهم على المشاركة الفاعلة. غير أن الدراسة نبّهت في الوقت ذاته إلى أهمية توظيف التلعيب بصورة مدروسة ومنسجمة مع السياق التعليمي، تفادياً لأي تداعيات سلبية كالتنافس المفرط أو تشتت الانتباه.

وخلاصة القول، يُمثّل أسلوب التلعيب أداةً تعليمية فعّالة لتحفيز دافعية المتعلمين نحو اللغة الإنجليزية، شريطة أن يُوظّف بشكل متوازن ومتوافق مع احتياجات المتعلمين وأهداف العملية التعليمية.