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*Analyzing the Effectiveness of Gamification in Promoting  
Motivation and Engagement in Language Learning*

Dissertation submitted to the Department of English in Partial Fulfillment of the Requirement for the  
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## **Dedication**

I dedicate this work to our families.

To Zinou who helped us the most in in this work.

To our friends Senpai ,Ramzi ,Adem ,Fefe and Riheb.

To our classmates for the amazing five years.

To everyone who helped us along the way.

## **Abstract**

This descriptive study aims to investigate the effectiveness of gamification on motivation and engagement in language learning on second year students of English as a foreign language (EFL) at Chadli Bendjedid University. In order to answer the main research questions which are: does gamification increase motivation and engagement? Do students have experience with it? are there any the negatives of it? .And confirm the research hypotheses. A questionnaire was handed to ten teachers and another to 45 second year EFL students at the aforementioned university. The analysis of the results revealed that gamification of education does indeed increase the students' motivation and engagement, which means that it could be a good way to involve students in their learning. It has also been found that student did experience gamification and it was an overall positive learning experience. Besides, the findings revealed that gamification can backfire when not applied correctly. We also have found different ways of applying gamification from the data gathered and provided them.

*Keywords:* Gamification, gamified learning, motivation, engagement, second year EFL.

## ملخص

تهدف هذه الدراسة إلى التحقيق في فعالية التحفيز من خلال الألعاب على الدافعية والانخراط في تعلم اللغة لدى طلاب السنة في جامعة الشاذلي بن جديد. للإجابة على سؤال البحث الرئيسي وهو: هل يزيد التحفيز من الثانية للغة الإنجليزية كلغة أجنبية خلال الألعاب من الدافعية والانخراط؟ وتأكيد فرضيات البحث. تم توزيع استبيان على عشرة معلمين وآخر على 45 طالبًا من طلاب السنة الثانية للغة الإنجليزية كلغة أجنبية في الجامعة المذكورة. كشفت نتائج التحليل أن التحفيز من خلال الألعاب في التعليم يزيد بالفعل من دافعية الطلاب وانخراطهم، مما يعني أنه يمكن أن يكون وسيلة جيدة لإشراك الطلاب في تعلمهم. كما تبين أن الطلاب قد جربوا التحفيز من خلال الألعاب وكانت تجربة تعليمية إيجابية بشكل عام. بالإضافة إلى ذلك، كشفت النتائج مختلفة لتطبيق. أن التحفيز من خلال الألعاب يمكن أن يكون له تأثير عكسي إذا لم يتم تطبيقه بشكل صحيح. كما وجدنا طرقًا التحفيز من خلال الألعاب من البيانات التي تم جمعها وقدمناها

كلمات مفتاحية: التلعيب، التعلم الملعب، التحفيز، المشاركة، السنة الثانية من طلاب اللغة الإنجليزية كلغة أجنبية.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

EFL: English as a Foreign Language

MUD: Multi-User Dungeon

VR: Virtual Reality

3-D: Three Dimensional

MMORPGs: Massively Multi-player Online Role-Playing Games

Apps: Applications

Mic: Microphone

NA: No Answer

# General Introduction

## Introduction

Games as an entertainment medium has developed a lot through time, from using simple tools play in the previous centuries to now becoming one of if not the highest earning entertainment industry with games like Minecraft selling over three hundred million copies. It stands to reason that games are an engaging and entertaining medium which can be utilized for different purposes. The process of applying game elements and mechanics (gamifying) is called gamification and with how wide spread gaming has become, it could help in language learning.

In fact, students who study language can sometimes feel unmotivated and unengaged as it is one of the many issues that EFL learners face as the process may seem boring to them usually leading them to become passive in their learning which can hinder their academic performance and their overall learning experience. There are many studies that have found that students generally struggle to be motivated such as Meto and Tashi (2024)'s study which supports that the lack motivation and engagement is one of the major factors that hinder the language learning process especially with the development of technology.

## 1. Statement of the Problem

Gamification isn't as widely used when it comes to education and especially language learning. It is applied in different contexts in order to increase motivation and engagement but its general effects need to be studied further.

In our context, students at Chadli Bendjedid University El Tarf, as other EFL learners, students struggle with staying motivated and engaged in their studies. Gamified learning may offer a great avenue for learners to stay motivated and engaged in their classes.

## **2. Aims of the Study**

This study aims to check the effectiveness of gamification in increasing the motivation and engagement of students in language learning and if it should be used more or less in EFL classrooms. It also seeks to unveil any ambiguities when it comes to gamification and motivation itself.

## **3. Significance of the Study**

Motivation is one of the many obstacles students face with throughout their learning process. Allowing this issue to remain present, will lead to a complete disinterest in language learning and thus it affects their development and overall academic performance. As previously mentioned, this study intends to investigate gamification and the possibility of it being one of the solutions to the lack of motivation and engagement.

## **4. Research Questions**

This research tries to find convincing answers to the following questions:

**Q1:** Did students ever experience gamified learning in their EFL classroom?

**Q2:** Do students feel more motivated when their learning is gamified?

**Q3:** are there any negatives of gamification?

## **5. Research Hypotheses**

Following the research questions, we hypothesize that:

**H1:** EFL learners did experience gamified learning.

**H2:** Gamification helps in increasing students' motivation.

**H3:** Gamification can have some negatives.

## **6. Methodology**

### **6.1. Data Gathering Tools**

To check the validity of the hypotheses and provide an answer the research questions, the present study follows the descriptive method which tends to see to what extent gamification is effective. In order

to gather data we have provided a questionnaire to both teachers and students to gain more insights about their experience with gamified learning and their opinions about it.

## **6.2. Population and Sampling**

The sampling process was made by a random selection of the subjects; a questionnaire was given to 45 students and 10 teachers before they start their learning session. The choice of the participants was not done randomly; however, they were selected because they are not completely new to studying EFL (second year) and the sample size would be larger for a more diverse set of opinions and a more valid data sample, as for the teachers we picked different teachers who teach different modules for the same reasons.

## **7. Organization of the Study**

The present study opens with a general introduction which introduces the topic, the statement of the problem, the aim and the significance of the study, the research questions and hypotheses, the research design followed by the organization of the study and the limitations.

Chapter one, entitled *A General Overview of Gamification and its Effectiveness in Increasing Motivation and Engagement*, is devoted to the review of the literature explain what gamification is, its history and its elements. It also covers how gamification was used in teaching/learning as well as how technology has affected it and its implementation. The chapter also deals with motivation, what it is and its types. Finally the chapter concludes with the negatives of gamification and an overall conclusion.

Chapter two, entitled *Methodology and Data Analysis*, is devoted to the methodology used in this research. It presents the research design and the analyses of the data collected from the teachers and students' questionnaires and ends with the discussion of findings.

Chapter three, entitled *Discussion and Recommendations*, discusses the research hypotheses and provides some implications of the research findings, recommendations and suggestions for further studies. The research ends with a general conclusion to the study where a set of summaries of the main findings and ideas for future studies are presented.

## **8. Limitations of the Study**

The limitations of this study were in terms of the population, i.e. the students' and teachers' questionnaires as unfortunately, some of them skipped many questions mainly those that require justifications. Another limitation is the lack of sources specifically for gamification in language learning and the repletion of ideas and concepts in different sources.

## **Chapter One**

# **A General Overview of Gamification and its Effectiveness in Increasing Motivation and Engagement**

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## **Chapter One**

# **A General Overview of Gamification and its Effectiveness in Increasing Motivation and Engagement**

## **Introduction**

This chapter offers an exploration of gamification. It will contain a general definition of the term, its history and elements. It will also elaborate on the use of gamification in language learning as well as its evolution and possible future uses with technology. This chapter also aims to define motivation itself and how gamification affects it concluding with some negative effects of gamifying activities.

## **1. General Information on Gamification**

### **1.1. Gamification Definition**

Gamification is the process of turning an unrelated field or profession into a game or game like. It is defined by Deterding et al as an informal general term for the implementation of video game elements in an unrelated system for the sake of improving user experience and increasing engagement (2011, p.2). The term game also implies these situational components; a goal to be achieved with limiting rules to achieve it as well as feedback and information to progress towards the goal. The participants also do this process voluntarily (Sailer et al 2013). Gamification is used in many fields such as business and education. For the sake of improving sales and promoting competition, some companies use it for to motivate their workers and create competition between them. Zichermann and Cunningham also define the term as involvement of game thinking and mechanics in order to engage participants in problem-solving (2011). Game

thinking is an innovative way to push workers and learners to improve and master their field. Gamification is mostly used for a better user experience. When it comes to education, generally gamification is loosely implemented by teachers and is outright neglected from the pedagogical curriculums in most cases.

## **1.2. The History of Gamification**

The first appearance of gamification was in 1980 when Richard Bartel developed Multi-User Dungeons at the university of Essex in England. A MUD is a large multiplayer text-based domain which later inspired the creation of virtual environments such as Second Life. The point of Bartel's creation was to create a gamified collaboration platform and turn work into a game (Khaitova ,2021). The process eventually spread and is now used in different fields like in companies and teaching.

## **1.3. The Elements of Gamification**

There are many elements that make up games; some of these elements are used depending on the field and goals of the gamification process. According to Kapp (2012) game elements can be divided into three categories; game mechanics, game dynamics or aesthetics and game thinking.

### **1.3.1 Game Mechanics**

Game mechanics are what makes a game functional and are the foundational building blocks of any game. These can be in the form of the required actions, interactions and behavior to be taken to participate in it. Game-based mechanics can include the use of badges, points, leaderboards, progress bars, goals or challenges, a storyline, or immediate feedback (Kapp,

2012). Rules are also very important to keep the game functional. Other elements that fall into this category are a point system, progression, level and leaderboard which help in the organization of the participants. One of the main elements as well is the challenges as the goal of the participants is to conquer and overcome them.

### **1.3.2 Game Dynamics**

It refers to the psychological and emotional factors of a game. These are what make the participants motivated to participate and complete the game. This can be in the form of a direct incentive such as a reward or an achievement. They can also be linked to the participants themselves such as competition, status and self-expression. Kapp (2012) argues that a well-designed experience is imperative to engage the learners and make them more willing to partake.

### **1.3.3 Game thinking**

It is about having the mindset to treat non-game activities into games. "Thinking about an everyday experience like jogging or running and converting it into an activity that has elements of competition, cooperation, exploration, and storytelling" (Kapp, 2012, p. 11). This element requires a shift in perspective from the teacher and learner as well as a change in curriculum and possibly time management.

## **1.4 Gamification and language learning**

When it comes to language learning, students face a lot of issues, one of them being motivation. A teacher's assignment can be boring and tedious especially for students who struggle with staying focused on a task that is inherently not engaging to them i.e students who are neurodivergent. "Gamified strategies to enhance attention, retention, and recollection are

particularly beneficial for ADHD learners who struggle with their working memory and attention regulation” (Jamelia. 2023). Developing language skills can be akin to progressing and learning new skills or leveling in videogame as each lesson builds on the other offering long term linguistic growth. It can also be seen as a puzzle for the students to solve using syntax and semantics as pieces. Language can also be considered a multi-player experience as it requires more than one person for its usage. In a group setting, students can work together in completing the task or finishing/beating the game and by working together using the language to archive the goal of the game it also helps them in developing their communication with their peers. The application of gamification in education is a complicated step by step process for a teacher to use. Educators generally follow a five-step model which is highlighted by Wendy and Dilip (2013).

#### **1.4.1 Understanding the Target Audience and the Context**

In order to apply gamification in teaching, the teacher must get a good idea of their students’ age, abilities, learning style and skills. They also need to be aware of who they are as people to design a game that is tailored specifically for them. They also need to be aware of the context and aspects such as the number of students and the time frame of the session. These factors must be taken into consideration as they can affect the goal and might hinder it if not kept in mind.

#### **1.4.2 Defining learning Objectives**

It is imperative for the teacher to set their main goal before creating a game. Their goal is different from the students’ one as all the students are concerned with is beating/completing the game while the teacher is concerned with them learning and improving. Teacher’s objectives can

be divided into general instructional goals such as completing a task or assignment, specific learning goals that can involve but are not limited to understanding a concept and increasing their knowledge about it and Behavioral goals such as pushing students to concentrate more. These goals can be used in the same program in different sessions.

### **1.4.3 Structuring the Experience**

In this stage, the teacher focuses on dividing the experience into different stages or parts. This is used to give students a game-like experience with each level and for the instructor to judge the objectives. These stages are considered as milestones and are like levels in a game, treating the completion of it as an accomplishment as it's good for the player experience.

### **1.4.4 Identifying Resources**

The teacher needs to recheck the available resources for each stage such as the currency used, and the amount acquired for each stage. They also need to check the rules applied and their clarity as well as checking if the system gives enough feedback to the teacher and student. This preparation is also integral as the different resources can change depending on the game i.e. in some cases, if the teacher wants to determine each student's overall level, it is preferable if the currency for each level decreases in order to create a close score between high-scoring students for the sake of better competition. Kathrine and Craig (2018) found that generally, leaderboards and point systems are very effective in prompting competitiveness with immediate feedback.

### **1.3.5 Applying the Gamification Elements**

The instructor checks and thinks about which elements are most suitable for each stage. The choice of each element would depend on the context and students themselves. In some cases, the use of a point system is better than levels. In this step the teacher's flexibility is tested as they need to make sure the process goes smoothly without disruptions such as cheating.

## **1.5 Gamification and Technological Advancement**

### **1.5.1 Gamification and Virtual Environments**

With the rise of technology and video games, the application of gamification became easier and easier for teachers. This has been seen with the metaverse high school as AOMINEXT, a Japanese Virtual Reality (VR) and metaverse developer, announced that there will be collaboration between it and Yushi International High School. Students will be able to attend the school remotely using custom Three-Dimensional (3D) customizable avatars and graduate with regular high school diplomas (Amber ,2024). This project is a revolutionary method of education as students will attend directly from home and will not fear judgment as they can customize it to their liking. With VR the possibilities are endless as the instructor can modify the classroom environment with just a command. For example, while teaching vocabulary related to banking the teacher can change the environment to a bank, allowing the students to have an immersive roleplaying experience thus gamified learning. Massively Multiplayer Online Role-playing Games (MMORPGs) could also be considered a good way of applying gamification in second language learning. "MMORPGs have gained considerable attention from language researchers and that certain games display qualities which align with what second language acquisition theories deem essential for L2 learning" (Yaşar, 2018). Yaşar

argues that players in an MMORPG engage in collaborative problem-solving activities, so these games have a strong connection to different language learning theories.

### **1.5.2 Mobile-assisted Gamification**

Mobile devices like tablets and phones are almost an extension of people's bodies as they are digital natives. This extension can be a very valuable tool for teachers, especially for language learning. Instructors can use them to set up games or use different applications in order to achieve their pedagogical goals. "For teachers, the adoption of mobile games in their classroom practices may minimize issues related to limited teaching time and provide students with more opportunities to self-learn, practice, and produce language outputs" (Abdul Rahmah et al .2021). Different applications can be used for in or out of class learning for improvement an example being Duolingo which is excellent for second language learning as Steve (2024) elaborates "Duolingo gets you to do a series of gamified language learning tasks, such as translating words and phrases back and forth, listening to a phrase and typing what you hear, pronouncing target language words into your phone's mic or building sentences in your target language". Other examples of apps would be; Class Dojo, Languagenut , Brainscape and Socrative. These apps lighten the load on teachers in teaching different aspects of the language such as vocabulary and offer a simple way of applying gamification in or out of the classroom environment.

## **2. Motivation**

### **2.1 Motivation Definition**

Motivation is defined as the willingness of people to participate in an activity or process. Ryan and Deci (2000) explained that for a person to be motivated is to feel an impetus or

inspiration to act. Since motivation is an abstract concept and there are several factors that affect it, there are many researchers that studied it in different fields. “Motivation is a topic of interest to researchers in a variety of fields including psychology, human development, education, sociology, and business. In addition, the philosophical underpinnings and orientations of researchers vary, even within the field” (Diana, 2014)

## **2.2 Gamification and Motivation**

When are people asked; “why they play games?” the general answers would be in the lines of; “Because they are fun”. Researchers however, found that games generally motivate the players to play them. This has been refined in the gaming industry to keep players motivated to play and buy games. Businesses even created the live service model where the game offers a continuous stream of content over time. In essence companies have a good understanding of what keeps players motivated to play their games and spend money and time on them. In order to apply gamification to increase students’ motivation, the teachers must know how games themselves motivate their players. Motivation itself can be divided into intrinsic and extrinsic motivation.

### **2.2.1 Intrinsic motivation**

Intrinsic motivation is the willingness to perform a task, activity or process for personal reasons such as enjoyment, competitiveness or self-improvement. “Intrinsic motivation is the motivation to do something for its own sake, for the sheer enjoyment of the task itself” (Beth et al, 2015). An example of intrinsic motivation would be the conquering of a difficult task or activity. The student didn’t get a reward but the satisfaction of completing the task is an intrinsic

motivation. Because it's tied to learners themselves, teachers cannot motivate students directly with this, but they can help them develop it with time.

### **2.2.2 Extrinsic Motivation**

It refers to performing a task or activity to gain something or acquire a reward. Lisa (2016) defines it as the performance of a task is reliant on acquiring the outcome of it and is separate from the process itself. In gamification, this can be in the form of rewards for completing or participating in the game. A teacher can offer extra points or any object of value to students like candy for elementary students to motivate them.

### **2.2.3 Intrinsic vs extrinsic motivation**

Although on the surface, extrinsic and intrinsic motivation may seem unrelated to each other as the source of each is different, they both affect each other. Mark and David (1973) found that for children when receiving the same reward for completing a task, their intrinsic motivation declines. They also found that having an unexpected reward increased their overall willingness and enjoyment of the activity (p135-136). The study shows that managing extrinsic motivation isn't as easy as just giving rewards randomly and both intrinsic extrinsic motivation work hand in hand. Direct positive feedback or compliment can also be considered as an extrinsic reward that helps in increasing intrinsic reward and this works for all ages.

### **3. The Negative Effects of Gamification**

The application of gamification can have some negative consequences especially if it's not applied correctly. Thiebes et al (2014) found many issues that the game designer might run into. These issues include; declining effects over time, the possibility of the participants finding a way to cheat, the participants' privacy and the consequences of its removal in a short-term use as it could lower their motivation if it's removed. Most of the problems Thiebes et al have found are mostly related to the electronic or online application of gamification. Andrade et al (2014) state that gamification in education can cause forced or undesired competition as low-performing students might feel forced to participate in a lost game and lose self-confidence which can decrease their overall motivation. They might also grow dependent or reliant on the process as games are addictive which will lead to lack of attention if the process is not gamified for them, and they will not be willing to perform in anything that isn't a game. Off-task behavior might also be an issue as the student's goal might shift to always finishing the game or getting a higher score than learning.

### **4. Conclusion**

As a conclusion, this chapter stated and reviewed the literature on Gamification and how it affects motivation and engagement. We also delved into the elements of gamification, how it was used with technology and how it helps with language learning. We also saw the two different types of motivation and how to target them both using gamification and the overall negatives of implementing gamification in a classroom environment.

## **Chapter Two**

### **Methodology and Data Analysis**

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## **Chapter Two**

### **Methodology and Data Analysis**

#### **Introduction**

This chapter is the practical part to bolster the literature review provided in chapter one. It involves the methodology used to answer the research questions, the research design and the means and procedures of the research. This chapter also aims to analyse the quantitative and qualitative data gathered from the questionnaires. The final part of this chapter deals with discussion of the results obtained regarding the research questions and hypotheses.

#### **2.1. Research Location**

This research was conducted at Chadli Bendjedid University- El-Tarf in Algeria analysing the effectiveness of gamification on motivation and engagement.

#### **2.2. Population and Sampling**

The sampling process was made by a random selection of the subjects in order to get unbiased data. The participants of this study are 45 second year students from the English department at Chadli Bendjedid University in the academic year 2023-2024. In addition to the students, ten (10) teachers from the same department have been selected to answer a questionnaire about the effectiveness of gamification in increasing motivation and engagement. .

#### **2.3. The Research Instrument**

In order to gather data for this research, we used only one instrument which is a questionnaire.

### **2.3.1. Questionnaire**

#### **2.3.1.1. Students' Questionnaire**

In order to gauge the effectiveness of gamification on the students' motivation, a questionnaire has been designed and administered to 45 second year EFL students at Chadli Bendjedid University El Tarf during the second semester of the academic year 2023-2024.

The questionnaire comprises 18 questions mixed of multiple-choice questions and text box questions in order to allow the students some freedom to express their thoughts and justifications when needed in addition to yes or no questions. The questionnaire is split into three sections, each section includes questions that lead and prepare for the next section to collect data in a more organized approach.

#### **Section One: Gaming Profile**

This section attempts to create an overall profile of the students' interest in games and their preferences by asking them about how often they play games, what type or genre of games they play, in what platform do they play games and why are they motivated to play them.

#### **Section two: General knowledge of gamification and learner's experience**

This section attempts to determine the students' general knowledge of gamification, if they ever experienced it, their opinion on that experience, what mechanics and elements they partook in and how effective it they were.

#### **Section Three: Students' Opinions on gamifying language learning**

This final section attempts to ask students about their opinion on the implementation of gamified learning, what games would be optimal for learning, what mechanics they think are the best, if they are with or against the use of technology in gamified learning and an open ended question of what mechanics and elements should their teachers apply more.

Students were very willing and glad to help and answer the questionnaire, they were also very interested in the topic and distributing the papers did not take much time as they were given during the break between their sessions. Of course, not all the students understood the questions easily as they were not familiar with the term "gamification" so it was necessary to give a brief explanation so that they can

comfortably answer. Students' answers were different in terms of details given and accuracy, some answered very briefly when justifying, others skipped a question or two but most of them gave very detailed answers to all questions.

#### **2.3.1.2. Teachers' Questionnaire**

The investigation includes a sample of ten (10) EFL teachers from the same department. Not all teachers have taught using before but they were willing to provide their input. Teachers were expected to give accurate responses about the effectiveness of gamifying the teaching process. Just like the students' questionnaire, the teachers' questionnaire is divided into three sections, each section includes questions that lead and prepare for the subsequent section.

##### **Section One: Teacher's experience with gamification**

This section attempts to ask teachers about their teaching experience with gamification, their opinion on its implementation, if they want to apply it or not, if they think it increases motivation and the limitations they did or will face in its implementation.

##### **Section Two: Teacher's perspective on gamification**

The second section aims to know if games could be a great tool for teaching especially for people with mental disabilities, if technology would help in applying gamification and how the students are generally motivated. The teachers were also asked to provide their perceived negatives of gamifying education.

##### **Section Three: Future implementation of gamification**

The final section of this questionnaire attempts to ask teachers about their way of apply game mechanics in their work, their opinion on already applied gamified schools, if other teachers would be open to the idea of gamified teaching and they were asked to provide tips and advice fro future implementation of gamification.

Distributing the questionnaires was time consuming; not all teachers were available throughout the week, some teachers refused to take the questionnaire while others had to take it home and deliver it few days after taking into consideration their busy schedule while others have gladly answered right away. The gathered data was different from one teacher to another, not all of them answered all the questions and some justified with very brief words while some others were very detailed in their answers which was beneficial for the study.

## **2.4. The Research Design**

This research used a descriptive design, it centers the process of gamification and it's effectiveness in increasing motivation and engagement. A descriptive approach was followed in this study because the phenomenon being studied is mainly based on opinions and observations.

## **2.5. Data Analysis**

After collecting data, it was analyzed, organized and arranged using tables and figures. Each question has its own table and figure in addition to a comment on each result found for each question. Open-ended questions were the only questions that did not have tables or figures as it was not possible to quantify their answers

### **2.5.1. Analysis of the Teachers' Questionnaire**

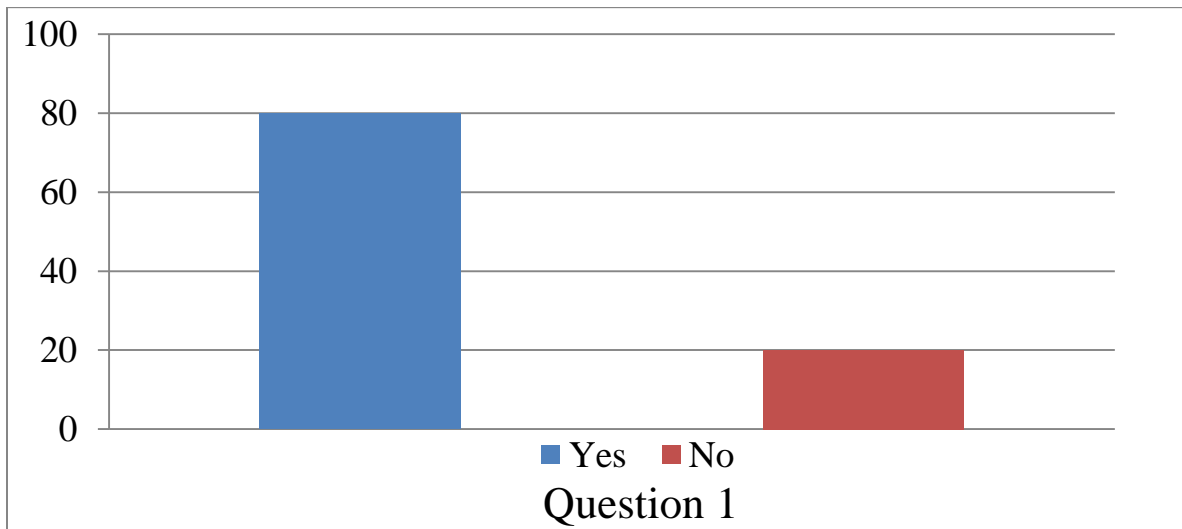
After collecting all 10 of the teachers' questionnaires, we collected the data showcased bellow presented in the form of tables with figures and paragraphs from the questions that could not be quantified (qualitative data).

**Question 1: Have you ever wanted to gamify the teaching/learning process?**

Table 1:

*Teachers' Desire to Implement Gamification*

Options	Yes	No	Total
Percentage	80%	20%	100%
Population	8	2	10



*Figure 1: Teacher's Desire to Implement Gamification*

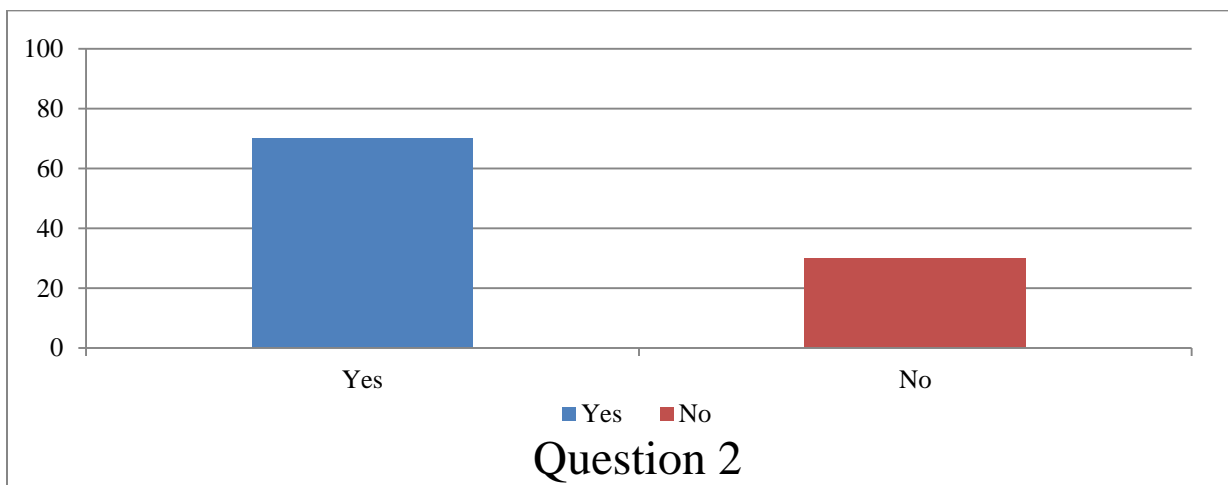
From the data collected, only 20% of teachers never had the desire to gamify the teaching/learning process which could be due to their lack of knowledge and experience on the topic or they simply believe that gamifying teaching is not worth the time and effort put in. They could also be against the use of games as a medium for education. However, the other 80% wanted to gamify their teaching which could be for a number of reasons like the evolution of technology or the overall increased exposure to games both for teachers and students.

**Question 2: Have you ever implemented game mechanics in your curriculum?**

Table 2:

*Teachers' Previous Implementation of Game Mechanics*

Options	Yes	No	Total
Percentage	70%	30%	100%
Population	7	3	10



*Figure 2: Teacher's Previous Implementation of Game Mechanics*

From the data gathered, we can see that 70% of teachers have implemented game mechanics previously, suggesting that they have some experience and familiarity with the gamefication process. However, the other 30% did not implement any game mechanics in their teaching which could be due to their teaching modules as they don't see the use of such mechanics as useful or they simply aren't interested in implementing games mechanics in their teaching.

**Question 3: If yes what game mechanics did you implement?**

Out of the seven teachers who answered the previous question with yes, only four answered this one. From their answers we can gather that they mainly used four mechanics which are: resource gathering, storytelling, crosswords and puzzle solving. These mechanics are common and familiar to most people so using them for students is optimal and not recourse intensive as any teacher can implement them without requiring any resource besides time. The simplicity of these mechanics might also be a factor from the teachers using them as they aren't really hard to implement thus less preparation on the teacher's end which is good because their schedules might be packed already and implementing such mechanics will give them breathing room for students and teachers as both get to have an enjoyable experience.

**Question 4: Did the implementation of gamification increase the student's motivation and engagement?**

**Table 3:**

*Teachers' with Gamification and its Effect on Motivation*

Options	Yes	No	Total
Percentage	100%	0%	100%
Population	10	0	10

All of the teachers answered yes to this question suggesting that teachers believe that gamification indeed helps with increasing students' motivation and engagement even for those teachers who didn't use it that much in their curriculum. Some teachers also added comments next to it as they believe that it should be implemented more and this method could have a lot of

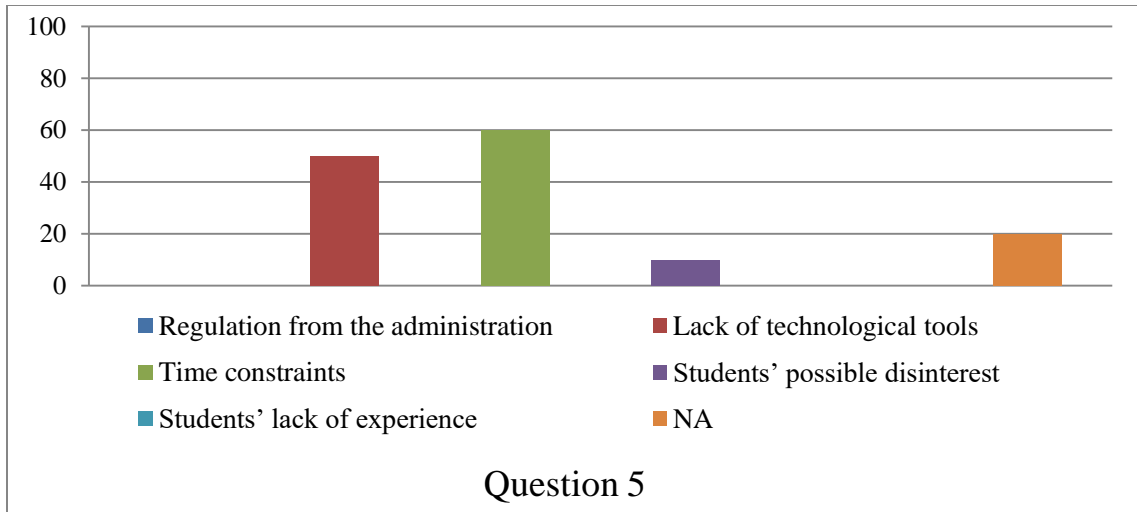
potential with the newer generation of students as they are born in age where games are a growing medium of entertainment and day after day more and more people get into them and are becoming the norm so with the changes that happen in society overtime so does the teaching methods should evolve and capitalize on the change for a better teaching/learning experience.

**Question 5: What limitations have you faced in implementing gamification?**

Table 4:

*The Limitation of Implementing Gamification*

Options	Percentage	Population
Regulation from the administration	0%	0
Lack of technological tools	50%	5
Time constraints	60%	6
Students' possible disinterest	10%	1
Students' lack of experience	0%	0
NA	20%	2
Total for each answer	100%	10



*Figure 3: The Limitation for Implementing Gamification*

Based on the data, we can see that teachers don't consider regulation from the administration and students' lack of experience as a problem in implementing games in teaching. The two major issues seem to be time constraints and lack of technological tools with 60% and 50% of teachers selecting them. Only one teacher (10%) believed that student's disinterest is an issue which is valid and two other teachers did not answer at all.

**Question 6: Do you believe that games can be a great medium to teach languages?**

Table 5:

*Teachers' perspective on games as a medium for teaching languages*

Options	Yes	No	Total
Percentage	100%	0%	100%
Population	10	0	10

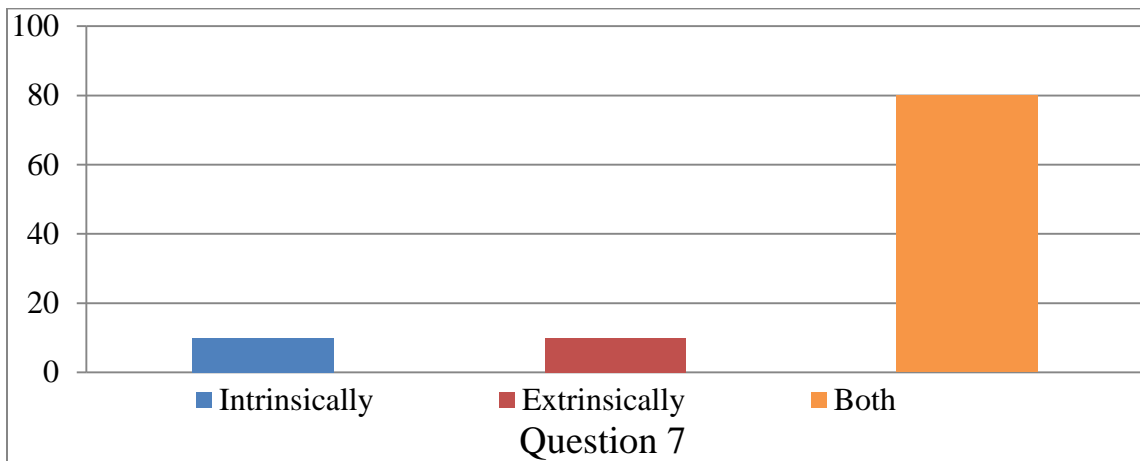
All teachers answered with yes, they consider games as a great medium for teaching languages. This could suggest that they are open to seeing games implemented and in teaching languages specifically or in general.

**Question 7: Do you think that gamification would help students with mental disorders like Attention Deficit Disorder (ADD)?**

Table 6:

*Teachers' Thoughts on Using Games for Students with Mental Disorders*

Options	Yes	No	NA	Total
Percentage	70%	10%	20%	100%
Population	7	1	2	10



*Figure 4: Teachers' Thoughts on Using Games for Students with Mental Disorders*

We have found that 70% of teachers think that games can facilitate learning when it comes to students with mental disorders such as ADD. While only one teacher (10%) answered with a no, they did add a comment that they didn't answer with a yes because they aren't a

specialist or know a lot about the field of mental health. There are also two teachers who did not answer the question.

**Question 8: Do you consider applications like Duo-lingo and Class Dojo can be used to engage students more in their learning process?**

Table 7:

*Teachers' Thoughts on gamified learning applications*

Options	Yes	No	Total
Percentage	100%	0%	100%
Population	10	0	10

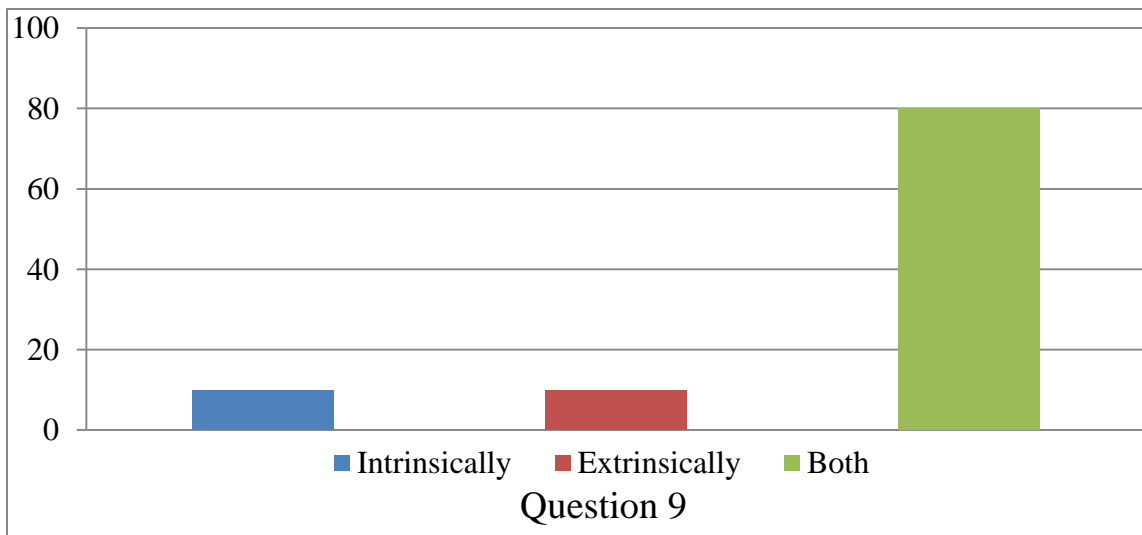
It seems that all teachers agree that gamified applications such as Duo-lingo and Class Dojo can be used in teaching as they can engage the students more in the process of learning the language. Based on that, the use of technology can be really beneficial for students as they can learn and use the application inside and outside the classroom and the teacher can implement games easily through them as well as providing them with assignment through the applications and make the overall process more enjoyable and engaging. It also seems that teachers see the potential of using such apps as it allows them to integrate new methods with the generational changes.

**Question 9: Do you think games can help in motivating students intrinsically or extrinsically?**

Table 8:

*Thoughts on How Students are Motivated*

Options	Intrinsically	Extrinsically	Both	Total
Percentage	10%	10%	80%	100%
Population	1	1	8	10



*Figure 5: Thoughts on How Students are Motivated*

From the data, we can see that an overwhelming majority of teachers think that students are motivated both intrinsically and extrinsically while one teacher believes that students are motivated only extrinsically (10%) and the other believe that students are exclusively motivated intrinsically (10%).

**Question 10: What are the negatives of gamification in your opinion?**

Only seven out of the ten teachers who answered this questionnaire provided an answer to this question and from their responses, we have found that teachers mainly have five negative points against the use of gamification. The first point which goes along with the previous question, is the time constraints as teachers' syllabi are already full and implementing games will require a lot of time. The second point is that implementing games is somewhat new and would require a lot preparation and training on the teachers' part. Thirdly, teachers are afraid that students might grow a dependency on rewards and would not feel motivated at all without them. The fourth argument is that games might create an environment where extroverted students thrive more than introverted learners, thus enlarging the gap between them in learning and participation. The final point is that using gamification might cause excessive unhealthy completion in the classroom; students could feel more pressured to compete when they wouldn't want to and the whole purpose of using games might backfire.

**Question 11: If given the opportunity, how would you gamify your lessons/curriculum?**

From our sample, we have observed that respondents want to apply it at least once a week using a variety of games like storytelling as well as using quests and challenges and selecting specific games to achieve teaching goals with specific roles. They also want to integrate whatever tools and apps that help students' motivation and their and increase their overall competence. They also want to apply gamification to foster friendly competition through group challenges and create a story line or narrative that ties lessons together. Additionally, they want Assign points for completing tasks, discussions and participating. Teachers also want to divide the lessons into stages and levels that students can advance through by completing certain

objectives and challenges. Some would like to divide lessons between theory and apply games in the practice to provide instant feedback. Other teachers also argued that depending on the level of students and the module, the games should be applied accordingly. Other teachers argued that they should just make a special session for applying gamification. These were a collection of responses from eight teachers (80%) as two (20%) did not answer the question.

**Question 12: Recently in Japan, a virtual game school was created, and it offers real high school degrees. What is your opinion on it?**

From the data gathered, one of the teachers (10%) did not answer and three others (30%) did not give a solid/concrete opinion on it so they didn't comment or provide their opinion. The other teacher (60%) provided positive and negative comments.

When it comes to the positives teachers argued that It makes the process easier, more convenient and eliminates the students shyness due to their appearances, it also increases students interest in learning . Another point is that it helps with attendance as factors like the environment /bad weather (rain, snow... etc) like the covid situation as students will lean from home and stay safe. Other pointed out that with the development of technology so does teaching/learning process will evolve. Teachers also appreciate any attempt or new method to improve and develop the teaching process.

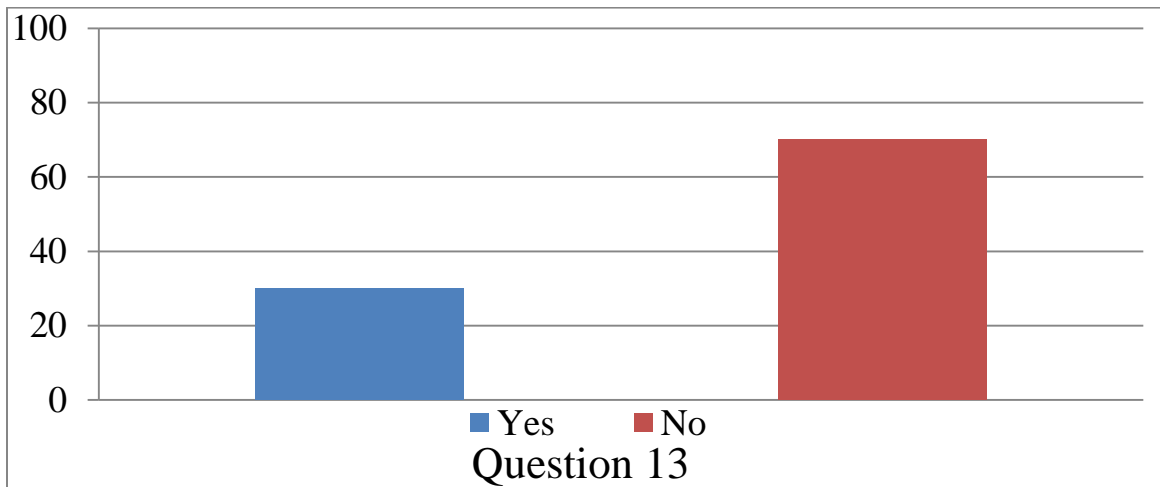
When it comes to the negatives, some teachers argue that the whole teaching process should not be gamified, only a part of it should be. It also could have side effects on learners and some problems depending on the learners' age and mental capacities.

**Question 13: Do you think that most teachers would be receptive to the gamification of education?**

Table 9:

*The acceptance of gamified education*

Options	Yes	No	Total
Percentage	30%	70%	100%
Population	3	7	10



*Figure 6: The acceptance of gamified education*

From the questionnaires, we have found that the majority teachers (70%) believe that others in the field will not accept gamified education/learning and will not be receptive to it. While the minority (30%) believes that they can accept with no problem. This could be due to teachers' seeing some colleges as not eclectic and are ridged as they're not willing to adapt and try new methods, another reason might be the lack of technological tools at the moment as the method could require technological tools to be really optimal.

**Question 14: What tips or suggestions would you offer for teachers wanting to implement gamification?**

All teachers provided an answer to this question and by reading all their answers, we have found six overall tips. The first tip is to center the whole lesson on games if you want to apply gamification, this requires a big change on how to deliver the knowledge and a restructuring of it. The second recommendation is to train and practice it, setting a clear learner and teacher objectives is also very important. The third piece of advice is to give learners time to adjust and be more acquainted with your new method as not every student is flexible and teachers should be ready for that. The fourth piece of guidance is to pick specific games and materials for your lesson and to not use any game for any goal as they should be aligned. The fifth instruction is to encourage competition and challenges to increase students' motivation and make adjustments and improvements based on student's performance and feedback. The final tip is to not let the students be over depended on rewards and to push them to develop their intrinsic motivation with their extrinsic one.

**2.5.2. Analysis of the Students' Questionnaire**

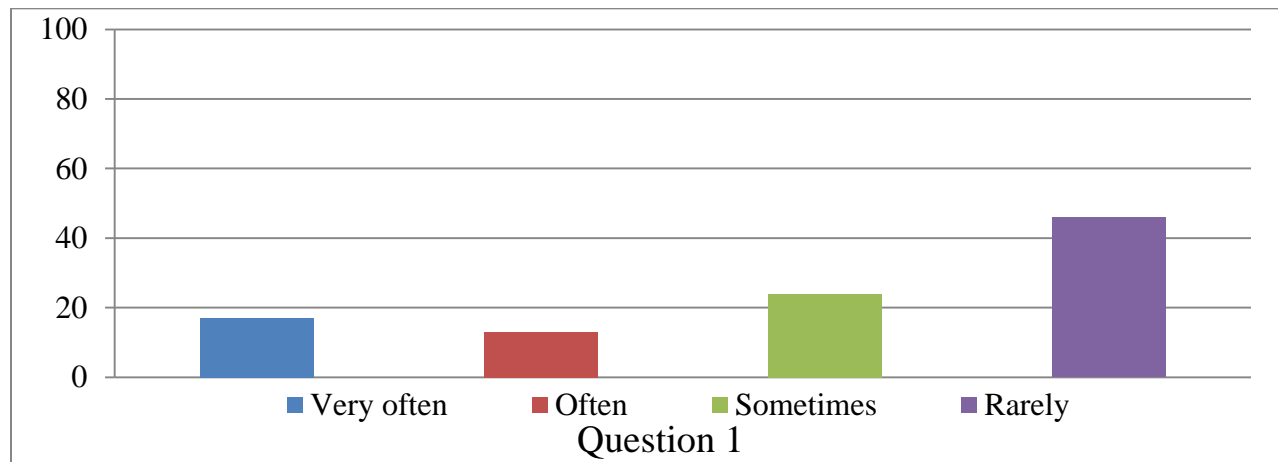
After collecting the data from all forty five students' questionnaires, the data will be shown in the tables and figures below as well as paragraphs summarizing the results of qualitative data.

**Question 1: How often do you play games?**

Table 10:

*Students' Gaming Frequency*

Options	Very often	Often	Sometimes	Rarely	Total
Percentage	17 %	13%	24%	46%	100%
Population	8	6	11	21	45



*Figure 7: Students' gaming frequency*

We can see slightly less than student half of the students rarely play games (46%) while 24% of students sometimes play games. For the other options, students who play very often are 17% and those who partake often are 13%.

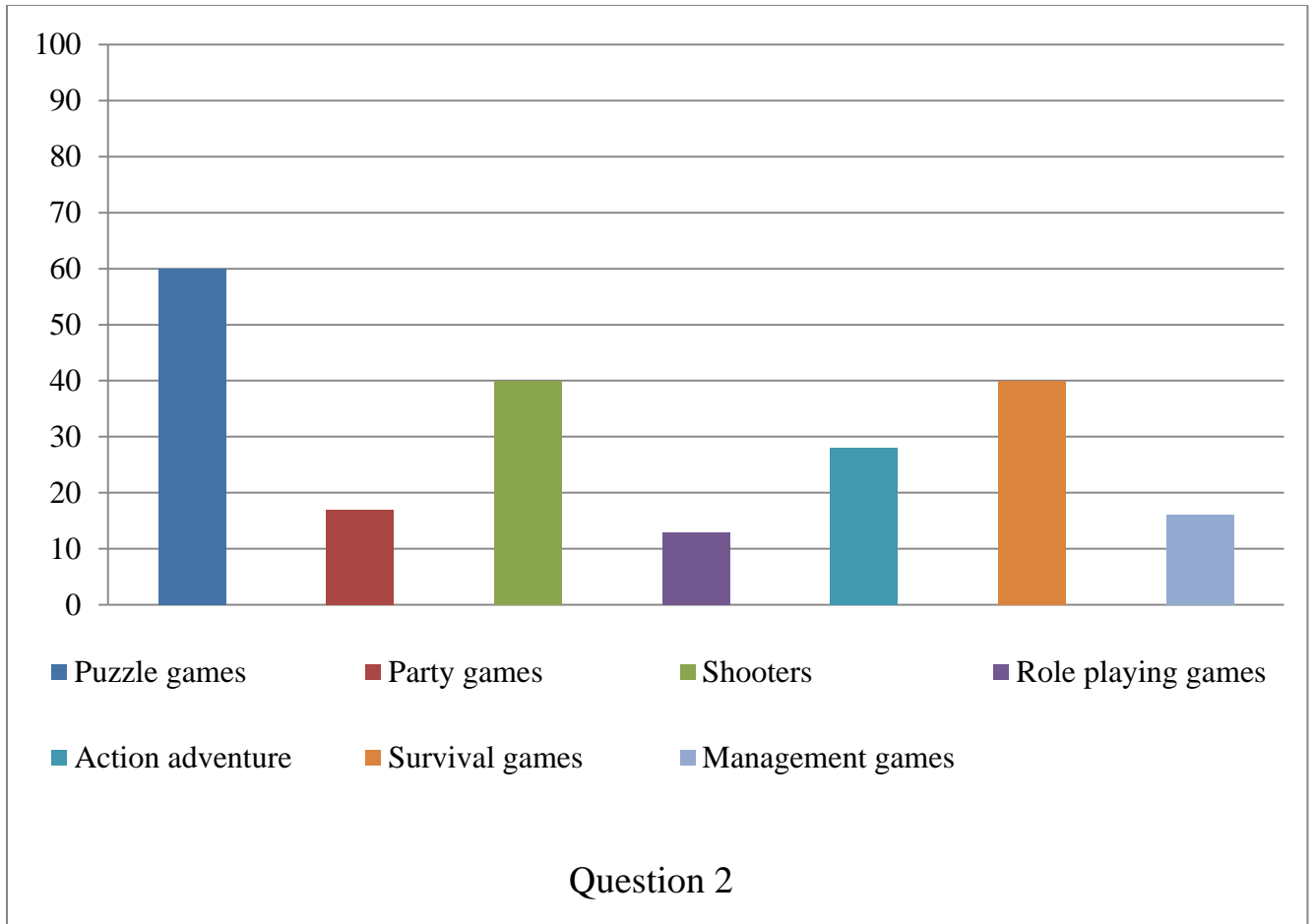
This suggests that half the students play games and are familiar with them and this could help integrate games in the curriculum more smoothly and easily making them open for gamification. Every student answered this question so at least most are somewhat receptive to the use of games in general.

**Question 2: What type of games do you usually play? (Select all that apply to you)**

Table 11:

*Students' Gaming Preferences*

Options	Percentage	Population
Puzzle games	60%	27
Party games	17%	8
Shooters	40%	18
Role playing games	13%	6
Action adventure	28%	13
Survival games	40%	8
Management games	13%	6
Total for each	100%	45



*Figure 8: Students' Gaming Preferences*

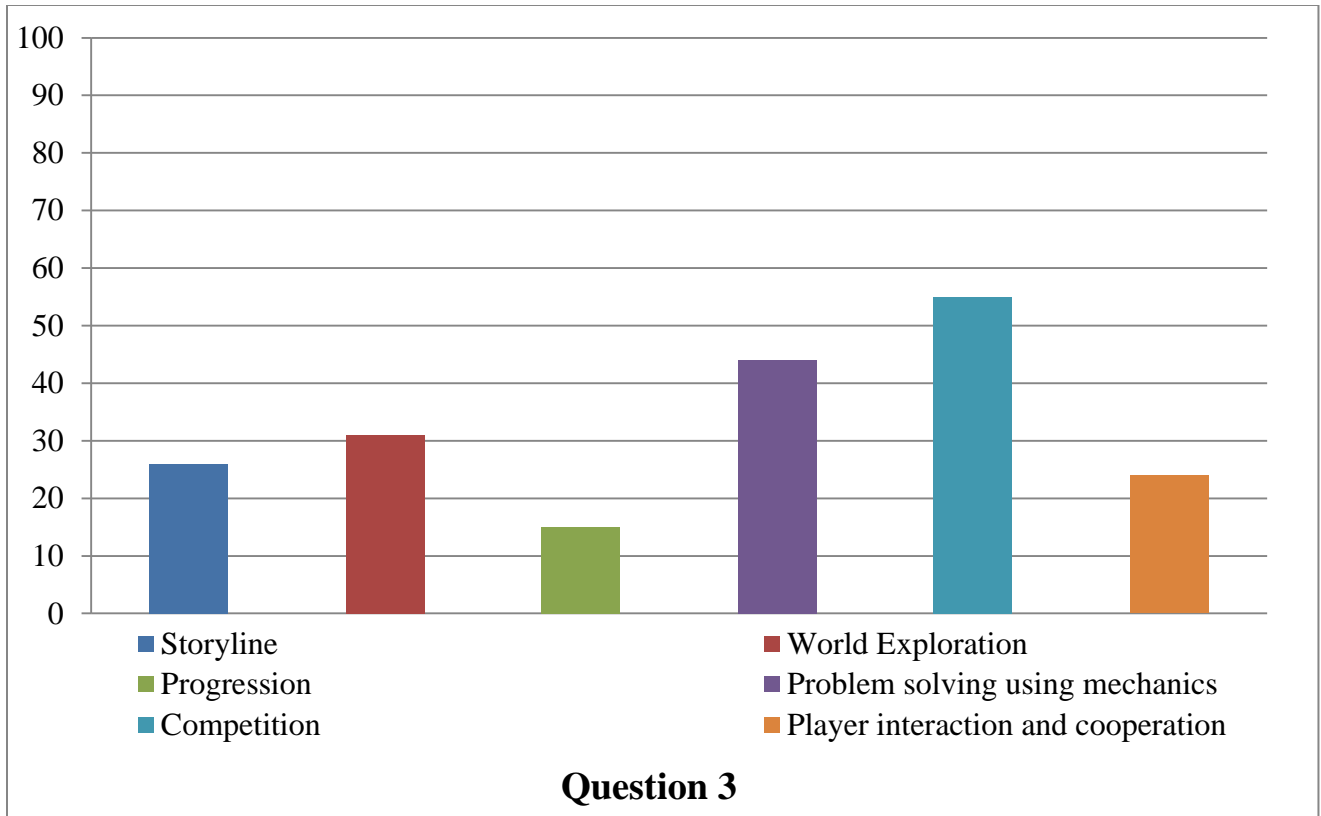
From the data gathered we can see that a majority of students (60%) enjoy puzzle games. A sizeable number (40%) of them also play shooting games and survival games. The majority of students seem to not prefer the other genres which are party games (17%), role playing games (13%), action adventure (28%) and Management games (13%).

**Question 3: What aspects of games do you find the most engaging? (Select all that apply)**

Table 12:

*Students' Engagement with Games*

Options	Percentage	Population
Storyline	26%	12
World Exploration	31%	14
Progression	15%	7
Problem solving using mechanics	44%	20
Competition	55%	25
Player interaction and cooperation	24%	11
Total for each	100%	45



*Figure 9: Students' Engagement with Games*

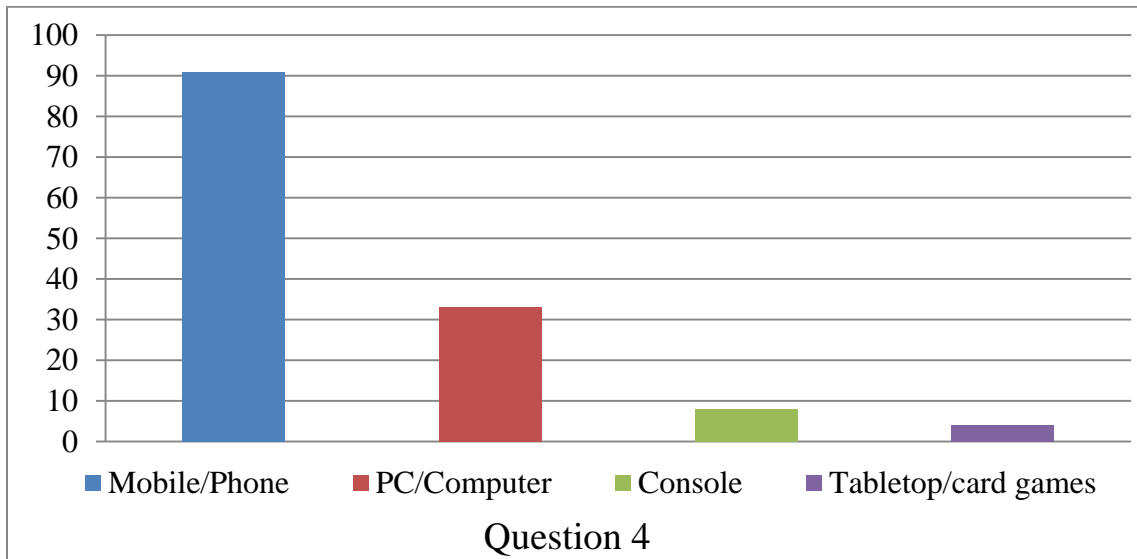
We gathered from the population we chose that more than half of the students (55%) find completion as very engaging when it comes to playing games with problem solving using mechanics being the second most engaging aspect (44%) which shows that most students like to partake and challenges and solve problems against each other for the satisfaction. World exploration, storyline and player interactions following the others in order (31%, 26%, and 24%) not being that highly chose but still important none the less. Lastly, when it comes to progression, students don't seem to find it as engaging as the others with it only seven students (15%) finding it engaging.

**Question 4: What platform do you usually play on? (Select all that apply)?**

Table 13:

*Students' Gaming platforms*

Options	Percentage	Population
Mobile/Phone	91%	41
PC/Computer	33%	15
Console	8%	4
Tabletop/card games	4%	2
Total for each	100%	45



*Figure 10: Students' Gaming platforms*

It seems that almost all students (91%) play games on their phones, this shows that mobile could be very useful to integrate gamified teaching for students as most of them are very

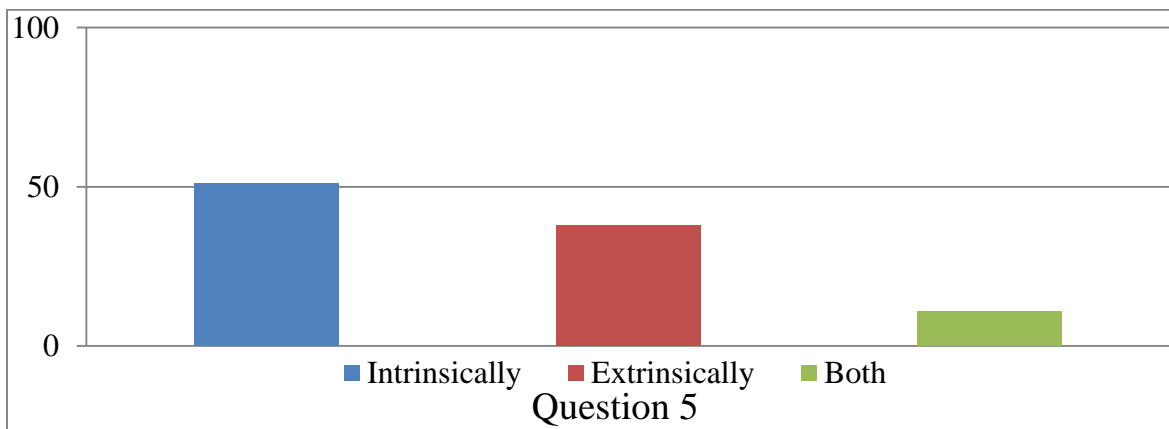
familiar with it. 15 students (33%) use computers to play games which could also be a solid avenue to for them to play games for the sake of learning. As for Tabletop/card games, it seems students don't usually play with them, only two (4%) and four (8%) use these platforms.

**Question 5: How are you motivated to play games?**

Table 14:

*Students' Gaming Motivation*

Options	Intrinsically	Extrinsically	Both	Total
Percentage	51%	38%	11%	100%
Population	23	17	5	10



*Figure 11: Students' Gaming Motivation*

It appears that students intrinsically (51%) more than extrinsically (38%). These shows an opportunity as the number of students that are motivated by getting better are slightly larger than the ones that are more reward oriented with teachers using games that focus more on becoming more skilled than with rewards. However, they shouldn't neglect rewards completely

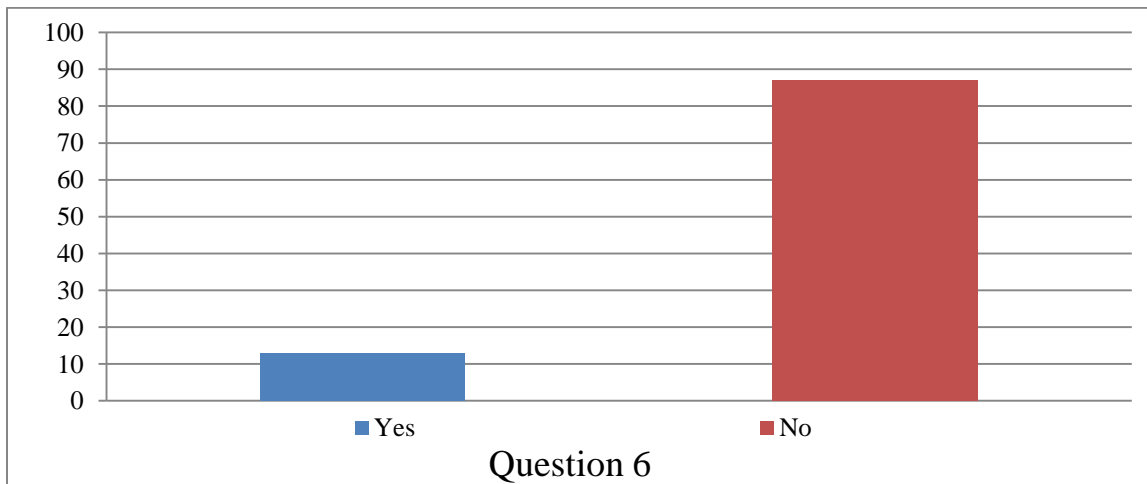
as more than a third of students are motivated by them exclusively and some of them are motivated by both (11%).

**Question 6: Are you familiar with the term gamification?**

Table 15:

*Students' Knowledge of Gamification*

Options	Yes	No	Total
Percentage	13%	87%	100%
Population	6	39	45



*Figure 12: Students' Knowledge of Gamification*

From the data collected we can see an overwhelming majority of students (87%) are not familiar or never heard the term gamification, this is not surprising as the term isn't taught to them as to them it's just playing games to learn as they might have partook in gamification and know they did. It also seems that only six students (13%) know or heard the term gamification.

**Question 7: If yes, how would you define it?**

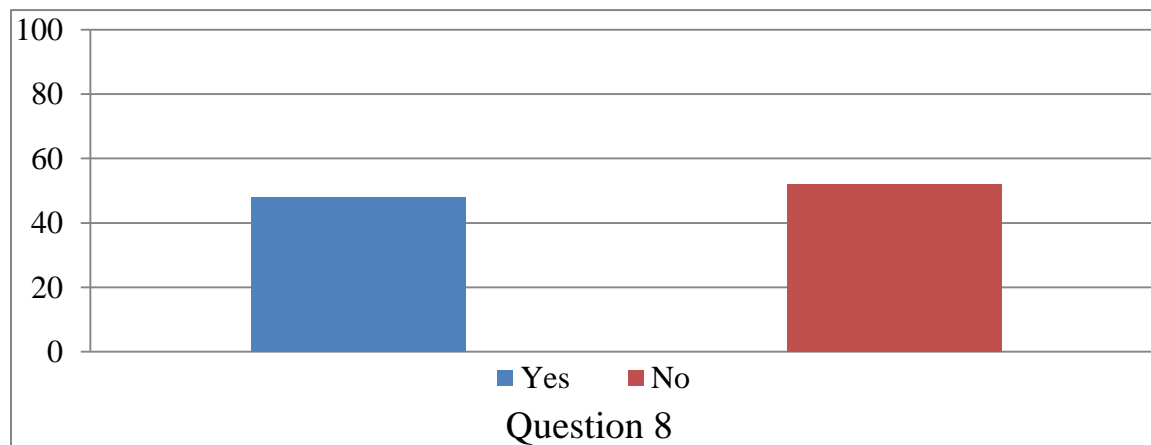
From the six students who answered the previous question, five of them provided an answer of this one. Students who defined the term according to their understanding mostly were correct as they either answered with: applying game elements to make them fun and engaging, learning through games or applying game elements in education. After explain the term to students the term after they gave back their questionnaires, most seem to understand it clearly and might have partook in it as in they are experienced with it but do not have the exact terminology or word for it.

**Question 8: Were games ever utilized by your teachers as a teaching tool?**

Table 16:

*Student’s Experience with Gamified Learning*

Options	Yes	No	Total
Percentage	48%	52%	100%
Population	22	23	45



*Figure 13: Student’s Experience with Gamified Learning*

It seems that students are almost evenly split on this question as 23 of them (52%) and answered with a yes and 22 (48%) answered with a no. This shows that half of the students have never been thought using games which could be a big issue with implementing gamification for them but the other half has experienced and they might pick up on it fast and engage in gamified learning.

**Question 9: if yes, explain how did the experience go?**

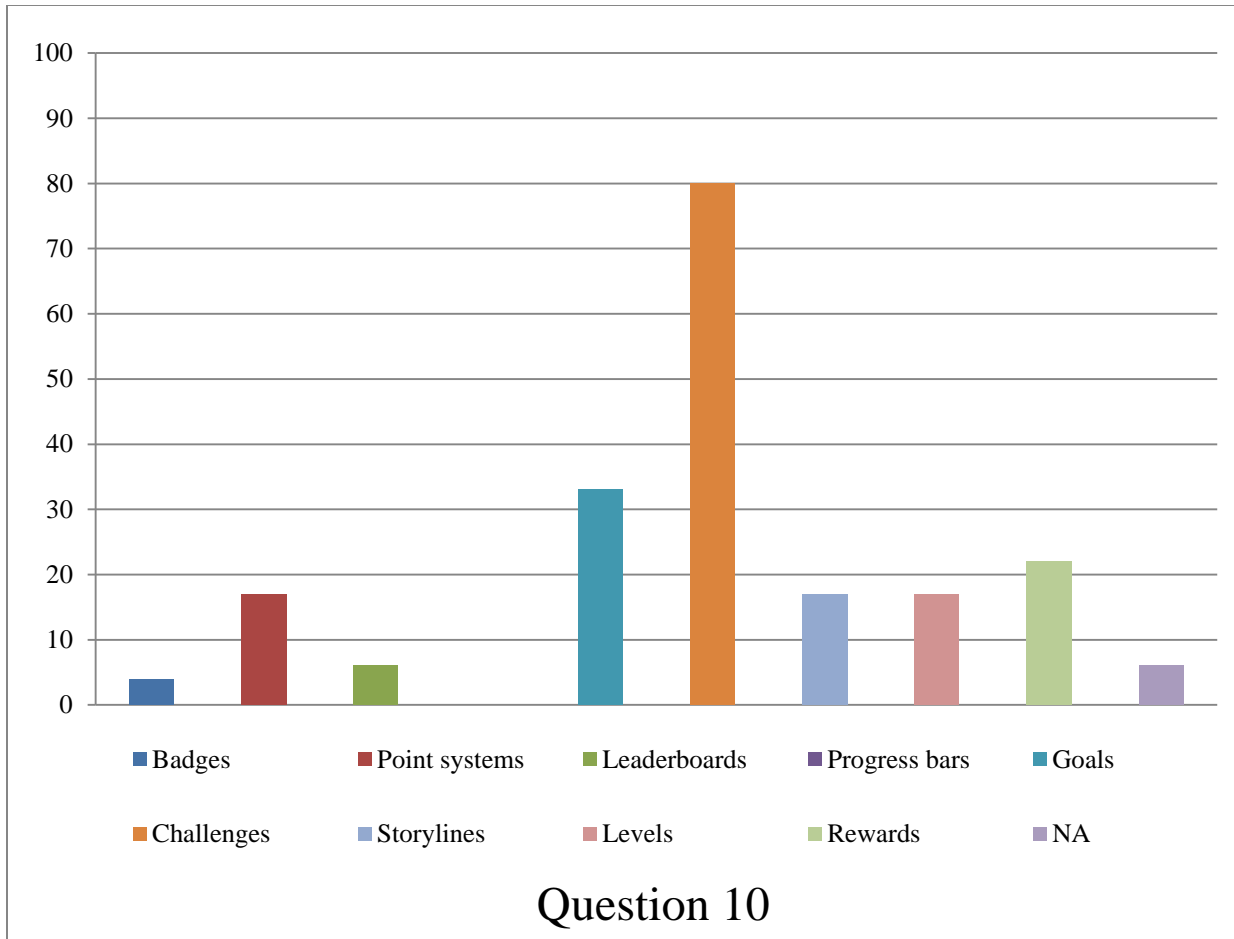
Out of the 23 who answered the previous question with yes, three did not answer this question. Those who answered this question said that it was mostly a good experience as some of them used role plays in the oral expression module, they also said it helped them gain new vocabulary and overcome psychological factors such as shyness as well as keeping them motivated to better their overall communicated competence. Some of them also participated in puzzle solving and they mentioned that it was satisfying and fun. Some of them also said that it helped them develop their language and learning skills and increased their creativity. Others wrote that it helped them learn a lot about different topics and subjects and gain new knowledge easily. Almost all of them also mention that it helped them learn the language without being bored. From their perspectives; it seems that gamified learning helped them a lot and was very fruitful and had good results on their learning and development as students.

**Question 10: What game elements/mechanics did your teacher use? (Select all that apply)**

Table 17:

*Game Elements and Mechanics Students Experienced in Learning*

Options	Percentage	Population
Badges	4%	2
Point systems	17%	8
Leaderboards	6%	3
Progress bars	0%	0
Goals	33%	15
Challenges	80%	36
Storylines	17%	8
Levels	17%	8
Rewards	22%	10
NA	6%	3
Total for each	100%	45



*Figure 14: Game Elements and Mechanics Students Experienced in Learning*

We can surmise from the data that, students were previewed to challenges a lot more than the other mechanics/elements (80%) while some experienced the use of rewards (22%) and Goals (33%). As for the other elements only few students have experience with them with point systems, storylines and levels having eight students choosing them (17%). When it comes to the other option almost none of the students faced them as leaderboards was picked by three students (6%) and badges with two (4%). Progress bars was never selected as an option which means that students never encountered it. There are three students (6%) who did not provide an answer.

**Question 11: Were there any specific moments or aspects of gamification that stand out as particularly memorable or effective for you?**

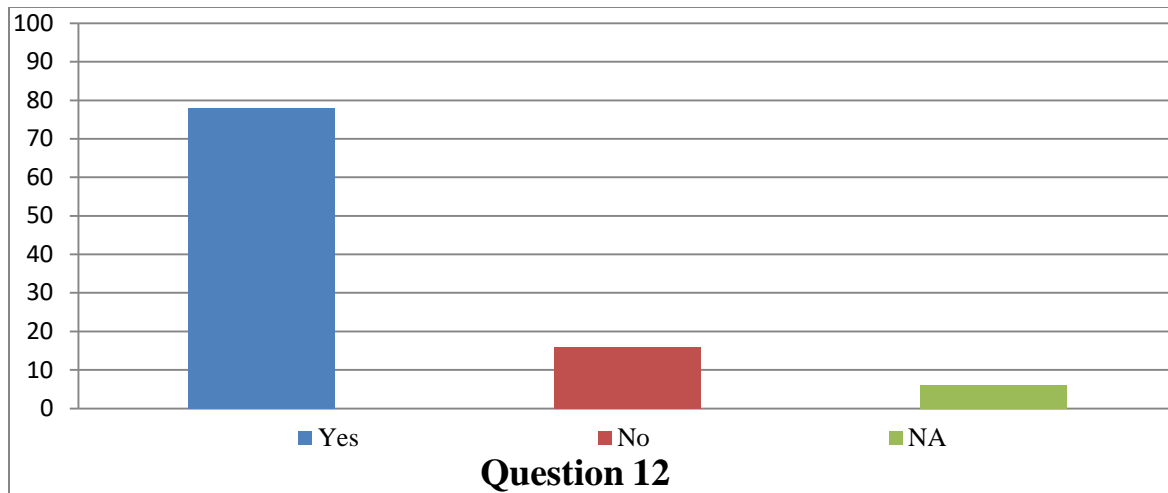
Only 25 students provided an answer to this question (56%). A lot of students praised the use of role-plays as they were very effective, allowing them to acquire new vocabulary and learning to speak in different situations properly. Others also were in favor of using different games depending on what skill is being tested or developed such as crosswords for vocabulary and grammar scavenger hunt for syntax. Some also argued that the experience was very memorable and helped them in memorizing information and the use of gamified application was enjoyable and very effective for them. A substantial number of students enjoyed competition as well as they argued that winning them is satisfying and it pushed them develop further. A few learners were in favor of the use of badges as they felt rewarded and it helped them to track their progress. Most students believe playing games together helps in building their cooperative skills and communicate better as well as increasing their motivation. Overall, everyone believes that gamified learning is very effective as the process is fun, engaging and motivating.

**Question 12: Do you think the usage of games should be implemented more in language learning?**

Table 18:

*Gamified learning's Further Implementation*

Options	yes	No	NA	Total
Percentage	78%	16%	6%	100%
Population	35	7	3	45



*Figure 15: Gamified learning's Further Implementation*

It is observable that the majority of students (78%) want gamification to be applied more in language learning while only a few do not want it to be implemented more (16%). Only three students did not answer this question (6%).

**Question 13: Justify your answer to question 12?**

Most students argued in favor of further implements and some argued against it with each providing justifications.

Some who were with the further implementation said that it makes the process more enjoyable and its motivating as well as providing in an easy way the practice vocabulary, grammar... etc. Others mentioned that using online games with specific regional service helps them practice their language with natives and learn about their culture and it helps developing communication skills. Learners also mentioned that it helps introverts interact with others, increases their focus on learning and also makes it easy and memorable. A few students also argued that games stimulate their brain, keep their attention and makes the more active in their

learning, it also helps them in learning to problem solve. Lastly their also believe that the use of technology like phone apps help a lot and students want more of it.

When it comes to those who argued against it, they mentioned that they said that it's not necessary to learn language and that games are just for entertainment. Some also mentioned that it has disadvantaged without elaborating.

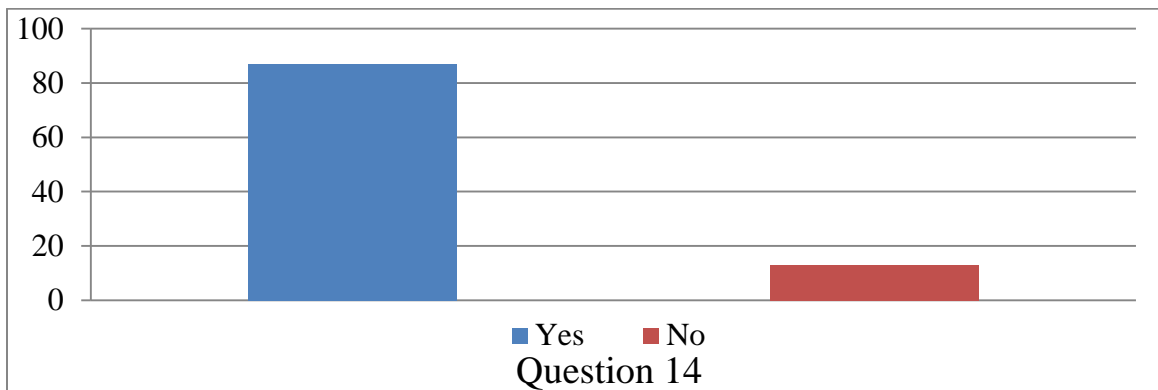
Out of all the students who answered question 12 (42), only six did not provided a justification and they were against it.

**Question 14: Do you think games would serve as a good way to motivate and engage you in the learning process?**

Table 19:

*Gamification and Motivation*

Options	Yes	No	Total
Percentage	87%	13%	100%
Population	39	6	45



*Figure 16: Gamification and Motivation*

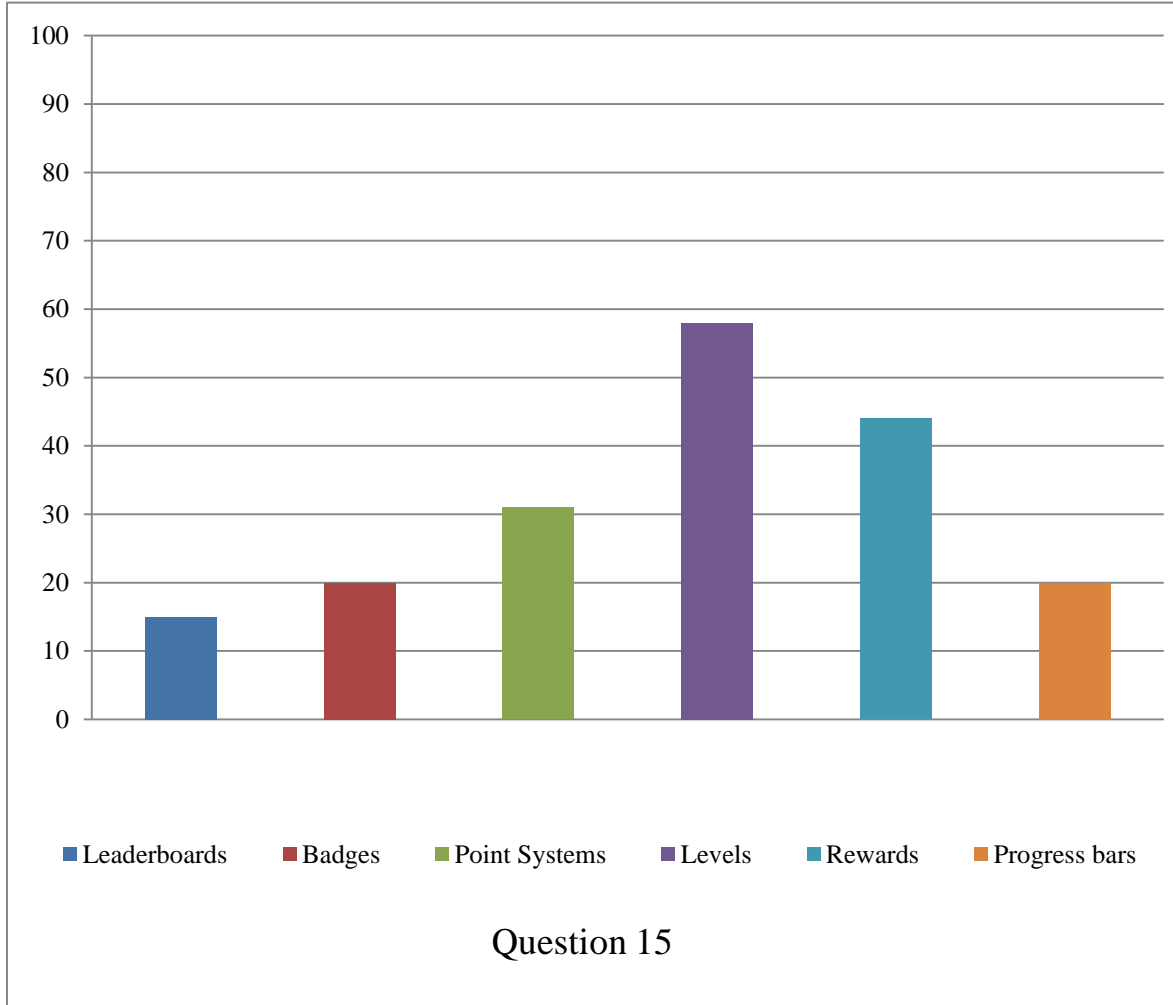
It seems that most students (87%) believe that gamification makes the overall process more engaging and increased their motivation while only a few (13%) believe that it does not.

**Question 15: What game mechanics do you think would be more beneficial for the language learning process?**

Table 20:

*The most beneficial game mechanics*

Options	Percentage	Population
Leaderboards	15%	7
Badges	20%	9
Point Systems	31%	14
Levels	58%	26
Rewards	44%	20
Progress bars	20%	9
Total for each	17%	45



*Figure 17: The most beneficial game mechanics*

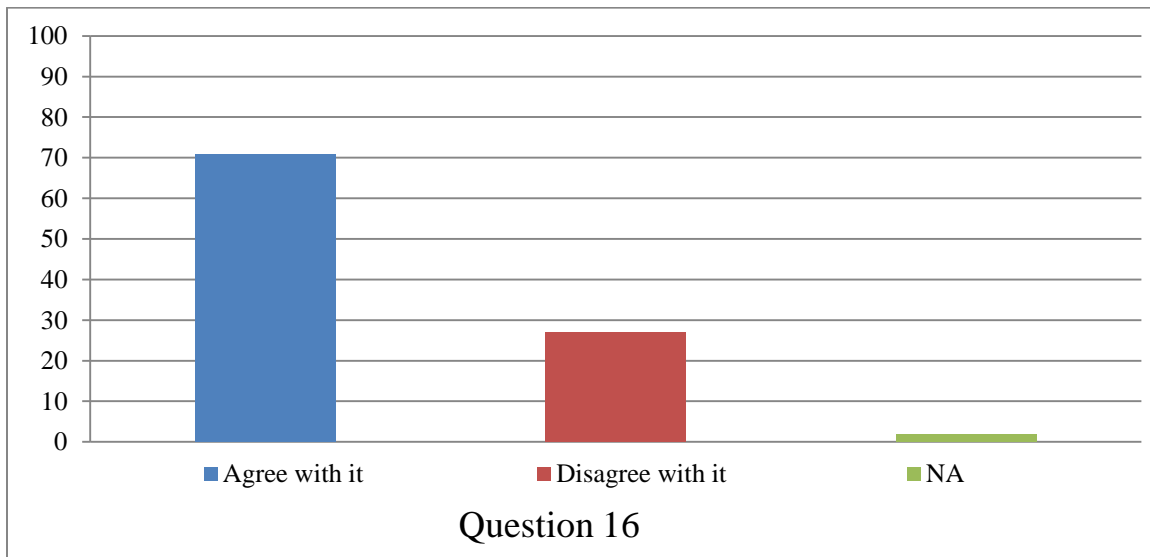
From our sample we gathered that more than half of students (58%) think that levels would be really beneficial for the teaching/learning process followed by rewards (44%) and point systems (31%). As for the other mechanics, it seems that only a fifth of students think they're beneficial (20% each).

**Question 16: Are you with or against the use of technology like mobile phones in gamified teaching?**

Table 21:

*The use of technology in gamified teaching*

Options	Agree with it	Disagree with it	NA	Total
Percentage	71%	27%	2%	100%
Population	32	12	1	45



*Figure 18: The use of technology in gamified teaching*

It appears that the majority (71%) of students are with the use of technology in gamified learning. However, about quarter of our sample are against its' use and one person did not answer.

**Question 17: Justify your answer on question 16?**

From the people who agreed with the use of technology in the previous question, eight did not answer. They argued that it's natural as their generation already uses phones a lot and it's convenient and makes things easier in general. They also pointed that you can access a lot of information with the tap of a screen and not interrupting the flow of the lesson, this is optimal especially for language learning as they can translate words quickly. Some also raised the potential of teachers using gamified applications to make the process easier as students can use apps to communicate in the target language. A few students also posited that it will create an inviting, relaxing and casual atmosphere with a more engaging and interactive medium. Lastly, students who suffer from Attention Deficit Hyperactivity Disorder cannot concentrate but using phones and partaking in games helps with them with remembering and focusing.

Out of the students who disagreed with it, four did not answer. They argued that it could be more distracting as students can use it for other purposes and can become over-reliant on it and not be able to do anything themselves. Some didn't provide a detailed response and mentioned that it is just a personal preference.

**Question 18: What sort of games would you like your teacher to implement more?**

Only 26 students provided an answer to this question and they offered a variety of games which are; the hanging man, letters games, competitive games, guessing words, puzzles, role plays, games with point system, word formulation and combination games, interactive quizzes, creativity games, language trivia, language scavenger hunt, online games, three questions games (2 truth and 1 lie) and party games.

**Chapter Three**  
**Discussion and Recommendations**

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## **Chapter Three**

### **Discussion and Recommendations**

#### **Introduction**

Based on a synthesis of the research findings, this final chapter attempts to discuss the hypotheses, provide some implications and recommendations on the topic overall as well as some recommendations for future research.

#### **1. Hypotheses Discussion**

As a first hypothesis, the claim was that students did indeed experience gamification, which was validated as about half the students experienced it from the sample we have gathered. Although this was proved, it still shows that gamification isn't utilized frequently in language learning.

The second hypothesis posited that gamification does increase students' motivation and was also proven right as most of the students and all of the teachers agreed that students are motivated more with gamified learning and are more engaged.

As a third hypothesis we assumed gamification does have some negatives, this was also validated as some students and teachers offered valid point against the use of games in the EFL classroom

#### **2. Implications**

Based on the findings of the study, the results overall show that implementation of gamification would greatly benefit the process of teaching EFL

##### **2.1. Students' and Teachers' willingness to Engage in Gamified learning**

It seems that most teachers and students have some experience with games and are willing to partake in gamifying education. The results show that their experiences were generally positive and it was effective in teaching. However, some of them did give some valid points against the gamification of education as whole which is reasonable as not everything in

should be a game and some lessons do require a different format and are very difficult to gamify and students should not completely over rely on games.

Perplexingly, most teachers in our sample size believe that other teachers aren't willing to implement gamification but at the same time, most teachers in our sample size were willing themselves to implement it.

## **2.2. Gamification increases Motivation and Engagement**

Based on our data, we have found that gamified learning does indeed make the students more motivated with a lot of them consider it to be fun and dynamic. We have also found that it helps a lot especially with students with disabilities as they struggle to focus and lack motivation. We have also found that with the passing of time, more and more students are exposed to games and are familiar with them and teachers could capitalize on that as their familiarity makes the process easier for them. Another point, some students seem to find the current learning process boring and less engaging which is why it's important for teachers to be eclectic and utilize gamification.

When it comes to how students are motivated, there isn't consensus as it seems that students are split when it comes to how they are motivated. This shows that there isn't one formula that would work for everyone to the same degree which means that teachers should not focus on one way to motivate students when making a gamified lesson and should either switch each time or include both.

## **2.3. How to Implement Gamification**

When it comes to how gamification should be implemented, we have found that it should be lesson by lesson bases, as in it depends on the goal of the lesson and the students' themselves. Teachers would need to be familiar with game mechanics and have some experience with game

design in order to maximize their results. It is also recommended to use technology as it would make the process easier especially for out of class assignments.

For the choice of what game mechanics to be used as mentioned earlier it would depend on the lesson, but for teachers who want to start using games, there are some games and mechanics that are generally preferred and are not too difficult to implement:

- 1- Challenges: Creating a challenge for students to conquer allows them to develop their problem solving abilities and creates competition. The teacher can also provide a reward for the extrinsically motivated.
- 2- Using gamified applications: There are many applications that the teacher could use to help them to provide in and out of classroom assignments and learning opportunities. This is also relevant as most students utilize their phones to play games making the process easier to explain and implement.
- 3- Puzzles: Most students are familiar and play puzzle games. It helps with their problem solving as well as providing innate satisfaction for solving it. The puzzle also can be easily modified to fit with the teacher's goals.
- 4- Role-plays: A lot of students play role play games and it can be very beneficial for language learning as it will help them acquire new vocabulary and learn to speak appropriately in different scenarios.
- 5- Online games: This will help especially in communication and provide an easier avenue for students to speak with native speaker in a casual nonintrusive way. It pushes them to speak and cooperate for the best chances at wining.

## **2.4. The Negatives of Gamifying Learning**

Although gamification has many benefits, it can also lead to undesired outcomes if not applied correctly and here are some of them:

1-Unintended use of technology: If the teacher doesn't monitor the students well they may end up using the technology in an unintended way and not partaking in the game/lesson.

2-Overreliance: Students might develop a dependency on games and would not be interested in partaking in any other form of lectures.

3-Time and effort: Gamifying a lesson would require a sometime both in preparation and in practice. The teacher would require some training familiarity with it.

4-The students' dynamics: Applying gamification without great care and attention on the teacher's part could create a rift between students. It may cause excessive competition and the gap between introverts and extroverts may grow larger in not involved with care.

## **4. Recommendations for Further Studies**

According to the outcomes of the present study the following recommendations for further studies are provided:

1-Using online platforms to design and distribute questionnaires

2-Interviewing students and teachers.

3-Increasing the samples size.

4- Conducting further experiments using gamification.

## **Conclusion**

In this chapter, we discussed the research hypotheses then we provided some implications for EFL classrooms. We have concluded that gamification does increase motivation and engagement as the research clearly shows. We have also provided an explanation of how to apply gamified learning and provided different recommendations for it. We also provided the negative consequences for not applying it correctly as well as providing recommendations for future studies.

## **General Conclusion**

The fundamental aim behind this research is to investigate the effectiveness of gamification in increasing motivation and engagement on the second year EFL students at Chadli Bendjedid University, El Tarf. With time the passing of time and the sociological changes, the teaching and educational process should also adapt, Gamification is one way of achieving that as the medium of games I growing more and more with the newer generations.

This study used a questionnaire that was administered to 45 EFL students and ten (10) teachers to confirm or disconfirm the research hypotheses. The results found go in line with the research hypotheses and also revealed that students and teachers are somewhat experienced with the concept and are willing to partake in gamified education. They also mostly had a positive impression and experience with it and raised potential issues and helped in providing adequate solutions in order to conduct the process correctly .Therefore, and based on these findings, this study provides a set of implications for EFL classrooms in order to apply gamification and how beneficial it's correct application would be in increasing motivation and engagement. It also provides suggests the use of technology to facilitate the process. Finally, this research concludes by providing some recommendations for further studies so as to tackle the topic more empirically and maybe attain stronger results.

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## Appendices

### Appendix A

#### Teachers' Questionnaire

Dear teacher,

This questionnaire is a part of a research study at department of English at the university of Chadli Bendjedid (El Tarf). This research is on the effectiveness of gamification on motivation and engagement. We really appreciate you taking the time out of your busy schedule to answer our questionnaire.

#### Section one: Teacher's experience with gamification

1-Have you ever wanted to gamify the teaching/learning process?

Yes  No

2-Have you ever implemented game mechanics in your curriculum?

Yes  No

3-If yes, what mechanics did you implement?

.....  
.....  
.....

4-Did the implementation of gamification increase the student's motivation and engagement?

Yes  No

5-What limitations have you faced in implementing gamification?

Regulations from the administration

Lack of technological tools

Time constraints

Students' possible disinterest

Other  .....

**Section two: Teacher’s perspective on gamification**

6-Do you believe that games can be a great medium to teach languages?

Yes  No

7-Do you think that gamification would help students with mental disorders like Attention Deficit Disorder (ADD)?

Yes  No

8-Do you consider applications like Duo-lingo and Class Dojo can be used to engage students more in their learning process?

Yes  No

9-Do you think games can help in motivating students intrinsically or extrinsically?

Intrinsically (you want to be better at it)

Extrinsically (Rewards and achievements)

Both

10-What are the negatives of gamification in your opinion?

.....  
.....  
.....

**Section Three: Future implementation of gamification**

11-If given the opportunity, how would you gamify your lessons/curriculum?

.....  
.....  
.....

12-Recently in Japan, a virtual game school was created, and it offers real high school degrees. What is your opinion on it?

.....  
.....  
.....

13-Do you think that most teachers would be receptive to the gamification of education?

Yes  No

14-What tips or suggestions would you offer for teachers wanting to implement gamification?

.....  
.....  
.....

## Appendix B

### Students' Questionnaire

Dear students,

This is a questionnaire is a part of a research study at department of English at the university of Chadli Bendjedid (El Tarf). This research is on the effectiveness of gamification on motivation and engagement. Please answer the following questions to assist us in completing this study. If you have any inquiries, feel free to ask. Thank you.

#### Section One: Gaming Profile

1-How often do you play games?

Very often (6+ times a week)

Often (5-2 times a week)

Sometimes (once a week)

Rarely (once in while)

2-What type of games do you usually play? (Select all that apply to you)

Puzzle games (candy crush, scrabble and Limbo)

Party games (The Werewolf, Mafia and Among us)

Shooters (PUBG, COD and Free fire)

Role playing games (Honkai: Star Rail and Persona 5 Royal)

Action adventure (Assassin's Creed and Genshin Impact)

Survival games (Minecraft and Terraria)

Management games (Clash of Clans and The Sims)

3-What aspects of games do you find the most engaging? (Select all that apply)

Storyline

Problem solving using mechanics

World exploration

Competition

Progression

Player interaction and cooperation

4-What platform do you usually play on? (Select all that apply)

Mobile/Phone

Computer/PC

Console

Tabletop/card games

5-How are you motivated to play games?

Intrinsically (you want to be better at it)

Extrinsically (Rewards and achievements)

Both

**Section two: General knowledge of gamification and learner's experience**

6-Are you familiar with the term gamification?

Yes  No

7-If yes, how would you define it?

.....  
.....  
.....

8- Were games ever utilized by your teachers as a teaching tool?

Yes  No

9-if yes, explain how did the experience go?

.....  
.....  
.....

10-What game elements/mechanics did your teacher use? (Select all that apply)

Badges

Challenges

Point system

Storylines

Leaderboards

Levels

Progress bars

Rewards

Goals

Other .....

11- Were there any specific moments or aspects of gamification that stand out as particularly memorable or effective for you?

.....  
.....  
.....

### Section Three: Opinions on gamifying language learning

12-Do you think the usage of games should be implemented more in language learning?

Yes  No

13-Justify your answer to question 12?

.....  
.....  
.....

14-Do you think games would serve as a good way to motivate and engage you in the learning process?

Yes  No

15-What game mechanics do you think would be more beneficial for the language learning process? (Select all that apply)

Badges

Leaderboards

Point systems

Levels

Rewards

Progress bars

16-Are you with or against the use of technology like mobile phones in gamified teaching?

With it

Against it

17- Justify your answer on question 16?

.....  
.....  
.....  
.....

18-What sort of games would you like your teacher to implement more?

.....  
.....  
.....  
.....