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ZIOUD Fatima Zahra
Title

The Use of Gamification in Teaching ENGLISH LANGUAGE:

Its Effectiveness on Raising Students' Motivation and Engagement in Classrooms

The case of fourth-year middle school students at Zerari Mohamed Saleh-Biskra

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Board of Examiners

Dr. SALHI Ahlem	MCA	Biskra	President
Dr. SAIHI Hanane	MAB	Biskra	Supervisor
Mr. CHENINI Abdelhak	MAB	Biskra	Examiner

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Declaration

I am ZIOUD Fatima Zahra, a master two student at Mohamed Kheider University of Biskra. I declare that the research work that is studied and presented in this thesis which is entitled "The use of Gamification in Teaching English Language: Its Effectiveness on Raising Students' Motivation and Engagement in Classroom-The case of fourth-year middle school students at Zerari Mohamed Saleh, Biskra" is my own original work that was under the supervision of Dr. SAIHI Hanane at Biskra University. This study has never been presented or submitted for other educational institutions, each information and knowledge have extracted from valuable sources which are mentioned in the research work's references list.

Miss, ZIOUD Fatima Zahra

Dedication

In the Name of ALLAH the Most Gracious, the Most Merciful

*I would like to dedicate my work to my hero and my first love, my father **"MOUSSA"** and my soul, my guardian angel my mother **"NAIMA"**.*

Thank you for your unconditional love, your endless care and support, Thank you for everything, Thank you for being my perfect parents.

*To my beloved, kind and supportive brothers, to the ones who make me feel as a unique princess in their lives, to my handsome princes, to: **ALI, RIDHA, ISSAM, HICHAM**. Thank you for being my brothers.*

*To my sisters in law who provided me with huge feeling and affection of love; the ones who wiped my weaknesses and failure tears, the ones who believed on me that I could finish my thesis, the ones who provided me with positive energy during the whole process: **OMAIMA, RAOUIA, NADJEH.** Thank you for your encouragement and motivation.*

*To my first nephew prince **MOHAMED MOUSSA**, and to my second little baby nephew **RAID***

Thank you to all of you for being my dear family

*To my soulmate, my sister, my shadow, the source of my happiness and smile **CHAIMA***

*To my friends   **ASMA, NOUR EL HOUDA, WARDA** and **NEDA***

I dedicate my work to each one who supported and encouraged me with a word, smile, or gesture

To each one who enlightened my path with patience, care, strength and love

Abstract

Foreign language learners need to be highly motivated towards the targeted language and effectively engaged with the content and the participants of the language inside an educational setting. Beginner students of English face obstacles in learning English especially if they have lack of motivation and classroom interaction. This problem affects negatively on the student's learning skills performance, decreases from their academic achievements and it may cause psychological complexes because of stress, anxiety and lack of self-confidence. These negative reasons that occur because of the lack of motivation convince the researchers to find pedagogical solutions that can reduce from its effects on English students. One of the causes is the inappropriate teacher's methods of teaching, thus the present study suggests a modern strategy that can treat students' lack of engagement and participation. The sample of this study is fourth year pupils in Zerari Mohamed Saleh middle school at Biskra (n=14). The researcher followed a mixed method design through using two different instruments. The first tool is teacher's interview that occurred with the middle school English teachers, it helps the researcher to collect effective data concerning the study. The second instrument is a quasi-experiment that was done with the pupils(4ms4) through distributing a pre-test, treatment and post-test; the researcher relied on the use of educational games with the targeted group in order to observe the difference between the use of traditional teaching methods and the use of gamification technique in answering classroom activities besides to the use of t-test to prove the validity of the research's hypothesis. The collected data was analyzed using both descriptive and inferential statistics. Overall, the present research study confirmed the alternative hypothesis and rejected the null hypothesis which claimed that the use of games-based activities is an effective method in teaching and learning English as foreign language.

List of Abbreviations

EFL: English as a Foreign Language

FLL: Foreign Language Learning

FLT: Foreign Language Teaching

FL: Foreign Language

SL: Second Language

TL: Target Language

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General Introduction

Teaching, in general, is not an easy job, especially if it is a foreign language in which it needs hard work, persistence, preparation and effort. The process of FLT has different methods in which all of them have the same objective which is to transmit the real bases for learning a correct foreign language.

Learning English needs collaboration between teachers and students in order to improve students-learning outcomes. Through the FL process, students may face difficulties that hinder their level of the language such as inaccuracy, proficiency, pronunciation, or even their academic achievements as a whole. One of the problems is the lack of motivation; it is an innate and personal feeling that enables people to be convinced and confident about their behaviors, habits, professions, studies and about every single aspect of their lives. The lack of motivation prohibits the feeling of success, happiness and superiority. Motivation is an important factor in FLL because if students are not highly motivated inside a FL setting, they will not be able to participate or interact.

Gamification or games-based activities are educational games used as a tool of modern teaching, particularly in foreign language teaching. It facilitates the process of learning, simplifies the understanding and enables teachers to convey the knowledge in an entertaining technique. Overall, gamification considered a method that raises student's motivation inside the educational atmosphere. It helps students to develop their academic achievements, promote classroom interaction and enhance their engagement towards FLL.

The present research study aims to make a study concerning the problem of the lack of students' motivation and engagement towards learning English as a foreign language especially, among middle school pupils, searching for the real reasons and causes behind this phenomenon. This work discusses a strategy that is presented as the usage of educational

games inside EFL classrooms as a teaching tool that helps to eliminate students' lack of interaction and demotivation.

1. Statement of the Problem

Learning different languages becomes a social phenomenon that spreads among the entire world. In Algerian educational contexts, English is considered a foreign language. It occupies an essential rank among students. The English language can be learned by using different tools of learning such as formal as schools and informal as internet, or communication with native speakers. There are intrinsic learners who are individually extremely involved to learn and extrinsic learners who are only motivated through outside factors as reward, or punishment. One of the important reasons behind learning FL is motivation. Crookes and Schmidt (1991) define motivation as: "the learner's orientation regarding the goal of learning a second language".

It is noticed that fourth-year students of Zerari Mohamed Saleh middle school, Biskra, are not highly motivated in learning English for both academic purposes and as additional knowledge and language. If students are not motivated enough, or if there is a lack of factors that involve their engagement, they will not be able to develop their language skills as speaking and writing, students will have a low level of academic achievements and they will be passive. Moreover, the lack of students' motivation can be either from the lack of interest in learning multiple foreign languages or from other factors as the teacher's behavior, explanation of the lesson and the way of presenting and transmitting the language. All of these might be the reasons that decrease the level of learning. Consequently, students will not have the willingness to interact in the FL context, they will be passive learners and the setting is going to be a teacher-centered classroom.

One of the solutions that can raise student's motivation to learn FL is gamification. The latter is a technique that focuses on educational games used to achieve the purpose of learning in an entertaining method that will increase the student's motivation to be more engaged in the learning atmosphere. Middle school students are not aware of the importance of learning foreign languages, especially when the English language is one of the subjects that are thought at schools. Using games-based activities can enhance students and motivate them to be involved inside and outside classroom doors. They promote teacher-student interaction and student-student interaction. Gamification will encourage students to obtain the characteristics of a foreign language.

2. Objective of Research

This study aims to obtain the following research objectives:

Using entertain and challenging techniques that can promote student's engagement, interaction and involvement inside the EFL classroom.

Raising the learner's motivation in order to obtain satisfactory academic achievements and ameliorate his language performance.

Creating modern teaching tools and methods that facilitates foreign language learning.

Overall, the aim of the study is to observe the effectiveness of gamification in EFL setting in enhancing student's motivation and engagement and classroom interaction.

3. Research Questions

This research focuses on answering the following research questions:

RQ 1: Does gamification enhance EFL students' motivation?

RQ 2: What are the effects of games-based activities on learners in the classroom?

RQ 3: How do students interact in educational games environment?

4. Research Hypothesis

Based on the above-mentioned research questions, we suggest the following hypothesis:

H 1: If teachers use educational games permanently in their classrooms, students will be highly motivated, engaged and involved in learning FL and will be able to ameliorate their educational achievements.

5. Research Methodology

5.1 Sample: The selected participants that are going to represent this study are fourth-year middle school students besides English language teachers –Zerari Mohamed Saleh middle school Biskra –. Due to COVID 19, the Algerian schools have been divided their classrooms into two subgroups, overall the targeted sample that will be treated is only from one group chosen not-randomly for 14 students from the population of 62 students. Fourth-year middle school students are selected as a sample because they do not give much importance to a foreign language. Due to the traditional ways of learning, pupils are not motivated enough to be engaged in the classroom. Also, English language teachers are needed in the research to take their opinions and views about the use of gamification as a part of the educational teaching-learning process.

5.2 Tools: the research study requires the observation of the positive influence of the gamification method on students' lack of motivation in the EFL setting. This study will be under the umbrella of mixed-method design. The researcher is going to follow both qualitative and quantitative procedures. One of them is teachers' interview with the middle school English teachers in order to collect further data from their teaching experiences about

the lack of students' motivation and take their opinions concerning the gamification technique.

According to the study, the researcher will notice the motivation of students through the use of games-based activities to observe whether there is a difference between gamified and non-gamified classrooms or not. Moreover, the researcher will prepare a quasi-experiment with the targeted group in order to know how do they treat with games-based activities and measure their effectiveness on students' learning.

6. Significance of the Study

The significance of this study can be realized at both levels: students and teachers. Gamification is considered as an educational method that can promote learners' motivation and this latter will help students to ameliorate their academic achievements. Pupils will have the desire to learn a foreign language because educational games can be either a tool of learning or entertaining. Therefore, the entertainment seeks the same goal which is increasing motivation inside FL setting. From another perspective, FL teachers need to know the effectiveness and the importance of using games related to educational content on raising students' engagement and interaction in the English language environment. The positive effects of games-based learning may allow gamification to be a part of FLT.

7. Limitations of the Study

This study has been exposed to some obstructions that limit the completion of the research work. The limitations of the study are as the following :

1. Due to the COVID 19 pandemic, the researcher could not undertake her research on a large number of students because the gamification technique needs to be tested among as much as possible number of students in order to measure its effects.

2. The shortness of time limits the research to be conducted at many sessions throughout the use of games-based activities because in order to observe the effectiveness of gamification, it has to be applied in many FL sessions.

3. Internet represents an obstacle in Algerian learning contexts because in the related literature review, the majority of educational activities were online games and the present study could not be taken at online classrooms atmosphere.

4. The inappropriate timetable of both the researcher and the students does not enable the conduct of multiple sessions.

8. Structure of the Research

The present research will be divided and structured into two main chapters. The first chapter which is about the theoretical part of the study contains of two sections; the first section will be considered for the dependent variable and the second section is for the independent variable. The first variable is about motivation and engagement in FL classrooms; however, the second section is devoted to introduce gamification technique and its use as a tool of modern teaching and learning strategy. The second chapter is formulated to analyze and interpret the collected data or the research findings.

Chapter One

Literature Review

Introduction

Learning and motivation are two related processes in other terms, the success is achieved by motivation towards a specific goal in educational, professional, and personal life. Recent researches present that the element of motivation plays a necessary role in students' learning especially in learning second or foreign languages. In the Algerian educational context, French considered as a second language, it is used in both formal settings as schools and in an informal manner like home, street and even every day communication. Unlike the English language which is known as a foreign language used only in formal academic settings. Algerian middle schools are alike a primary school for the English language and motivation can permit and facilitate the learning process; however, lack of motivation will affect negatively on students learning and will hinder their engagement and interaction inside an EFL classroom. Lack of motivation can be derived from multiple internal and external factors; teacher's attitude and teaching methods might be one of the factors that contribute in decreasing EFL students' motivation. Recent studies claimed that FL teachers need to change from their old and traditional teaching strategies into modern techniques in which the previous researchers suggested a learning technique based on the use of educational games in answering the classroom activities; it called gamification strategy. This chapter presents a review about both motivation and its importance on FLL, it shows the negative side of lack of motivation on students' progress in language and presents the teaching-learning method mentioned above in addition to its effectiveness on enhancing students' engagement inside EFL classrooms and ameliorating their academic achievements.

Ⅰ.1. Motivation and Engagement in EFL Classrooms

Ⅰ.1.1. Definition of motivation

Motivation is a multidimensional process that goes beyond each activity, it is the first reason in which helps the achievement of the desired aims and makes them meaningful. According to Slavin (1997) who defined motivation as: "…motivation is what gets you going, keeps you going and determines where you are trying to go." It means that motivation is the purpose, reason and aim behind the wanted objective.

Motivation is considered as a significant part of learning. Weiner (1992) claimed that motivation is the essential reason that affects people's behavior and thinking and it shows the students the path that will help them arrive at the point they want to reach. While Brophy (1998) stated that motivation in learning is helpful to understand the student's consciousness and in measuring the degree of their study efforts, whether there is a total interest or not. In other words, motivated students play efforts to make progress in their studies and they will be aware and attentive to the language they are performing in their classrooms.

Ⅰ.1.1.1. Types of motivation

Brown (2000) and Gardner (1985) classified motivation into two types. Language learning for cultural achievement and personal development is referred to as integrative motivation and language acquisition as a way of achieving instrumental goals is referred to as instrumental motivation.

Ⅰ.1.1.1.1. Integrative motivation (Natural)

Integrative motivation is an innate feeling in which a person is characterized by the desire and the willingness in himself in order to be an effective user of a language, this type of

motivation can be also called intrinsic motivation. This latter is similar to autonomous learning in which the student enjoys and entertains when he is learning a foreign language, it leads to having positive attitudes and enables the student to be independently competent without relying on other factors. Saville (2006) emphasized that integrative learners do not limit their success only on the SL/FL they want to be socially successfully valued, with having a rank on the target language. Masgoret and Gardner (2003) claimed that students are highly-motivated, they are opened to the culture and the community of the language. Wang is another scholar who explained that the motivation of intrinsic students encourages them to face the difficulties of the language in order to ameliorate their achievements (2008).

Ⅰ.1.1.1.2. Instrumental motivation (Artificial)

Instrumental motivation is unlike integrative motivation. It is also known as extrinsic motivation in which the students use the language or give efforts due to specific purposes, or external reasons. Gardner (1983) introduced extrinsic motivation as "learning for perceived utility", in another expression, learners learn for gaining benefits such as obtaining progressed marks, passing into the next academic year, studying only for the exam, finding employment…etc. They use FL without giving importance to the knowledge that they have acquired, they care only about specific reasons as reward and punishment. Gardner added another result (2010) claimed that instrumental students focus on the language linguistically not socially.

Ⅰ.1.1.2. Motivation in Foreign Language Learning

Another crucial factor besides age and personality is motivation which has an influence on the learning of a foreign language (Cook, 2000). The teacher needs to provide learners with a suitable atmosphere that facilitates the process of learning. Ellis (1994) argued that motivation in learning other languages is crucial where it detects the student's objective and

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aim of learning. When the student specifies his needs behind the target language, his feeling and thinking will be motivated to organize the real purpose and reason for using the English language. "The importance of high motivation, which all educators wish to create in their students, has been closely linked with the need for achievement" (Taguchi, 2006). Motivation is a basic human need that each one plays in an effort to reach his goals.

Ⅰ.1.1.3. Role of motivation in Foreign Language Learning

Many researchers emphasized the benefit of different types of motivation in promoting and developing the learning of foreign languages inside the classroom. The views are as the following:

Guthrie (1997) expressed that intrinsic motivation positively influences student's reading comprehension while Lucas (2010) claimed that learners are intrinsically motivated in both oral and written expressions besides sharing the FL social knowledge.

Another study stated by Chang highlighted the positive and negative reflections of classmates. For instance, if the classroom contains interested students, the whole class will feel relaxed and confident to learn FL. In contrast to a classroom that contains just a few unmotivated students will share the inattentive vibes with the rest of the students (2010). Ditual (2012) added in his study that students with a high level of motivation in learning English were intrinsically and extrinsically motivated.

According to Al-Hazemi (2000), competent learners are the ones who have a strong desire to learn it. Another declaration said by Al-Otaibi (2004) is that the students who have aims and objectives behind learning English are effective language learners rather than unmotivated ones.

Good and Brophy (1994) focused on the importance of the setting; the classroom environment must be comfortable for learners to create effective learning, this idea was encouraged by MacIntyre (1999) who stated that motivated learners are those who learn in a calm and relaxed learning environment.

Ⅰ.1.1.3.1. Role of the Foreign Language teacher

Foreign language students need a guide in their beginning in order to identify the correct path of learning, this guide is represented by the teacher. Dornyei suggested that the teaching strategies are one of the facilitator tools that raise student's motivation. The teacher works as an influencer who allows students to be engaged inside the learning atmosphere. Entertaining, calm and relaxed classrooms enable the students to act and react using FL in which the external factors that are done by the teacher reflect positive power, effort and attitude on the learners. Through the different teaching processes that are used in the classroom, the students will eliminate the stress, fear and anxiety towards English; they will be able to perform confidently.

The teacher can work as a language facilitator through creating a relationship with his students, this kind of relationship will open doors for sharing student's problems, exchanging ideas concerning their personal, social, or even educational life. This latter makes the teacher able to understand the student's degree of motivation and also enables him to promote it intrinsically. Foreign language teachers provide their students with sufficient information about the importance and the benefit of learning multiple languages, with building their knowledge by the culture of FL. When teachers succeed in specifying the aim of students' learning, they will make them positive and engaged to sustain their goals (2001).

Ⅰ.1.1.4. The importance of motivation in FLL

Researches and studies were conducted by researchers, one of them was Ushioda who observed, measured and classified the role of motivation in the learning process (1996). If the element of motivation is inexistent or insufficient in the student learning process, learners will not be able to reach their goals besides that the teacher could not ensure his students' progress. Motivation is the primary step that opens the door of FLL. It is considered as a key element that leaves an influence on the student's performance on the language being learned. Motivation shows the skills development, encourages student-teacher interaction and maintains language use long-term goals (Dornyei & Czizér, 1998, as cited in Huang 2007).

Xu (2008) claimed that when students make sufficient effort, have the willingness to satisfy their learning objectives and share a positive attitude towards the TL, their motivation will be automatically raised. Consequently, this is going to reflect positively on the amelioration of FLL. Motivation does not only play a crucial role socially, but also linguistically through strengthening the student's background of the TL in all the basic concepts of the language such as vocabulary, grammar, pronunciation and improving the four learning skills (Dornyei, 2001; Xu, 2008; Alghamedi, 2014).

Ⅰ.1.1.5. Impact of motivation on English language learning

Investigators and researchers emphasize the significant factor that decides the effectiveness of FLL which is motivation. Motivated students are characterized by willingness, team work spirit. In other words, they even work hard with their classmates or encourage unmotivated students to be engaged through the classroom environment and they are autonomous learners in which they like to learn without any external encouragement.

Recently, motivation in learning SL/FL has been demonstrated to be known as a process of self-identification (Shafaei & Nejati, 2008). While Klemens (2009) stated that the aptitude or the different types and levels of student's motivation facilitate the process of teaching and

learning, meanwhile it is not obligatory to have a whole motivated classroom; there is a balance between students. Consequently, English teachers choose methods and techniques that suit the diversity of learners' types in order to identify their weaknesses in the TL, the goal of the teacher is to find solutions to those gaps and find a remedy to them to foster the student's level of motivation towards FLL.

Lennon (1993) conducted a research study on German student of English language, he was convinced that the only factor that influences the progress and the fluency of oral skill is motivation (p.41). Furthermore, Gardner (2010) paid attention to the element of "desire" or as it is called "orientation of the learner's motivation" (Graham, 1997, p.96). In another statement, the orientation means both types of motivation which are integrative and instrumental orientations. Students may be oriented to use the language only for educational objectives that have relation to the classroom context, or for other goals that take part in the society, profession and personal life. Gardner recognized that integrative students are likely to achieve success in the use of FL rather than instrumental students.

Besides the impact of motivation on English language learning achievements, English teachers play a significant role in helping student's progress in learning. Scholars as Feng and Chen (2009) focused on the teacher's attitudes regarding its impact on FLL:

> An Enthusiastic and considerate teacher can offer satisfaction
>
> to the learner's study motivation. On the other hand, a teacher's
>
> attitude towards the learner has major influence on the learner's
>
> learning. As regards emotional cramming, a teacher's physically
>
> and mentally pouring into his teaching, and being filled with

affection, will help arouse the learning enthusiasm of the learners.

However, if the teacher only works as a "teaching craftsman" and

puts no emotion into teaching, the classroom will become static to

lessen the learning enthusiasm of the learners (p.64).

The FL teacher who considers the student's affection, attitude and behavior is the wanted teacher because he cares about his student's level of learning and performance, he concentrates on the quality rather than the quantity of the transmitted information. The used teaching methods of that specific type of teachers may promote, encourage and accommodate classroom atmosphere to enhance a successful FLL.

Reliable studies have accomplished the effective relationship between success and motivation, Gardner (2010) is one scholar who supported the latter idea and insisted on the necessity of joining these two aspects. In contrast, if the teacher's methods are not suitable for student's amelioration, there will be no correlation between success, achievement and motivation. In other words, it will reduce the level and the progress of FLL.

From the above literature, the crucial effect of motivation on English language learning highlighted the points of making the students independent; rely on themselves through being autonomous. Moreover, they are interested, careful and attentive towards FL besides being related to the target culture and community. Students recognize their needs, necessities, weaknesses and strengths of the language that they have the willingness to satisfy their objectives and improve their levels on it.

Ⅰ.1.2. **Classroom Engagement**

Engagement is an abstract process that can be used in learning. It is recognized on the items of emotion, feeling, behavior, cognition and affection. Engagement in learning refers to the degree of influence of the students by their learning and measures the correlation between the student and his education.

Ⅰ.1.2.1. The relationship between motivation and engagement

Motivation and learning complete each other and resulted in promoted learning (Schlechty, 2001; Woolfolk & Margetts, 2007). Zyngier (2008) stated that both motivation and engagement raise and ameliorate academic achievements. Schlechty (2001) defined engagement as the enjoyment of learning that inspires students to achieve their desired goals of learning in general and FLL specifically. Bowen is another researcher who defined engagement in learning through identifying that engaged students are skilled, curious to recognize the FL and creative in answering activities or helping other classmates (2003).

The engagement of students is related to their motivation because engaged students are characterized by creative thinking, comprehension, success and willingness (Bomia, Belnzo, Demeester, Elander, Johnson, & Sheldon, 1997, p.294). Schelchty (2001) added that engaged students have the ability and the patience to face learning difficulties that may hinder the FLL path.

Ⅰ.1.3. Classroom interaction

Classroom interaction is the language used in the domains of teaching and learning. Classroom interaction is a communication that occurs inside an educational setting, it has two forms which are teacher-student interaction and student-student interaction. The first form is known by the teacher's talk and students' responses while the second form is the communication that relates students to each other for learning purposes. According to Ellis

(1991), learning FL has three stages. The first one is observing the teacher's input or the linguistic feature that is provided by the FL teacher; it is known as an introductory step. The second phase is comparing between both linguistic features which can be found in the mother language and TL, whereas the student's input development that is generated from the comparison which occurs in the second step is the final phase. Additionally to Ellis, Vanlier (2015) said that there is a correlated chain between classroom interaction, input and FLL. The interaction develops the language input and the latter is going to facilitate the learning process. The input will be reflected on the output which may be seen in students' speaking, writing, or reading. Consequently, learners need to pay attention to their language production. The role of foreign language teachers is to convey comprehensible linguistic features as well as give the students opportunities to open the door for efficient classroom interaction.

Thoms (2012) claimed that interaction with cultivated and educated people as teachers progresses the students' competencies and ameliorates their ways of thinking and accommodation of the information. Teacher-student or student-student interaction occurs for the goal of providing meaningful production. The classroom is considered as a social context using a specific type of language that shows the real interaction with special aims and objectives. Markee and Kasper (2013) said that classroom conversation has an organized system, rules and language used interchangeably between the teacher and student. According to Walsh, classroom language provides students with the ability to answer questions, solve problems, have opportunities to gain skills and ameliorate them and acquire additional knowledge and information concerning the TL (2011).

Ⅰ.1.3.1. **The relationship between motivation and classroom interaction**

Consolo (2006) analyzed the necessity of motivation in the classroom conversation. He made his studies on an FL classroom model, when students face obstacles that may limit their

learning process, they will be affected in an unacceptable way, they will be demotivated, for instance, if a student has an oral proficiency problem and he does not treated with a manner that involves his capacities, the student will stay unmotivated towards the speaking skill during the rest of his academic path. Educators are supposed to have the ability to obtain the different teaching styles such as controller, assessor and resource in order to manage their educational setting and encourage their students to use the FL correctly besides that to promote the interaction throughout the use of TL. The role of the English teacher as a motivator reinforces the student's lacks, needs and wants in the language. He can control the student's psychological problems, for example, stress and anxiety. The correlation between motivation and classroom interaction is represented in achieving classroom negotiation between teacher-student and student-student, teacher's production and student's comprehension. These latter achievements raise and support FL progress. Classroom interaction or discourse consists of two parts, both of teacher who plays effort to transmit knowledgeable and comprehensible input and student who has the ability to produce correct output. Motivation fosters classroom conversation and enhances the use of the FL.

Ⅰ.1.4. Lack of motivation

According to Shore (2017) lack of motivation is defined as the carelessness towards specific activity to work in. The unwillingness of learning by students and disinterest in their studies is marked through the lack of motivation. Dornyei (1998) stated that demotivation in learning represented in the lack of interest, lack of sense of belonging inside an educational context, teacher-centered classroom and passive students. Internal and external factors participate in the inferiority of students' performance such as lack of self-confidence, stress and fear from the teacher, parents, or the unsupported classroom situation. All of these causes force students to become unmotivated (Japari, 2018). Besides that, Huit claimed that FL

teachers play a serious role in having unsatisfactory results and making problems in the students' performance (2005).

Ⅰ.1.4.1. Reasons for students' lack of motivation in EFL setting

Motivation is a process considered a tool that aids the access of a certain goal or objective. It is one of the reasons behind the success of students in their learning. The presence and absence of motivation have reasons which may decide the success, or the failure of a student's language production. Lack of motivation causes problems for both EFL teachers and students in their educational environment. According to multiple scholars, there are different types of factors that cause the lack of motivation and engagement for EFL students. These reasons are mentioned as the following:

Ⅰ.1.4.1.1. Psychological factors

Timmins (1999) highlighted the importance of the psychological factor that presents the student's affection towards the language. He claimed that once a student learns in a classroom with agitated feelings as anxiety and stress, they will naturally have low self-confidence and lack of sense of belonging to the educational atmosphere, due to the previous status the student's motivation will be decreased. According to the analysis of MacIntyre and Gardner, the performance of the FL is affected by anxiety and which resulted in demotivated students. Consequently, achievement, anxiety and motivation are affected by the students' attitudes towards the language (1991, p.103).

According to Mills, et al (2006), self-competency affects FLL because students who are able and capable of monitoring the TL can realize satisfactory achievements and assume the responsibility of making mistakes, promote their willingness in contrast with the students who have lack of self-efficacy, they could not conduct their learning because they are under the

pressure of the impediment of FL. Leger is another researcher who emphasized the significance of self-efficacy in learning languages regarding that it develops learning skills; however, he mentioned anxiety as an obstacle that limits the students' capacities.

Ersoz summarized the demotivation in student's personalities and feelings, lack of sense of self-confidence in which students ignore their abilities and capacities of learning, and lack of language knowledge where learners do not have cultural awareness and dimensions about the FL (2004). While Jafari (2013) explained that lack of motivation occurs due to the teacher's neglect of the students especially if he was only sharing the information without caring about the comprehension, or about his way of teaching. Additionally, Jafari (2013), claimed that if the country does not have social-cultural relationships with the TL, students will show a lack of interest in the learning because FL does not take part in their mother country, or their language.

Moreover, Tuan asserted that demotivation comes from the students in themselves. In other words, peers may affect the learning behaviors of one another; unmotivated students influence the success of motivated learners through both their negative attitudes and educational failure (2012, p.432).

Ⅰ.1.4.1.2. Teacher's attitude

Teaching strategies and styles affect student's motivation. Tuan (2012) focused on the role of the teacher in the classroom because he is considered as a controller, he has the ability to either raise the motivation, or decrease it. The reliance on a specific way of explanation and lack of diversification of tasks, activities and teaching tools will express a sense of boredom (p.432). Moreover, Timmins (1999) focused on the point of teacher's attitude, he stated that students affected negatively by the teacher's negative attitude, teachers who differentiate

between the students will destroy the desire and willingness of learning for the unmotivated students and educators who play a discouragement role will obtain a carelessness classroom.

Nakamura said: "Nothing contributes to one's self-esteem, resiliency and overall wellness more than being accepted" (2000, p.84). Teachers should accept all types of learners from novice to advanced students that they taught in their classrooms, they need to treat the beginners the same way as the advanced students in order to not make them feel unacceptable inside the classroom, or rejected from the FL environment. The teaching strategies and methods which do not fulfill the aims of the students and heart their psychologies will decrease their learning attitudes. One of the teacher's roles is to change his teaching attitude according to the different student's learning styles.

Ⅰ.1.4.1.3. Parental factors

Butler (2015) asserted that there is an impact of parents on the inventiveness of their children in their education. Parents' involvement or in other terms, parents oriented inspiration has helpful results on their children, they strengthen their learning attitude especially if parents take supportive and encouraging role. When parents have a clear knowledge about the FL, this contributes to the improvement of student achievement, unlike parents who are unaware of the FL (Chenng & Pomerantz, 2012).

Ⅰ.1.4.1.4. Classroom features or environmental factors

Environmental factors contribute to the student's lack of motivation, they are above the control of the teacher. These factors can be related to the physical setting in which FL takes place. They can be presented in the weather condition, sitting order, one gender superiority, teaching tools/materials, lighting…etc. All of these problems participate to reduce student's personal motivation, or even decrease the academic achievements of the whole classroom.

Personal feeling of anxiety differs from classroom anxiety that the latter may result from overcrowded classrooms. Classes with large numbers cause a lack of self-esteem, it prohibits participation because of the fear from communication, evaluation and student's or teacher's criticism when students make mistakes (Horwitz & Scope, 1986, p.481). Tuan (2012) concentrated on the necessity of a suitable environment for appropriate learning because disarranged, mismanaged and disorganized classrooms cause student's lack of motivation.

Ⅰ.1.4.2.The relationship between lack of motivation and academic performance

Motivation has a correlation with student academic performance. Ballotpedia defined academic performance as positive or negative educational achievement concluded from the specific subject (2019). Motivated students produce significant academic performance while the achievements of students with a lack of motivation could not fulfill the desirable educational level (David, 2013). Al-Zoubi and Younes (2015) asserted that the first factor of unsatisfactory academic performance is fear from engaging in the study. Moreover, lack of knowledge about the FL and the ignorance of skill development affects motivation and this latter will be reflected in academic achievement (Siqueira & Guge-Giannetti, 2011). Also, factors that may affect student's performance are interchangeably affecting their level of motivation; if the student's motivation is on the level which permits for acceptable performance.

The internal and external factors are surrounded by the student will provide unmotivated students (Nghambi, 2014 & Afriani, et al., 2020). Additionally, Karande and Kulkarni have declared that there are three types of factors that decrease the level of motivation. These factors are social, psychological and biological. With the existence of those causes, the level of student's performance and academic results will change (2005). Stover et al. (2012)

conducted a research that observed the correlation between motivation, academic performance and students' achievements. Research work has done by the National African of School Psychologists emphasized the importance of learning and its usefulness in the individual's life either educational, or personal. The study declared that motivated students who have the willingness to study and perform produce a desired academic achievement.

Ⅰ.2.1. Gamification

Ⅰ.2.1.1. Definition

Steele (2013) stated that the term gamification is known since 2002, but it was reliable as a strategy of learning in 2010. Gamification is considered a system of games related to rules (Salen & Zimmerman, 2004, p.81). According to Kapp, gamification is games used for the aim of enhancing the level of learning, having critical thinking and creative mind…etc (2012, p.81). Byrne defined gamification by saying that there are entertaining games used for both reasons of passing fun time and for academic purposes (1995). Additionally, Hadfield said that games are like: "an activity with rules, a goal and an element of fun" (1990). Overall, scholars insisted on the fact that gamification is not only a tool of breaking routine, but also it is a medium of beneficial learning.

Another definition stated by Bayatikilicaslan and Senturk (2014), Guler (2011) that gamification is an educational technique that creates a kind of learning environment that permits the educators to apply for the courses in a form that facilitates the transmission of knowledge. According to the explanation of Werbach and Hunter, the idea of using games inside an educational setting is discovered recently, they stated that every single detail that is related to the theoretical framework on learning can be transformed into games (2012). Mora et al. (2017) asserted that the concept of gamification can be used in a diversity of activities such as business, medicine, computer studies, psychology, education…etc. It is not constrained to only one specific field. The frequent definition of gamification is "the use of game design elements in non-game context" (Deterding, Khaled et al., 2011). In other terms, there are some domains in which the use of games might be unfamiliar, whereas time development obliged the appearance and application of that method.

Ⅰ.2.1.2. Gamification in education

Games take an essential part in learning; they become a tool of information transmission. As Hamari et al., (2014), Seaborn and Fels (2015) declared that the use of gamification spread in the field of education. Scholars as Marti-Parreno and Segui-Mas made studies about the teacher's perspectives and opinions towards taking or using games as a part of their teaching methods (2016). Sanchez-Mena and Marti-Parreno (2017) consulted a teacher who used to enter the factor of gaming during his teaching sessions, he claimed that the use of games in teaching/learning ameliorates learner's thinking, raises learner' awareness and motivation, aids the teacher to transfer the information in an easy manner, unlike the traditional teaching tools.

When the process of learning has the attitude of using gamification, the classroom roles move from teacher-centered classroom to student-centered classroom and the teacher takes the responsibility of controlling students' behaviors (Johnson et al., 2013). Moreover, Lee and Hammer encouraged the use of games in the educational environments that provide autonomous and experienced learners. They were also encouraging gamification because they summarized it in helping and enhancing student's lack of motivation and engagement (2011). While De-Marcos et al., (2017) observed that gamification plays a significant role among the different learning stages from elementary to highest education. Another studies confirmed that the application of games as a learning tool rather than the traditional ones promotes learner's self-efficacy to acquire developed language skills, encourages classroom interaction and communication and enhances student's achievements (Zicherman & Linder, 2013). Chapman and Rich emphasized extracting the significant features of the lesson from the used games, this latter will help to remedy students' demotivation and disengagement. Consequently, games are used for both learning and entertainment (2018).

Ⅰ.2.1.3. Gamification in learning English as Foreign Language

Teaching English to old students differs from teaching youngsters, or in other words beginners who face the foreign language for the first time. They need special care and treatment because their period of learning is sensitive, especially if they do not have a previous background about it. Foreign language teachers were wondering about a suitable strategy that can help beginner English students and at the same time, they wanted a motivator teaching and learning technique. One of the current studies found that entering elements of entertainment help the learning process, this kind of entertainment tools presented in games. Games-based activities become a teaching method that is helpful for both teachers and learners (Frost, Wortham & Reifel, 2008, p.66). Bennett asserted that games promote learning because their creation and usefulness need creativity which is an essential element in teaching languages. They make students able to learn, play, enjoy, produce and participate by using FL and enjoying in learning progresses the sense of motivation (2011).

Traditional teaching techniques are beneficial, but sometimes they could not convince all learners because of the lack of diversity, enjoyment and entertainment (Ersoz, 2000). Lindfors (1980) shed lighted on the necessity of elements of self-proficiency and self-efficacy because through these concepts, students have an ameliorated level on FL. Games are helpful in creating an interactional educational atmosphere which is one of the recommended conditions of learning because they produce a balance between social, cognitive and emotional states that is reflected in the academic achievements (Cornelius-White, 2007). Macedonia confirmed the information mentioned before and she added that games are a useful form of teaching FL basics as grammar structures, language rules, vocabulary…etc (2005). The use of gamification is beneficial in FLL when teachers select suitable types of games according to the different learner's styles that raise their learning awareness and choose activities that promote classroom interaction (Orlick, 2006; Hussin & D'Cruz, 2001). The decision of the

types of games is not done randomly, teachers should pay attention to this point; games-based activities' selection requires a number of features. These features are identified by Lengline and Malarcher as:

> choosing a game is not an easy task; it should be governed by some rules to
>
> guarantee the success of them. Therefore, while planning games teachers
>
> should take into consideration the following features: classroom space, noise,
>
> materials necessary for the game; the amount of time needed for each game,
>
> and the level, culture, interest and age of students. Furthermore a successful
>
> teacher should be aware of the relevance of the game to the topic, structure
>
> or function that is being used in the class (1997).

Selecting educational games needs patience and precision because there are types of games which do not satisfy the learner's needs and do not have a relation with the subject. Gamification features decide the appropriate games for FLL and each foreign language teacher has to take into consideration those conditions in order to guarantee the success of that game in enriching student's knowledge and raising their engagement.

According to Lengline and Malarcher, the effectiveness of gamification in foreign language teaching and learning is related to series of rules (1997). These rules are as the following:

Learners need to feel satisfaction from the game.

The presence of the correlation between the game and the content of the subject.

Comprehensible and enjoyable games.

The appropriateness of the game to all the students who are inside the EFL classroom.

The use of technology if it is necessary (Online games).

The creativity in games-based activities in order to create a competitive environment.

The game is chosen because of learners' goals and objectives.

The game needs to be relevant to the course.

Games can be under teacher-centered classroom or student-centered classroom, the instructor may give students the opportunity to perform and play freely.

Ⅰ.2.1.4. Gamification Elements

The elements of games are the responsible components which help in designing a certain game for a specific purpose.

Ⅰ.2.1.4.1. Badges

Grant (2013) indicated that badges are related to the significance and the interest features of the game in different educational settings, badges have an impact on learning represented in raising student's motivation (p.1). Badges of games measure learner's success and achievement levels (Richter et al., 2015).

Ⅰ.2.1.4.2. Leaderboards

Leadersboard used to identify the elements and steps of the game (Reeves & Read, 2009), they enable the gamers to see their grades or their scores besides that they raise the student's sense of belonging towards the other members of the educational setting (O'Donovan, 2012). Additionally, the results of the study clarified that leaderboards can preserve the long-term performance of the game (Mekler et al., 2013).

Ⅰ.2.1.4.3. Points and levels

Gaining points is related to motivation comes from rewarding which encourages students' level to master the learning skills. Reaching points need from the students to pre-decide their games purposes to increase the success opportunities (Nicholson, 2015; Robertson, 2010).

Ⅰ.2.1.4.4. Progress Tracking

Scepanovic defined progress tracking as a crucial part of any type of game, it provides learners with feedback because they need to know their levels and develop their weaknesses (2015). Raymer (2011) clarified that the measurement of the educational progress is necessary for each subject or activity.

Ⅰ.2.1. Effects of Gamification on Student's Motivation, Engagement and Academic Achievements

Fan and Wolters (2014), Yang et al., (2013) stated that the first reason behind student's unsatisfactory academic performance in learning languages is the lack of motivation and engagement towards the TL. This idea is confirmed by Hsin-Yaum and Soman who insisted on the fact that gamification affects learner's attitudes and motivation, through this affection the learning skills and background information will be ameliorated (2013). Games-based activities enable learners to be engaged in the subject that they are learning and they raise student's concentration and interest (Munteau, 2011). Lee and Hammer said that gamification enhances self-confidence because it permits the learner to learn and play without disturbance, fear of judgment, or criticism when they make mistakes. They asserted that it is a suitable technique that helps for raising both learning and engagement (2011). As the researchers mentioned that games make the students interact with others, they are also learning and playing with creativity and productivity through the games-experiences (Kimy, 2012).

Traditional learning tools can cause boredom, failure, or demotivation, Prensky emphasized that the mixture between learning and gamification provides a positive attitude and creates a creative educational environment (2001).

Dornyei and Ushido (2011) claimed that both motivation and engagement are two presented processes used interchangeably. Although motivation definition is unlike engagement meaning, their combination creates successful learners and a learning atmosphere (Davis & Mc partland, 2012). Csikszentmihalyi et al. proved that gamification transmits to students an entertaining feeling which will be reflected in their learning capacities, thinking and academic performance (1993). The different features of attentiveness, carelessness and enjoyment are related to increasing the level of engagement (Hamari et al., 2016). De Sousa Borges, et al claimed that grasping the information is the significant purpose of using gamification technique, this latter encourages teachers to create a suitable teaching-learning environment (2014). Banas and Polly (2016) said that the participation of students in the creation of educational games permits the consideration of gamification to be a modern tool of education. According to Kim (2015), there are precedent steps that FL teachers should take into consideration before the application of games. The identification of the lesson's content and the learner's styles is necessary because teachers need to be familiar with the game in order to manipulate the student's engagement towards the FL. Educators should realize the equivalence between the concept of the game and the students' level to make them play in a creative and proficient way.

At the end of each game, students will absorb the desired knowledge of the lesson. When students participate in games-based activities means that they are taking part in the educational program. Consequently, students will be intrinsically motivated (Dorling & Mc Caffery, 2012). The application of gamification provides students with feedback that enables them to measure their level and progress or to avoid committing the same mistakes, correct

their errors, raise student's self-assessment and help students to indicate their weaknesses and gaps when playing each game. Measuring student's progress could be done through the use of badges as a symbol of rewarding which will increase student's engagement and competition (Dorling & Mc Caffery, 2012). Rewarding is not only assigned for successful and winners, but also for students who made efforts because rewarding efforts of participation, interaction and learning experiences may highly promote student's achievements and language performance.

Dorling and Mc Caffery summarized his study with the idea that gamification provides chances to ameliorate students' engagement, develops the learning circumstances and enhances students' level by permanent feedback. Consequently, these effects encourage the use of gamification as a modern teaching-learning strategy. Gamification appears to be the key for effective classroom interactions, it controls both motivation and engagement according to the teaching materials and the program of the subject (2015). Games-based activities are a group of activities that have a direct relationship with the content of the course, but they are provided in a funny and enjoyable manner. Hazne and Berger focused on the link between playing in groups and academic achievements. He emphasized the point that cooperative learning aids students to achieve their objectives in the FL because learning with other students facilitates the comprehension of the information. They mentioned in their study that if students play in a classroom that contains around fifteen students, the interaction will be beneficial and represented through their performances (2007). Acikgoz (2000) said that within small groups, learners help each other to work and study cooperatively and succeed together. Cooperative learning ensures activities for students to develop their language skills, being able to comprehend and produce language effectively (Tannenberg, 1995).

Using games as an educational method contributes to the amelioration of motivation, engagement and academic performance development, this fact is declared by Lee and

Hammer who stated that games have effectiveness among different aspects, such as cognitive, emotional and social (2011):

Ⅰ.2.2.1. Educational context areas

Gamification technique needs to serve different educational areas that affect the students' learning.

Ⅰ.2.2.1.1. The cognitive area: It is concerned with the rules of gamification technique, this system helps learners to acquire the rules through practice and it is going to provide a learning process that aids students to grasp the knowledge (Gee, 2003).

Ⅰ.2.2.1.2. The emotional area: Dominguez et al. (2003) and Csikszentmihalyi (2008) emphasized the point that the activities should be equal for all learners in order to have the balanced status of feelings because the psychology of students decides their success and failure in that specific task. Through the games' rewards and lack of punishment, students will construct their personalities without stress, fear, or anxiety because psychological status is reflected on the student's performance and practice.

Ⅰ.2.2.1.3. The social area: Dominguez et al. highlighted the significant role of games in enhancing classroom interaction. Through continuous practice, students reformulate their identities. In games-based activities, students interact with each other, for example, when playing in pairs they will exchange their ideas, gain experience from the winners and these behaviors are helpful in achieving success (2013).
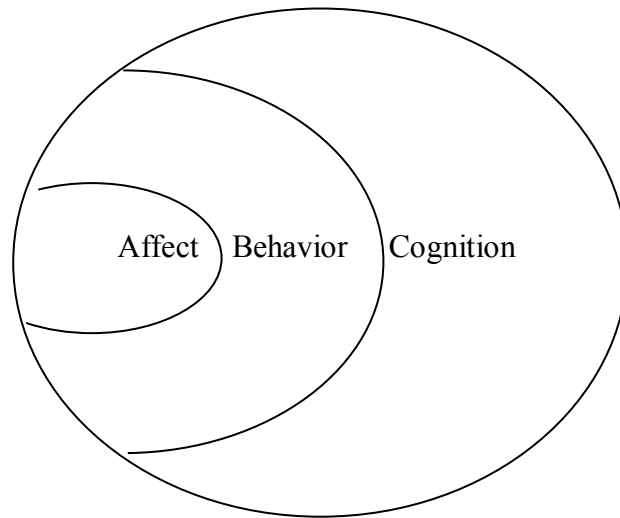
Figure 01: The ABC model of game design (Ifentthaler, in press)

The three educational areas are combined and interrelated to affect each other. One concept plays a role to achieve the success of the other concept and all of them are beneficial in building personal motivation and engagement towards learning. The emotional area is affected by the cognitive process because the learner's capacity of acquiring the rules or the game system maintains his emotional state through success and this latter is achieved through interacting with other classmates.

Ⅰ.2.2.2. The Correlation between Gamification and Student's Motivation-Engagement

In the realms of intrinsic motivation and cognitive engagement, motivation and engagement are two complementary notions that frequently interact (Dornyei & Ushido, 2011; Guthrie, Willinger & You, 2012). Although there is a relationship between motivation and engagement, they are still distinguished and each one of them has a role and an effect on learner's success. Brooks and Goldstein said that motivation has a link with psychological aspects in which the students feel, act, react and behave (2012). Engagement is a source of energy that tied to various behaviors and undertakings (Russel, Ainley & Frydenberg, 2005). The three types of engagement which are cognitive, social and emotional have developed to incorporate psychological inner processes and their expression in an individual's behavior

(Griffiths, Lilles, Furlong & Sidhwa, 2012). Willms focused on the significant relationship between student's psychology and classroom interaction that is represented in participation (2003). Task engagement and enhanced involvement can be influenced by integrative motivation and past views. David and Mc Partland claimed that successful learning experiences were promoted by a combination of developed task engagement and motivation (2012).

Whitton stated that games-based activities have elements and features provoke students to act, they are containing challenged rules and system, this system raises student's capacity to be curious, has the spirit of competition, has critical and creative thinking (2015). Kingesley and Grabner (2015), Kovisito and Hamari (2014) said that researchers who have done empirical research on the use of games-based activities features believe that feedback and collaboration have an influence on learner's engagement, motivation and academic achievements. Dominguez et al argued that each different type of games improve a specific skill regarding the preservation of motivation and participation level (2013). Researchers proved that there is a connection between motivation and gamification as an instrument used inside an educational context, and there are outcomes indicating a level of likeability with the gamification features (Attali, 2015).

Nicholson said that games' designers need to take into consideration the importance of adding the element of challenge in the concept of the game in order to enhance the student's competition and interaction between each other, but challenges should be at the medium level to do not unmotivate the students by difficult games, Nicholson has subcategorized engagement into a special engagement which gathers between the players when they are playing, and engagement of a social-interactional relationship between gamers (2015, p.13). The idea of Nicholson was adopted firstly by Malone who stated that the complexity of the game and the difficulty of challenges would destroy a student's self-esteem and make him

stressed in replaying the game again (1980). Educational games are designed for the purpose of learning, but still called games which contain the element of fun, this latter plays a significant role not only in enhancing students' motivation but also in gaining their engagement.

Ⅰ.2.2.3. Conditions of Educational Games

Games-based activities necessitate the presence of two main components which can be mentioned as the following:

Ⅰ.2.2.3.1. Fun

Investigations proved that educational games should have the concept of fun because it affects students' attitudes towards learning languages. Fun helps in creating relaxed, energetic and powerful performance in the classroom (Prensky, 2001). Swanson-Ferguson (2014) argued that one of the crucial reasons behind gamification use is entertainment. Zicherman (2010) added that games winning, rewards, sense of self-belonging and scores have been created by funny games. From the students' perspectives, they observe fun as safer because, through their learning experiences, fun finds solutions to the problems that occur during the games, or even lessen from the gravity of obstacles that may derive from the game's challenge (Yue & Bjork, 2013, p.266). Playing educational games is a way of learning because student's psychological attitude is relaxed, they show interest and games promote the learner's consciousness of comprehension (Lacy, 2016, p.14).

Ⅰ.2.2.3.2. Competitive Interaction

Competition is not all the time a source of stress, fight and difficulties. It is one of the elements that contribute to classroom success, it is defined by Rich as "full use of one's abilities, ensures that benefits and burdens are more fairly allocated, dispels apathy and

stagnation, leads to higher standards...[and] promotes progress, and stimulates advancements in science and other fields" (p.1).

The reliance on one's skills guarantees the rewards; it encourages the students to be at the highest levels and improves the academic achievements in multiple domains.

Competition in gamification has a positive role which represented through promoting relationships between students by working in groups, they are focusing on winning the game rather than fighting each other. Games' competition enhances student's sense of belonging, each student feels that he is taking a significant part in the game and they are convinced with the idea of all students complete one another through their playing experiences, knowledge and comprehension of the game rule besides to sharing motivation among unmotivated students and affect them (personal communication, May 22, 2017). Some students have encouraged the presence of competition during games. Maya is one of the English students who like the competition factor, she said:

> I really like competing against other teams because it motivates us to work harder.
>
> If two or more people work together, they can kind of reason their way through it.
>
> I like competing and winning. (personal communication, May 22, 2017)

David is another student who prefers a competitive classroom, he mentioned:

> I am a competitive person, and with the gamified activities, I wanted to do well.
>
> I wanted my team to do the best that we could and beat the other teams during the
>
> battle with the boss that we were going against. What helped me learn was the fun
>
> and competition. (personal communication, May 18, 2017)

According to the students' comments, learners prefer competitive games that include features of fun and challenge because they believe that these aspects improve their motivation to learn and encourage their engagement to succeed.

The integration of games' components in foreign language classrooms created a competitive environment for students, which encourages teamwork and fueled a desire to give it one's all.

Ⅰ.2.2.4. The integration of Gamification in English Foreign Language Activities

The process of transforming theoretical framework lessons and activities into practice in FL teaching and learning needs to follow steps which have made by Huang and Soman (2013). That idea of integrating gamified activities into FL learning was asserted by Goethe (2019) who focused on the significance of using games as a technique of answering activities.

Examine characteristics

Develop content

APPLYING
GAMIFIED
THINKING TO A
LEARNING
EXPERIENCE

Define goals
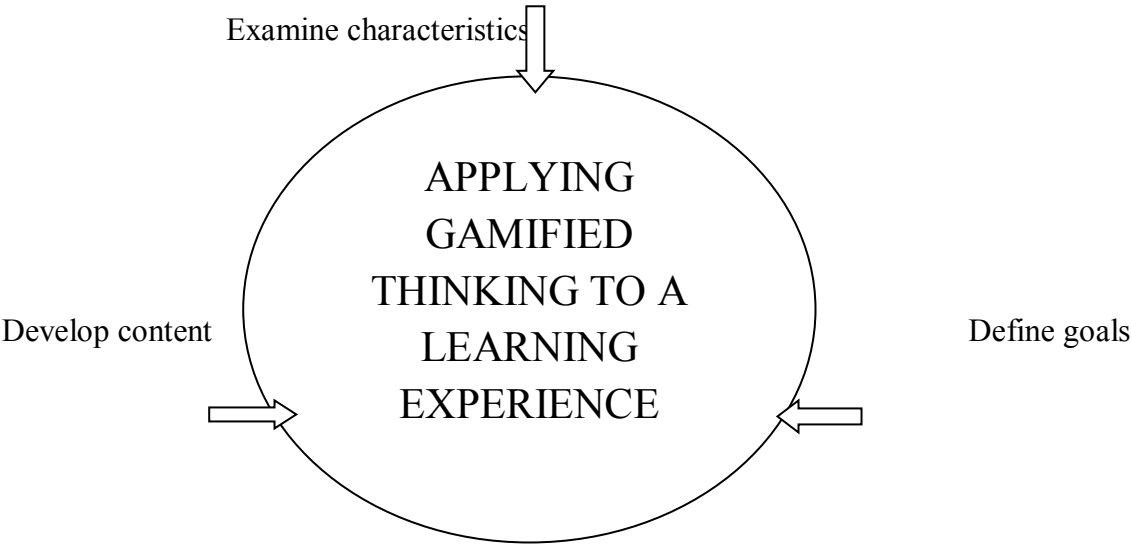
Figure 02: Applying Gamified Thinking to A Learning Experience

Foreign language teachers need to choose educational games that fulfill all the students' objectives; the selected games need to be related to the lesson's content, increase the core of the subject and ameliorate it besides to identifying a specific purpose behind the game that might be reflected on the amelioration of learners' achievement, interest, or motivation.

Ⅰ.2.2.4.1. Steps of Educational Games

The application of gamification in the teaching/learning processes requires teachers to follow series of steps. These steps are represented in the model of Huang and Soman (2013).
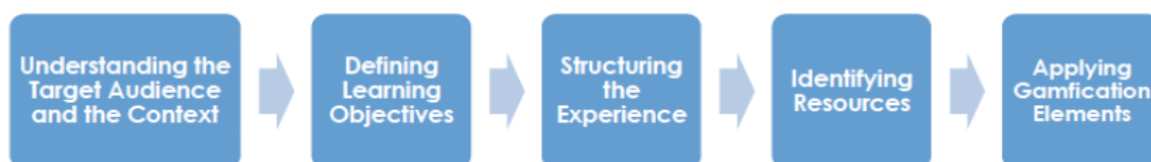
Figure 03: Educational Gamification Five-Step Model (Adapted from Huang and Soman, 2013)

Understanding the Target Audience and the Context: Foreign language teacher needs to analyze the classroom to identify his student' s learning styles, skills, capacities, motivation, emotional components towards the TL. These points help the teacher to understand the classroom context and facilitate the application of games.

Defining Learning Objectives: The teacher assumes the responsibility of specifying the learning aims and objectives of the students in order to have a successful learning atmosphere.

Structuring the Experience: The teacher analyzes and identifies the students' needs in order to prepare an educational game program that satisfies learners' goals and increases their motivation and engagement.

Identifying Resources: When the teacher reaches this stage, he can apply the educational games in his classroom regarding the consideration of the rules, feedback and student's level.

Applying Gamification Elements: The teacher selects the games-based activities that are beneficial for his students. This type of activities share among students cooperation, competition and challenge.

Huang and Soman argued that FL teachers who follow the step model mentioned above could have a creative and interactive educational setting. They might use online activities, digital games and create even platform for applying the educational games.

Ⅰ.2.2.5 Types of Educational Games

The diversification of educational games in foreign language teaching is necessary to enhance the student's knowledge, fulfill the different learners' styles that are available in the classroom. The use of different types of games creates an interactional sense between teacher-student and student-student. Hadfield (1984), as it is cited in Aiche (2018) classified games like the following:

Ⅰ.2.2.5.1. Speaking Games

The speaking skill decides the student's level of proficiency in a foreign language. One of the difficulties that face beginners or foreign language students, in general, is communication. Due to that problem, foreign language teachers try to choose specific educational games that achieve the success of interaction inside the classroom.

Ⅰ.2.2.5.2. Kinetic Games

Foreign language learning requires the use of movements and actions inside the classroom in order to avoid the feeling of boredom or misunderstanding of the lesson. Students need to feel comfortable when using their body language in answering the activities and playing the games.

Ⅰ.2.2.5.3. Listening Games

This type encourages the use of listening skill because the four language learning skills have an effect on one another. The use of audio-visual materials as the data show, smart-phones or audio-head phones facilitates the use of listening games.

Ⅰ.2.2.5.4. Experiential Games

These games help students to learn from their learning experiences. It helps them to identify their weaknesses and enhances them to fulfill the learning gaps. Experiential games have been divided into two categories, the first category has a relation with the games which encourages the spirit of cooperation between students while the second is categorized as the following (Hadfield, 1984, p.4):

Games of guessing: these games allow students to use their mental and creative thinking to guess the required objective.

Games of searching: they are known as word-locate games used by students to define new terms. Throughout the process of searching for new words, students will automatically memorize additional terms in which enrich their vocabulary about the language.

Information gap game: this type of game enables students to share information with each other by helping the one who has gaps in his activity and when a student completes his task, he can provide the others with some information to fulfill their needs.

Exchanging and collecting games: students exchange the needed materials for a certain game to promote their interaction.

Games of combining: students play in an ordered and organized form without any features of random.

Role-playing: students can act in different roles that they could not be in their real lives, for instance, they take a role-play of teacher with his students.

Games of sharing: students share their opinions and ideas with other classmates. This discussion increases the sense of belonging and acceptance by others.

Ⅰ.2.2.6. Forms of Gamification in Foreign Language Classroom

The application of games in the FL classroom is related to factors such as the student's number, timing and the available teaching materials. When selecting the types of games, teachers should consider these factors in order to achieve the games' effectiveness on EFL students (Sigrioun, 2010). The following are the different forms of gamified activities (Wright, 2006, p.3), as cited in Zemmit (2015):

Pair work: The opportunities of ameliorating the English language are raised especially when a learner works with his peer. It is considered as a motivator element because studying, or playing with a peer reduces the level of stress and anxiety. Students feel comfortable to communicate using FL. Playing a game in pairs promotes learners' speaking skill because they imitate each other.

Group work: Working in some specific games in groups is required in games-based activities because if a group contains four students, they will discuss the game instructions and answers by using the TL, their discussion is beneficial because they exchange their thoughts and each one complete the other by different information. Playing in groups increases the cooperation between students.

Individual work: Playing individually raises the sense of self-efficacy because students are obliged to work alone. Students concentrate on reaching that goal of winning, which raises the challenge of the game and encourages competition between students.

Ⅰ.2.2.7. Examples of Games-based Activities

There are several educational games that increase student's satisfaction, motivation and engagement help in ameliorating the student's academic performance in foreign language learning. Some of these games and activities are as the following:

Board Race: It is enjoyable and at the same time beneficial for students. It is helpful in learning new items about the FL and enriches students' vocabulary. This activity can be used at the beginning or the end of the lesson in order to observe the student's comprehension and memorization.

Word Jumble Race: This game raises the students' competition, interaction and encourages working in groups. It is beneficial for grammar, writing, syntax and spelling.

Hangman: This activity is used at the beginning of the lesson as a warm-up to make the students attached and interested to think about the content of the lesson besides that, it can be used at the end of the session if there is available time to provide learners with the opportunity to know the next lesson and prepare themselves for it.

Puzzle: It makes students able to think critically, recognizes items and supports cooperation with other students. It enhances creative minds.

Charades: This game encourages movements and actions inside the classroom. It motivates students because it is challenging to see to what extent students are engaging in the lesson especially when it needs only body language and gestures to share the information with the whole classroom.

Ⅰ.2.3. Advantages of Gamification in Foreign Language Learning

Gamification supporters argued that games-based activities have advantages on learning (Connolly, Boyle, Mac Arthur & Hainey, 2012). Kapp declared that these advantages can be noticed in inspiring learner's behaviors, improving their learning and promoting their classroom engagement (2012). Learners engage in games-based activities through playing games which have a direct relation with the subject content (Keeler, 2014). Gamification in education is a continuous process that collects engaging game elements and uses them to boost student motivation inside the classroom. Besides to that, it has a long-term impact on students learning during the game (Simoes et al., 2013). Gamification relies on utilizing games to achieve learning objectives, it works by introducing aspects inspired by games to the classroom setting in order to improve lack of motivation and encourages learner's behaviors. Games-based activities depend on applying games to fulfill the learning objectives and help in making them easier by playing games (Folusar, 2015).

Educational games are combining formal learning with features of entertainment which convince students' needs (Zichermann, 2010). Mc Gonigal proposed a gamified approach to teach and learn FL as a way to increase and maintain students' academic performance (2011). Games are considered as a learning tool, if they are used and manipulated by the TL and mainly if they are increasing student's collaboration and motivation (2000). While Richard-Amato said that games-based activities can be used pedagogically as a way of teaching because it reduces student's anxiety and provide them with chances to practice different learning skills as reading and speaking (1996). Avedon (1971) stated that the use of games can be effective rather than the use of other teaching methods because students prefer to learn in an environment that enables them to show their abilities and capacities in the language, it helps them in absorbing the content of the course. Foreign language classrooms are stressful for students, specifically when they are facing a target language which differs from their

culture and mother tongue for the first time; this anxiety came from facing unfamiliar rules, unidentified syntactical patterns and being insecure and nervous which impact their capacities of learning. Using games to transmit FL knowledge can be helpful to decrease the level of students' stress and they can relax the atmosphere because of the element of fun (Schultz, 1988).

Games are considered as an instrument of unconscious learning because through games students could not identify that it is a part of the lesson or the lesson in itself and when they are playing, they do not give attention to grammatical mistakes or language rules in general, their spontaneous feeling enables them to learn differently unlike using the traditional strategies where the teacher is the centered-classroom (Schultz, 1988). Using gamification in the EFL classroom can be one of the crucial reasons that raise the student's ability in communication and participation through the use of TL because games open the door for opportunities for students to practice and make errors, they do not feel by the language complexity. Games-based activities can be suitable for shy students who were afraid of the teacher's attitude and classmates' reactions (Hadfield, 1990). There is a widespread belief that teaching and learning processes should be serious and strict and if a classroom contains elements of fun and challenge is not truly accurate; however, it is a misunderstanding and it is possible to teach/learn a language in an entertaining educational environment; games are one method to accomplish this process.

Overall, there are several benefits in employing games in the classroom, these advantages can be as the following:

Games inspired students to speak and connect with one another.

Games-based activities provide a relevant environment to use TL.

They raise student's energy, motivation and challenge towards learning.

Games provide a diversion from the language class typical routine.

Learning a FL takes work; games assist students in making and maintaining that effort.

Games allow students to develop speaking, writing, listening and reading skills.

Ⅰ.2.3.1. Teacher's Role in Gamified Foreign Language Classroom

During the gamification technique, teachers need to transform the classroom from a teacher-centered classroom to a student-centered classroom. He gives them the responsibility to interact inside the academic setting. At the beginning of the game, teachers explain only the game's instructions and inform them about the required timing. When the students are playing and engaged with the content of the game, the educators stay alone and do not participate in the game; they take a passive role, but they manage the classroom in a manner that does not interrupt the students' interaction and movements. While teachers can intervene in the game when there is a misunderstanding of the rules, or disorganization between students' behaviors. In the use of games-based activities, the instructor needs to be able to manage the general atmosphere of the classroom as timing and sitting, relates between the game and lesson's content and facilitates the games' conditions to make them effective and beneficial for students (El-Shamy, 2001).

Ojeda argued that teachers need to determine the types of games used inside their classrooms, they need to connect these games with the content of the language syllabus to achieve parallelism. The variation of games-based activities benefits students' performances, language achievements and enhances their motivation. Successful educational games should be clearly defined, enjoyable and meaningful in FLL (2004).

Foreign language teachers should be aware when selecting the educational games that suit their students' level. Games-based activities need to be as the following:

A game has to be both beneficial in learning and entertainment.

The competition in a game should be friendly.

A game needs to attract student's attention and concentration.

A game should inspire students to focus on the use of language rather than focusing on the language in itself.

The game needs to encourage motivation.

The game is interactive and makes students participate actively.

Karaslan (2013) and Prensky (2001) argued that educational games should have a direct relationship with FL learners in order to encourage their academic achievements. It is presented as:

Students learn from the results and comments of the game.

Games-based activities give the gamers' chances to gain improved grades in FL.

Teachers select games that involve students in problem-solving scenarios and these types of situations aid in the development of their individual thinking capabilities.

Games facilitate communication between players, in which helps in the construction of social interaction and has an effect on language learning skills.

Ⅰ.2.3.2. The Effectiveness of Gamification in Grammar and Vocabulary

Ⅰ.2.3.2.1. Grammar

Games that are played in everyday life can appear inside the classroom as educational games because they can increase the learner's engagement and encourage them. Educational

games of grammar give students the opportunities to participate and practice different activities, they are considered as a helpful method for lessons' revision in an entertainment form (Harmer, 2015).

Ⅰ.2.3.2.2. Vocabulary

Educational games are effective to learn the vocabulary of the language especially in the types of games that are composed of vocabulary lists or activities that develop writing and reading skills. In other words, games attract students' attention to the form and word meaning. Consequently, games are a learning strategy that motivates students to learn academically, but with an enjoyable touch (Harmer, 2015).

Conclusion

This chapter has provided a literature review about motivation as a process and its importance on FLL. It presented the necessity of engagement and classroom interaction inside an educational setting. Moreover, it shed lighted the problem of lack of motivation especially in learning English as FL. It mentioned the factors that cause student's lack of motivation, shows the relationship that combines learning, motivation, language performance and academic achievement. The same literature shows that gamification is adopted as a teaching-learning strategy which raises students' motivation, enhances their engagement and encourages classroom interaction. For this, it was defined in this chapter, then its types and forms besides to its advantages in FLL academic success and performance. It shows the relationship between gamification, motivation and learning. The literature expressed the importance of the presence of different features in learning English as a foreign language such as motivation, classroom interaction, entertainment and fun. The research study and its effectiveness will be shed lighted in the second chapter.

Chapter Two

Results and Discussions

Introduction

The present research work that is represented in this study will be analyzed and interpreted in the second chapter. This chapter is concerned with the identification of the effectiveness of gamification method in enhancing middle school students' motivation specifically, in foreign language learning. The purpose behind making this research is not only to detect the positive side of educational games to test their relationship with the students' academic achievements but also to generalize the use of games-based activities in middle schools as a teaching and learning method in FLL. The study is relying on a mixed-method design. This chapter is discussing the validity of gamification technique among students' performance of the foreign language in Zerrari Mohammed Saleh middle school at Biskra.

Ⅱ.1 Research Methodology

Ⅱ.1.1 Research Design

According to the nature of this study, this research follows mixed-method design. It is considered as a suitable method that analyzes the collected research data and it provides our study with the necessary tools that measure the influence and the importance of the independent variable of the research work. The researcher used both of teacher's interview and quasi-experiment in order to fit the goal of the research study.

The first data collection tool is an interview which was designed for English language teachers, it provides data that enables the researcher to have additional information and collect others' knowledge about the content of the study. The second instrument is divided into three phases which each one of them has a relation with the other in order to show the success or the failure of the research hypothesis. The first phase is the pre-test which is composed of

series of activities selected and prepared by the reseacher. The selection of these activities was not done randomly because the exercises are parts of the lessons which are available in the fourth-year textbook of English. They serve different learning aspects as grammar, vocabulary, spelling and pronunciation. The researcher preferred to submit the pre-test by the pupils' teacher in order to keep their self-confidence as it is and avoid any feeling of anxiety, or stress from the presence of the researcher.

The first aim of the pre-test was to observe the students' level of motivation and engagement with their teacher, lessons acquisition and classmates' interaction because they have already learned the content of the activities from the beginning of their academic year in different sessions. The second aim was to detect their awareness of revision. The pupils' scores helped the researcher to carry her study on the right path. The second phase of the quasi-experiment is the treatment, at this stage, the researcher attended one session in the classroom and took a passive role through making a classroom observation about the students' attitudes of learning, behaviors and the way of teacher's presentation of the lesson. The last step is the final test or in another term, the post-test, the researcher transformed the content of the pre-test activities into educational games. The same lessons of the previous activities have changed and presented in the form of games, this stage helped the researcher to collect the students' marks and compare them with the pre-test activities' scores in order to measure the effectiveness of the use of games inside foreign language classroom.

Ⅱ.1.2 Data Collection Tools

The data collection tools are both qualitative and quantitative tools. The study used two different instruments which are a quasi-experiment with the targeted sample; this latter is prepared in order to test the reliability of the research hypothesis besides to teacher's interview which is a semi-structured interview dedicated to English language teachers of Zerari Mohammed Saleh middle school at Biskra. It is assigned to collect teachers' opinions and information that will be helpful in the continuity of the process.

Ⅱ.1.3 Population of The Study

The goal of the present study is to test the validity of the hypothesis among middle school students. Zerari Mohamed Saleh at Biskra was the selected middle school. The population of the study was formed by fourth-year students for the academic year 2020/2021 which are 62 pupils. They were divided into two classrooms, but due to the present circumstances which are reflected in Covid-19, the middle school's administration subdivided the two classrooms into two other groups in order to avoid the overcrowded number. Consequently, they became four classrooms.

Ⅱ.1.4 The Sample of The Study

The sample of this study took place in one group from the other groups, the targeted group was chosen from middle school pupils in purpose because the nature of the study fits them more than other educational stages. The number of the students was 16, but during the operation of the experiment, there were two absent students. So, the sample constituted of 14 students (5 males and 9 females). Additionally, the researcher made an interview with three English language teachers at Zerari Mohammed Saleh secondary school.

	Total number of students	Percentage
Population	**62**	**100%**
Sample	**14**	**22.58%**

Table 01: The study of Population / Sample

This table shows the whole number of the fourth-year middle school students (62) with its total percentage (100%). On the other hand, it presents the number of the targeted group (14) that equals (22.58%).

Gender	Students Number	Percentage
Males	**5**	**36%**
Females	**9**	**64%**
Total	**14**	**100%**

Table 02: The study of Pupils' Gender

The table mentions the number of both genders in the classroom. It presents 36% of males and 64% of females from the total number of pupils.

Ⅱ.2 Interview's Description

Ⅱ.2.1 Interview

An interview is a qualitative tool assigned to gather an amount of information or comprehensible data about a specific phenomenon. The present research work used a teacher's interview because it served the study. This latter provided the researcher with additional knowledge because of the teachers' different opinions, thoughts and teaching experiences. This interview contains 13 open-ended questions which helped to detect various responses that benefit the study. The number of English teachers at the stated middle school facilitated the interview conducting process. The researcher has done face-to-face interview;

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with each teacher without the presence of the other educators. The teacher's interview contained semi-structured questions which were prepared in advance, but through the interviewing, there were other questions that appeared spontaneously.

Ⅱ.2.2 Interviewees

The interview occurred inside the educational institution of Zerari Mohammed Saleh-Biskra- with three English teachers which have different duration of teaching careers. The first interviewee has 7 years of teaching, the second has 5 years of working and the last teacher has 23 years in the educational path. All of the interviewees were recorded by the researcher and this activity was done anonymously.

Ⅱ.2.3 The Interview's Objective

The main goal of the teacher's interview is to collect information from the teachers' teaching experiences about gamification technique and its use as a teaching and learning method, detecting its effectiveness in promoting students' motivation and engagement in learning English as a foreign language besides to investigating the reasons behind pupils' lack of motivation, interest and classroom interaction.

Ⅱ.2.4 The Interview's Duration

The researcher made a one-to-one interview, sitting individually with the interviewee without any form of distraction or interruption in the teachers' room of the middle school.

Interviewee 1	Interviewee 2	Interviewee 3
19- 05- 2021 09:45 – 10:10	24- 05 – 2021 15:00 – 15:15	27- 05- 2021 10:00 – 10:20

Table 03: The Timing of The Teacher's Interview

The table mentioned above shows the timing in which the interview takes place and time. It is conducted at almost a period of ten days according to the available time of teachers that suits the researcher.

Ⅱ.2.5 The Interview's Manuscript

Q1: What are the teaching methods/strategies that you are following inside your classroom?

Interviewee 1: The most common methods and strategies I used to use in my classroom are the use of cards, data show (rarely), and speeches (sometimes) to simplify the lesson to my students and sometimes I use games such as hangman game and crosswords to start the lesson.

Interviewee 2: My teaching methods and strategies differ according to the level of pupils and their number. I rely mostly on the board, flashcards (sometimes), make them listen to some songs (sometimes) as a warm-up before starting the explanation. I do prefer to use data show, but time is insufficient and it takes a lot of time.

Interviewee 3: The most teaching methods that I used to use in my classroom are the traditional ways such as explaining the lesson with examples and dictation, some simple games as crosswords, but mostly I explain the lesson on the board with a small exercise if there was sufficient time at the end of the session to make sure that the pupils well-received the lesson.

Q 2: Have you taught demotivated students? If yes, how do you encourage them to learn English as a foreign language?

Interviewee 1: Yes of course, sometimes I encourage them by using simple language, using some funny pictures and codes which are interrelated with my lesson.

Interviewee 2: Yes of course. I just try to use anything to let them speak in the classroom using English, I do not accept the use of Arabic at all. I try to facilitate the explanation of the information.

In one classroom, do you have the majority of students who are unmotivated or only a few students?

Interviewee 1: Only a few students, not all of them because each classroom consists of different levels and types of students.

Interviewee 3: Yes, a lot of them and I encourage them by telling motivational stories or personal experiences that happened to me when I was a pupil like them.

Q3: How would you treat demotivated classroom or demotivated students in specific?

Interviewee 1: Actually, I do not face difficulties in the way of treating unmotivated students. For instance, I can control sitting which plays a role here. I do like to change the sitting of students especially those who suffers from a lack of motivation. I prefer to make them sit in front of me rather than in the back.

Interviewee 2: I shed light all of my focus on demotivated students and I treat them unlike others because the pupils who are motivated can learn by themselves, they need me only as a guide. I interact much more with unmotivated ones because they are shy and introverted students. I ask them to read, pass to write on the board, or inform me about the points that were easy to understand or difficult to acquire.

Interviewee 3: I used to treat them with more attention because most of the time the demotivated pupils are introverted and need special caring. Whenever I feel that students are bored or not interested, I stop the lesson and make discussions with the pupils.

Q 4: In your opinion, what are the reasons behind student's lack of motivation towards learning English?

Interviewee 1: Maybe because of their poor background about the language, or maybe when they do not have a good level that enables them to adopt the language skills, lack of the language also which consists in vocabulary and language rules. Another reason also is that they are beginners and they may not be treated equally during the four years of middle school studies.

Interviewee 2: In fact, they like English, but what the thing that they do not like is grammar, when I started teaching grammar they become bored, do not pay attention and not interested at all. Actually, one of the reasons is the complexity of the lessons or the grammar rules, there are some lessons which are not accurate for their levels as beginners.

Interviewee 3: I think it is because of the widespread use of the French language in their daily lives and the total ignorance of English. Our educational systems give more attention to the French language (second language).

Q 5: What do you think about gamification (games-based activities)?

Interviewee 1: It is a very important tool and beneficial for the students themselves because they like to learn through playing games. It motivates them to understand their studies better.

Interviewee 2: Games are beneficial for students, they motivate them and students like playing.

Interviewee 3: I think games are very important and beneficial especially for this new generation, they like playing games and they do not interact with the old traditional teaching methods.

Q 6: Have you ever used gamification technique during your sessions?

Interviewee 1: Yes, but not in all the sessions, just in few tasks in my lesson.

Interviewee 2: Actually my answer can be both yes and no.

Interviewee 3: Yes, but rarely.

Q 7: How many times do you use gamification? Do you take the whole session or only a part of it?

Interviewee 1: It depends on the type of the lesson. I teach each classroom three times per week, sometimes I used a game in each session, or only one session (one game per week). I take just a part of the session for approximately 10 to 15 minutes.

Interviewee 2: I like to use games, but there are external conditions that do not permit me to use them as timing, overcrowded classroom which cause distraction and stress for me and personally I could not work in an environment that is full of noise. This year I did not use games especially, due to the Covid-19 pandemic. I used to use them just as warm-up (at the beginning of the lesson), not in every session (from time to time). No, I could not take more than 10 minutes.

Interviewee 3: At the beginning of my career I did not use games, but later I started using them. It was once a week for about half an hour.

Q 8: When you use educational games, do you notice an interaction between you and the students? Can you measure the level of their motivation?

Interviewee 1: Yes, of course, there is an interaction especially if the game is new for them. Their motivation differs when using or does not use games. It is reflected on their tests and exams' marks and the students who are taught through games, learn much better than others,

they try to talk and communicate using English. Games raise their academic performance because they try to imitate each other (through talking by FL).

Interviewee 2: There is good interaction between me and the students or between the students themselves. Even if I do not take in the game a long time, they like to interact and be under competition.

Interviewee 3: Yes, of course, there is an interaction because this method breaks the routine and it is a new strategy that can send the information sometimes better than before (in teaching-learning old generations).

Q 9: Does gamification suit all the students of your class? Or in other words, do all of them pay attention when you use educational games?

Interview 1: No, not all of them. For example, the excellent students do not like to play games even if they are part of their lessons, they are so serious, they said to me: "Madam you waist time". However, the other students like games and see them as a tool of entertainment, sometimes they were unaware that the game consists of a lesson itself, but yes games are beneficial for them. The majority of students pay attention whenever I use games and they take it seriously. When I entered the classroom they always asked me: "Madam is there a game today?". Even the weak students or the noisy will participate and interact with others unconsciously; they concentrated and understood the game's rule easily.

Interviewee 2: Yes, gamification suit all the students, it suits everybody. All of them pay attention to me when I say "you will play a game", they start asking how we are going to play and sometimes they ask for more games because they think that games do not have a relation with their lesson (especially first-year pupils), they feel happy and follow with me.

Interviewee 3: Yes, I think that gamification technique suits all types and students' styles because they find it easy and interesting and it is entertaining for both motivated and unmotivated pupils.

Q 10: Do you observe a difference in the students' motivation when you use the traditional way or games in answering activities?

Interviewee 1: Actually I do not use games to answer the classroom activities, I used them as a warming up or extra information, but during the application of the game they participate, help each other and assess each other through games unlike when I do not use games, it is not the same.

Interviewee 2: Sincerely, I have never used games in answering classroom activities I used only the traditional method.

Interviewee 3: Actually, in answering classroom activities, I have only used the traditional method; relying upon the teaching materials that are available in the classroom as the board and pupils' books.

Q 11: In your opinion, do you think that gamification can help pupils of the English language to be engaged and interacted with the educational atmosphere?

Interviewee 1: I think that learning English in Biskra middle schools especially in the afternoon of the summer will destroy the students' motivation, they feel bored and stressed that is why I prefer to vary my teaching methods just to encourage and push them to learn and engage with the educational context.

Interviewee 2: Yes, I think that it will help them to ameliorate their achievements and classroom engagement, but unfortunately I do not use it so much. So, they will not interact all the time.

Interviewee 3: Of course, it is helpful because it makes the pupils indirectly interested and interacting with the game which leads them to interact with the educational atmosphere.

Q 12: Are you with generalizing the use of educational games among all the Algerian middle schools especially in teaching/learning languages?

Interviewee 1: Yes absolutely I am with it will help to avoid a lot of students' problems inside the classroom. It has benefits on learning different languages besides English.

Interviewee 2: Of course I agree, but we have to provide the necessary teaching materials (because there is a lack of materials), and sufficient time (one hour is unsatisfactory for teaching languages especially when we relate it to the program).

Interviewee 3: Yes definitely, we need to keep up with the modern methods because this generation is not like the old ones that I have taught before and generalizing this method will increase the learning level, motivation and achievements of the new generation pupils.

Q 13: Are there any other suggested solutions besides to gamification in which can promote students' motivation in FLL?

Interviewee 1: Yes there are other solutions such as the use of flashcards, playing music inside the classroom, presenting the lesson through videos, data show…etc.

Interviewee 1 made a comment by saying: "I am as an English teacher I have to motivate my students; it is a necessity I need to be creative, use funny tools and techniques that let them learn the language itself. Their age and mental thinking oblige me to apply games".

Interviewee 2: Giving much importance to English, in general, can be another solution that raises students' motivation and engagement, through providing special classrooms for English classes. In my opinion, I would like to subdivide the students into small groups, for example,

if we have 10 students in one classroom, we can teach, treat and encourage them in a proficient way.

Interviewee 2 added a comment: "In fact, I like the situation of teaching and learning that we are today, before each classroom contained from 30 to 35 students while now and because of Corona Virus the teaching process becomes better than the previous years because we have as a maximum 15 students in each classroom. This affects positively the classroom organization and management besides the improvement of their academic results. So, I consider small classes as a solution for enhancing FL students' motivation".

Interviewee 3: Yes, there are other solutions, but I think we need to take advantage of the modern technology that we have nowadays and use it especially with this generation like online movies, videos or maybe online games.

Interviewee 3 added a comment: "Teaching old generations was difficult than teaching in the present time because of the age developments and technologies. Old teaching-learning methods do not satisfy the students' needs in contrast, they will decrease the pupils' motivation and interest. Because of outside our schools, students can learn each language in the way that they want (from the internet for instance) without needing the help of the teacher. English teachers need to change from their teaching styles according to the nature of the students".

Ⅱ.2.6. Interview's Analysis

The researcher has conducted a semi-structured interview with three English teachers in Zerari Mohamed Saleh middle school. Each teacher has a different educational career path than others. The data collected from the interview will be interpreted as the following:

Q 1: The three teachers share a common teaching strategy that consists of the use of traditional methods which rely on the utilization of the whiteboard, but in some sessions, they use other methods like the use of speeches, flashcards and certain games as puzzles or hangman. However, each teacher has a specific aim behind the use of games such as making students' revisions or warming up. The teachers' techniques differ from one classroom to another according to the students' levels and number.

Q 2: Because of the different teaching duration and experiences, all of the teachers faced demotivated students inside their classrooms which their number differs from one teacher to another, the two first interviewees have a few unmotivated pupils, this few numbers facilitated the manner of their encouragement through simplifying the language used, using new teaching tools that enable them to acquire the information easily while the third interviewee experienced in some educational years a large number of demotivated students towards English in which tried to encourage them through narrating teacher's personal experiences and the old difficult learning methods in order to motivate them.

Q 3: The three teachers give special attention and treatment to the unmotivated students because they are introverted and prefer to stay away from the others, they do not neglect them in contrast they put their focus on finding the suitable method that raises from their interest as creating a communicative atmosphere for them or changing the sitting to be under the teachers' eyes.

Q 4: In this question, each teacher suggests a different reason behind the lack of students' motivation in learning EFL. These reasons are specifically dealing with the language itself, their difficult program, rules, and structures besides to the most use of the mother tongue and second language which is French rather than the rare use of the TL.

Q 5: All of the teachers asserted that games-based activities are a beneficial tool in education especially for the present generation students they emphasized its importance inside the FL setting.

Q 6: The English teachers were sometimes using games inside their classrooms because of external restrictions as the timing, the obligation of finishing the educational program, and for the third interviewee, he rarely taught through games or in another expression, he used games only in the last 5 years of teaching; he recognized himself as a traditional teacher.

Q 7: The teachers were sometimes using games for each session in the week or for only one session it depends on the importance of the lesson and its duration. From their own opinions, the purpose of using games was not similar because it might be used for warm-up, provided additional knowledge, or only for entertainment. Both of the interviewees 1 and 2 used games just for 10 minutes at the beginning of the session while interviewee 3 specialized the half of the session for games, no one was able to use games in the whole teaching session; they claimed that it was impossible because of the long educational program.

Q 8: The teachers agreed on the idea that educational games create an interactional environment between the students and the teacher, even if the game did not take much time the students paid attention, participate, ask and answer the teacher's questions rapidly; in which the use of games make them able to understand the transmitted information easily and better.

Q 9: The answers to this question were different between teachers because of games' effectiveness and attention distinct from one classroom to another and affected by the type of the game and the way of its submission. In some classrooms, games seem to be interested in each pupil which resulted from an interactional and competitive environment while in some other teacher' classes, games catch only the weak students' attention because they consider

them as an entertaining tool, not as a learning strategy. The students' motivation can be measured from their tests' results or from the manner of participation especially if it was different from the non-games participation.

Q 10: The three teachers have not ever used gamification technique as a method of answering the classroom/lessons' activities. They relied mainly on the traditional method that focused on the teacher-centered classroom.

Q 11: Teachers claimed that games are indirect teaching/learning method that makes the students learn better, interact with each other, enhances their performances concerning the language. Consequently, pupils will be unconsciously learned and ameliorated at the same time without paying attention that games are part of their learning.

Q 12: A greater agreement was about this question, the teachers were with generalizing the use of games-based activities in English language teaching because the modern generation needs modern teaching methods to cope with their age development.

Q 13: Teachers focused on the importance of finding other solutions that promote students' lack of motivation and engagement in FLL, through preparing special English classrooms that are equipped with specific teaching materials that enable the teacher to use different types of games as online and video games which are the most preferable games for the modern generation students.

The use of games was familiar to English teachers only for the purpose of entertainment while this research aims to expand the application of games during classroom and lessons' activities, or in their examinations. Additionally to the problem of the lack of educational materials that facilitate the use of different types of games and the problem of overcrowded classrooms.

Ⅱ.3 The Quasi-Experimental Method

One of the known and scientific methods used to test the validity of research questions and hypothesis is quasi-experimental design. It is a process in which the researchers follow to discuss and interpret their studies. The present research relied on this method in order to satisfy the main goal of the study. It analyzes the hypothesis by following the three steps: pre-test, treatment and post-test.

Ⅱ.3.1 The Pre-test

The pre-test is a collection of activities that are part of pupils' lessons that are available in the fourth-year students' textbook. These activities have been chosen by the researcher who consulted the students' teacher of English to provide her with general feedback about the lessons that the pupils find difficult to learn, understand, or the subjects whose level of interest and motivation was decreased. Consequently, the researcher selected four lessons from the students' program which were (If conditional type 1, comparative and superlative, imperative and passive voice). These lessons considered as basics grammar that is mentioned in fourth-year final exam. The researcher prepared a test for the pupils, this latter consisted of five activities; each task is related to one lesson and the test was out of 20; four points to each exercise. The participants did the test individually by taking the whole timing of the session (45 minutes). The test was submitted without the presence of the researcher in order to make them feel comfortable in answering the activities than the teacher collected the students' answers and sent them to the researcher. The goal behind making this test is to know the students' scores that may reflect their level of interest, classroom engagement, revision and motivation towards learning English especially when they were told in advance to be prepared for the test. Consequently, the pre-test reflects the students' reality of learning English as FL.

Ⅱ.3.2 The Treatment

The second step of the quasi-experiment is known by treatment. In this phase, the researcher is going to use classroom observation in order to observe the students' behaviors, interactions and comprehension. Overall, the purpose of the observation was to analyze the pupils' learning attitudes and measure their levels of motivation towards learning English as a FL. The researcher relied on the classroom observation on the use of audio-video recording to support the process and help the researcher in collecting further data about the research problem. The researcher attended one session with the targeted group (4ms4), this session was recorded on 08-04-2021. Additionally to the classroom observation, the researcher mentioned in her research the teacher's presentation of the lessons that were selected and used as activities in the students' pre-test. In fact, the researcher attended and recorded only one lesson on 08-04-2021. The capability of recording the other teacher's presentations was inappropriate for both the researcher and students time table because of the lack of parallelism of their studies timing. Consequently, the lessons that could not be audio-video recorded will be provided by the students' teacher who sends the lessons' plans to the researcher to complete her study.

The researcher attended the session of a grammar lesson which was **If Conditional Type 1**, the duration of the session was 45 minutes. Both the teacher and students were the active classroom participants while the researcher acted as a passive observer who sat at the back and noticed every detail that occurred inside the classroom. The process went through several stages as the following:

- The teacher entered the classroom with a smile, greeted the students and they replied, she asked them about the date then she wrote it on the whiteboard.

- Before starting the lesson, the teacher began with a Hangman game as a warm-up in order to raise the students' thinking and try to identify their lesson (5 minutes).

- When the students have informed that they have a game, all of them paid attention to the teacher to win because from their behavior, the researcher could know that hangman game was familiar for them.

- The teacher put five periods on the board; this meant that the word contained five letters she wrote the letter D and asked them to detect the other letters. She told them to raise their hands to make them organized, they started predicting the letters and finally they were able to recognize the missed word which was "Dream". The teacher asked her students about their future dreams and only four students were participating.

- The students were calm, each one sat individually in his/her place some of them raised their hands while others responded randomly.

- The teacher raised questions for them which were "can you go to university without studying?", "can you travel around the world without money?" they started to identify their lesson. When the teacher raised the questions and wrote them on the board, the students who sat in the back were not following, unlike the students who were in front of the teacher. Finally, the teacher said that the lesson of the day was "If conditional".

- The teacher gave each student a paper that consisted of a written text, she asked them to read silently (five students out of 16 did not even read the text). Then she asked them about the content of the text.

- The educator wrote on the board a task that contained of two sentences, each sentence has a missing part and she asked them to find the second phrase of each statement from the text (in 1 minute) then they started answering easily and their answers were written by the teacher.

- She started explaining the two sentences which were written on the board, asked the students about the type, form of each sentence, verbs' tenses, the beginning and the end of each clause, the use of punctuation and capitalization.

- Through the explanation of the first statement, students could detect the meaning of **If** and its purpose, they could even understand its use and meaning in the Arabic language.

- After the explanation, the teacher asked her students to deduce the rule of the lesson, the pupils imitated the rule of example 1 then told their teacher and the latter wrote on the board. Moreover, the teacher read the second example which the students directly understood that it was the opposite of statement 1 then they deduced the second rule.

- When the teacher wrote the lesson's rule that was concluded by the students, she wrote the name of the grammar lesson. Then the teacher asked them to extract other examples of (if conditional type 1) from the text meanwhile some students were not interested at all. The pupils could identify five other examples.

- The rule of the lesson necessitated the use of present simple. Consequently, the teacher drew a table that contained three verbs and asked the students to conjugate them with all the pronouns in the present simple (reminder); they committed only one mistake.

- The teacher asked them to open their books to do the activity that was related to their lesson, she explained the task instruction and gave them two minutes in order to write the correct answers with the pencil in the course-book. Once the time was over, she asked them to raise their hands and answered. The pupils were reading the answers meanwhile the teacher was written on the board besides to that their answers were correct.

- The teacher asked them to take their exercise copybooks, wrote on the board two conditional clauses of two different statements and asked them to complete the result

clauses by themselves. She gave them time to think then they started participating and giving their own supplements. Some of them made mistakes in the tenses of verbs and others used the mother tongue.

- Finally, the teacher told them to write the lesson in their copybooks then she gave them homework for the next session. The pupils passed the last two minutes of the session differently either by writing in their copybooks or by talking with each other.

During the session, the researcher observed the behaviors and manners of both the teacher and the pupils. These observations are as the following:

➢ The teacher explained the lesson in an implicit method, she did not mention the name of the lesson directly, she gave her students hints and tools to predict the general idea of the lesson. Her strategy was relied on simplicity by facilitating the target language that helps in the grasp of the knowledge. Additionally, the teacher gave the pupils suggestions and time when asking questions that are part of the lesson itself, these suggestions aid the students to understand the meaning easily. Moreover, the educator did not prefer the use of the mother tongue she used gestures and body language to make them comprehend effectively besides to the use of motivator words as "very good, excellent, lovely, good pupil". On the other hand, the teacher followed the method of a teacher-centered classroom by writing the date, task and lesson by herself; this attitude limited the students' interaction and movements inside the classroom.

➢ The students' attitudes and manners of learning differ from one another. First of all, the researcher noticed the presence of external elements that may affect positively or negatively their learning of English a FL. These factors can be represented as:

Morning session: The classroom observation session took time from 08:45 – 09:30; this timing was suitable for the students because they are still energetic and attentive.

Classroom lighting: The lighting of the classroom was clear and they did not need the use of electricity so, this factor would not affect their level of interest.

Weather: The session took place in April in which the weather was not hot or annoying for the students.

> ➢ Secondly, the classroom was near the middle school stadium which distracted and interrupted the students' concentration especially the ones who were sitting next to the windows besides to the sound of the whistle that annoyed the students' attention.
> The students' participation localized only at the beginning of the two rows while the third row was totally passive; there was no participated student during the whole session. The teacher-student interaction was only with 4 – 6 students who were sitting in front of the teacher, the participant students at the beginning of the session were the same who interacted until the end; they were active during the game, interacting in examples' explanation, wrote their lesson, answered the book activity and the teacher's task. The pupils who sat in the back were discussing, laughing, talking with each other, playing with their school tools and turning the book's papers. These behaviors occurred at the same time when the teacher was explaining and writing on the board. The pupils who did not pay attention from the beginning did not answer the activities besides making noise inside the classroom. The classroom interaction was not achieved between all the students even though their number was 16 students, the participants did not reach half of the sample. Raising from the students' capacities of engagement and motivation is the main goal of the research which is going to be discussed in the next step.

Ⅱ.3.3 The Post-test

The post-test is the last step that should be done on the quasi-experiment. It is similar to the pre-test in the use of the types of activities while it differs in the manner of the activities' preparation and submission. This phase plays a significant role in the experimental method in order to measure the difference from the pre-test results to observe the effectiveness of the method which is used in the research. The post-test occurred directly after the treatment in which the main members were the students and the researcher, the teacher acted in a passive role and sat at the back of the classroom. The researcher took three sessions in order to apply her test which was a written/oral test performed through games.

The researcher has an active role through preparing five activities which were from the same lessons used in the pre-test: If conditional type 1, comparative-superlative, imperative form and passive voice. In the first session, the researcher introduced herself to the students in order to be familiar with them and lessen their wonder about her, the researcher told them that they would play a game which was about **If Conditional Type 1**, they looked happy and interested especially that the game was made by the researcher who was stranger for them. The researcher started and presented the games in three successive sessions as the following:

Word Jumble Race: it is a helpful game in raising the amount of reasoning and thinking. It is written in the form of cut sentences and asking students to re-order them. The researcher prepared in advance 09 sentences that included the use of If condition in its both rules, the statements were written and cutting into small pieces of papers, the researcher put every three sentences on one envelope and distributed them to the students, the researcher asked the pupils to form three groups. The researcher explained the game's name, meaning and instructions for them, they started playing and each group was concentrating on his papers and they could not cheat because their examples were not similar. The researcher worked as a

facilitator and simplifier; the pupils called her whenever they found difficulties or misunderstandings. When the researcher checked the students' performance, she noticed that the level of the three groups was different; a group did not face problems, they took only a few remarks while there was a group that took a lot of time only on understanding the meaning of words. They were in race because the winners were the first group that finished. Finally, the researcher checked their answers and put marks for each group then the pupils read their ordered sentences.

Board Race / Pictionary: The lesson was divided into two parts as well the researcher used two games for each part:

1- Board race is also called run to the board, this type of game raises the competition and challenge among students, it requires rapidity and concentration. Board race game used in the lesson of comparative, the researcher divided the pupils into two teams and they stood one behind the other in regular lines. The researcher wrote on the board two lists in which each one for each team has three columns; in the middle, there were 12 adjectives next to them there were two other columns that consisted of both short and long adjective-comparative forms. The researcher explained the game's rules then they started passing into the board rapidly because once one team finished, the other team will stop even if it did not finish. They were required to write each adjective in the right comparative form, this game achieved a competitive and interactive classroom environment.

2- Pictionary game used in the superlative form part, it consisted the use of pictures as an instrument that simplified the game's instructions. The researcher prepared 6 pictures, in each picture, there were small other photos, hints and symbols that helped the pupils to construct a sentence using the superlative form of one of the appropriate adjectives

that suit the statements from the adjectives that used in the previous game of the comparative form. Each team has three pictures and asked to write two sentences.

Last letter Game / World Jumble Race: Due to the shortness of time and the upcoming students' exam and revision sessions for their BEM exam, the researcher used two different games of the last two lessons in one session:

1. Last letter game enhanced from the level of engagement and concentration besides to enriching and refreshing from the pupils' memory. The researcher selected this game for the imperative lesson in which she asked the students to say a verb using the imperative form and the next student who sat behind him said a verb starting with the last letter of the first verb, this game created a calm and relaxed environment because each pupil was thinking and trying to win in his turn, some students faced obstacles in finding the correct verb because they were limited with only a few letters and there were students who could not find verbs. The main aim of this game was to see the students' individual capacities for learning.

2. Word jumble race was the last game that used in the present research for the last lesson which was the passive voice. It was the same game that selected for the first session, but the researcher made changes in the rule of the game because she wanted to observe both the group work and the team spirit that would highly reflect the pupils' motivation and interaction. The researcher asked the students to be divided into four groups and supplied them with two cut sentences; one was written in the passive voice and the other was on the active voice. The first instruction said that they must reorder both of the sentences, once one group finished, it gave their two statements to the second group and this latter gave its sentences to the first group, the same rule also for the third and the fourth groups. When they exchanged their papers, the second instruction said that they needed to invert the sentence which is written in the passive

voice to active and the active to passive voice. The researcher noticed a challenge and competition because each team wanted to win and succeed.

Number of sessions	Hour	Date	Game
1	10:15 - 11:00	11-04-2021	Word Jumble Race
2	13:45 – 14:30	12-04-2021	Board-Race Pictionary
3	09:45 - 10:30	09-05-2021	Last Letter Game Word Jumble Race

Table 04: Post-test sessions

The table mentions above represented the number of sessions that the researcher used in the post-test besides its timing when the test occurred.

The researcher tried to select games that show the real classroom situation, the games were used as a tool of answering the activities which are part of the students' program, this method was reflected on the pupils' behavior and attitude when playing each game. The five games show the use of game's conditions which are fun, competition, challenge and gift that was given to the winner students. The researcher was working as an explainer, facilitator and guide for the students whenever they need help to complete the process effectively.

Ⅱ.3.4. The Quasi-Experiment Results

The data collected from the quasi-experiment will be analyzed through using descriptive and inferential statistics like the following:

Ⅱ.3.4.1. Descriptive Statistics

Descriptive Statistics facilitates the transformation of the collected data to meaningful information.

Ⅱ.3.4.1.1. The Pre-test Results

The students' pre-test was corrected by the researcher and the scores were as the following:

Number of Students	Pre-test Scores
01	10
02	08
03	06
04	04
05	06
06	11
07	16
08	07
09	06
10	15
11	07
12	15
13	10
14	05

Table 05: Scores of Students' Pre-test

The table mentioned above presents the targeted group scores (14 students) of their pre-test; which was out of 20, the scores were different in which there were students who have less than the average while others were able to achieve 16.

Students Grades	Frequency
04	1
05	1
06	3
07	2
08	1
10	2
11	1
15	2
16	1

Table 06: Students' Grades and Frequency of the Pre-test

The table stated above shows the grades of the students' pre-test and the frequency of each mark. The table summarizes the scores through presenting different grades in which 1 student obtained 4 out of 20, another student got 5 points besides 3 pupils who took 6 points. Another 2 students obtained 7 points and one pupil achieved 8. Consequently, there were 8 students out of 14 who did not obtain the average score. While the rest 6 students were divided as the following: 2 students could obtain the average mark, 1 student had 11 points whereas; 2 pupils were able to get 15 and another student took 16 out of 20. The mentioned results show that there is an unbalanced level of students. Although, they were studied the content of the activities in advance and practiced exercises about them, but the scores were unsatisfactory.

Calculating the pre-test mean

$$\bar{x} = \frac{\sum X}{N}$$

126/14=9 $\longrightarrow$ The mean of the students' pre-test is **9**

Calculating the variance and standard deviation

Score	Frequency	Mean	Difference	Difference ²
4	1	9	-5	25
5	1	9	-4	16
6	3	9	-3	27
7	2	9	-2	8
8	1	9	-1	1
10	2	9	1	2
11	1	9	2	4
15	2	9	6	72
16	1	9	7	49

Table 07: Calculation of the variance and standard deviation

$$s^2 = \frac{\sum (x - \bar{x})^2}{n-1}$$

Variance (S²): 204 / 13 = **15.69**

Standard deviation (the square root of the variance): √15.69 = **3.96**

The table shows that the mean of students' pre-test is 9, the variance is 15.69 and the standard deviation is 3.96. These results were given and calculated from the different scores of pupils (4-16); the latter shows that students do not have the same level of engagement and interest

towards English activities especially that they have already taught and told in advance that they will pass a test concerning four lessons from their learning program. The results summarized that pupils are not highly motivated and engaged towards learning or answering their English classroom activities.

Ⅱ.3.4.1.2. The Post-test Results

Through the games-based activities that were prepared and given to the students, the researcher could collect each game's scores in order to obtain the final grades as the following:

Number of Students	Post-test Scores
01	16
02	17
03	12.5
04	10.5
05	17
06	19
07	17
08	14.5
09	13.5
10	18.5
11	12
12	17.5
13	15
14	16.5

Table 08: Score of Students' of Post-test

The table represented the pupils' achievements of the final test which was prepared through the use of games. The students' order from 1 to 14 is the same as the order of the pre-test scores table. The first observation concerning this table is the marks' advancement; they differ from the first results.

Students Grades	Frequency
10.5	1
12	1
12.5	1
13.5	1
14.5	1
15	1
16	1
16.5	1
17	3
17.5	1
18.5	1
19	1

Table 09: Students' scores and frequency of the Post-test

The table shows the students' results of the post-test, besides to their frequencies; each score was obtained by one student except for 17 points out of 20 which was achieved by 3 students. The scores were from 10.5 to 19 out of 20. There was no student who took less than the average score.

Calculating the post-test mean: The total sum of students' scores who passed their post-test in a gamified classroom is 216.5 divided by the number of sample (14).

216.5 / 14 = 15.46

The mean of students' post-test is **15.46**

Score	Frequency	Mean	Difference	Difference ²
10.5	1	15.46	-4.96	24.60
12	1	15.46	-3.46	11.97
12.5	1	15.46	-2.96	8.76
13.5	1	15.46	-1.96	3.84
14.5	1	15.46	-0.96	0.92
15	1	15.46	-0.46	0.21
16	1	15.46	0.54	0.29
16.5	1	15.46	1.04	1.08
17	3	15.46	1.54	7.11
17.5	1	15.46	2.04	4.16
18.5	1	15.46	3.64	9.24
19	1	15.46	3.54	12.53

Table 10: Calculation of the variance and standard deviation of the post-test

Calculating the variance and standard deviation: Variance (S²): 84.71 / 13 = **6.51**

Standard deviation (the square root of the variance): $\sqrt{6.51}$ = **2.55**

The table summarizes the method of calculation both of the difference between scores and the difference squared. These calculations helped to find the students' post-test variance (6.51) and standard deviation (2.55).

Ⅱ.3.4.1.3. Results Comparison

After the process of calculating the pre/post-tests scores, the researcher compared between both the measures of central tendency and variability of each test.

N° of Students	Test	Mean	Median	Mode	Range	Variance	Standard D
N = 14	Pre (t)	9	7.5	6	12	15.69	3.96
	Post(t)	15.46	16.25	17	8.5	6.51	2.55

Table 11: The Difference between the Pre-test and Post-test's Results

Table 11 mentions the scores of each test. There was a difference between the students' pre and post-tests results which were represented in the mean, median, mode, range, variance and standard deviation. The content of both tests' activities was similar, the only difference was that the second test was prepared and submitted to pupils through the use of games-based activities (see appendices). Although students were informed that they will pass a test about specific lessons, their scores were less than the second test in which they did not know in advance that it was a test through games about the lessons of their program (the difference between students' scores is shown in the next figure). They thought that the purpose of using games was for fun and competition. During the process of calculation, the results of post-test standard deviation were less than the pre-test's results; it means that the pupils' motivation and interest towards English FLL are affected and promoted through the use of gamification technique.
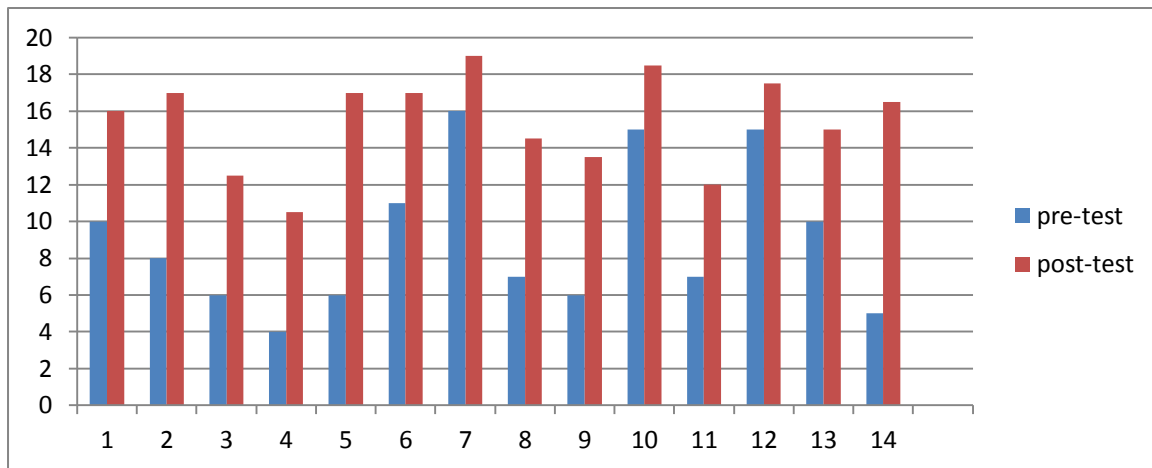
Figure 04: The Difference between Students' Pre/Post Tests Scores

The figure stated above shows the difference between the students' pre/post-tests marks. The blue color reflects the pupils' grades in their written test about the selected activities while the red color refers to their scores which were collected from the educational games; each two related bars present one student's marks. The figure shows a high difference between both scores; all of the post-test results were higher than the ones of the pre-test. The lowest point of the pre-test was 4 while in the post-test was 10.5 out of 20. On the other hand, the highest score in the pre-test was 16 in contrast to the gamified classroom in which students were able to achieve from 17 to 19 out of 20.

Ⅱ.3.4.2. Inferential Statistics

Inferential statistics play a crucial role in the significance of each research work. It provides the researcher with the final conclusion of the study.

Ⅱ.3.4.2.1. Hypothesis Testing

In the present research work, the researcher has used a dependent sample t-test in order to test and confirm the suggested hypothesis of the study which is: If teachers use educational games permanently in their classrooms, students will be highly motivated, engaged and

involved in learning FL and will be able to ameliorate their educational achievements. During the step of the post-test that took three sessions with the targeted group, the researcher has the role of both teacher and observer in order to be able to observe the students' interest, interaction and participation inside the classroom and among all the students. The dependent sample t-test is appropriate for this research because the sample is only from one group which does not exceed 14 students and using one tailed-test hypothesis concludes significant and meaningful results concerning both of the alternative and null hypotheses.

- The Alternative Hypothesis **H1**: it says that there will be a significant difference between the calculated mean and standard deviation of both pre and post-tests.
- The Null Hypothesis **H0**: it suggested that there will be no distinction between the results of the mean and standard deviation of the two tests' scores.

The previous calculation of the pre/post tests besides the paired sample t-test will provide a significant result that either confirms the alternative and rejects the null hypotheses or refuse the alternative and accept the null hypotheses. If the level of statistical significance of the study is p= 0.5; the research's hypothesis will be confirmed while if it is similar or less than p=0.5 the hypothesis will be disconfirmed.

Ⅱ.3.4.2.2. Paired t-test

Paired-samples t-test or dependent t-test is a suitable type of tests that serve the purpose of the present study's calculation especially, when the operation is dealing only with one targeted group. In order to reach the t-test result, we follow a number of steps as the following:

Students	Test 1 Scores	Test 2 Scores	Difference	Difference ²
1	10	16	-6	36
2	8	17	-9	81
3	6	12.5	-6.5	42.25
4	4	10.5	-6.5	42.25
5	6	17	-11	121
6	11	17	-6	36
7	16	19	-3	9
8	7	14.5	-7.5	56.26
9	6	13.5	-7.5	56.26
10	15	18.5	-3.5	12.25
11	7	12	-5	25
12	15	17.5	-2.5	6.25
13	10	15	-5	25
14	5	16.5	-11.5	132.25

Table 12: Calculation of the pre / post tests' scores difference and difference squared

Calculation of the mean difference: -90.5/14= **-6.46**

$$\bar{d} = \frac{\Sigma d}{N}$$

Calculation of the standard deviation:

$$S_d = \sqrt{\frac{\Sigma d^2}{N} - \bar{d}^2}$$ $\sqrt{680.75} / 14 - (-6.46)^2 = 2.626$

Calculation of the t-test:

$$t_{N-1} = \frac{\bar{d}}{S_d / \sqrt{N-1}}$$ t= **8.88**

The statistical measurements of the level of significance of this study are represented in p= 0.05; the critical value which is deducted from the paired t-test table that is based on the degree of freedom (n-1) "13" is **2.160.**

From these data, the t-test value (**8.88**) is greater than the critical value (**2.160**). Consequently, there is a significant difference in the present study which enables the researcher to accept the alternative hypothesis and reject the null hypothesis.

II.4. Discussion of the Results

Teaching and learning English as a foreign language in Algerian middle schools considered as the primary stage for the students in which they either have a positive or negative attitude or affection towards it, especially that they are beginners and youngsters because the first students' impression of the language will be reflected on their personalities specifically on their psychological area that presented in stress, anxiety, fear of interaction-communication and lack of sense of self of belonging or confidence. On the other hand, it affects on their language performance, capacities, motivation and interest. Traditional teaching-learning methods are presented as a factor that causes the students' lack of motivation and engagement in English language learning. The purpose of the present study is to provide a modern teaching-learning strategy that can reduce students' lack of interaction

and demotivation; this method focused mainly on the manner of answering classroom activities that could be boring or not important for the students, it is known as gamification technique. It is concerned with the use of educational games as a strategy inside the English syllabus as a necessity aims to increase the level of students' motivation and enhance their learning engagement.

The present research work raised three questions from the beginning of this process in which can be presented one after the other the first question said "Does gamification enhance EFL students' motivation?" The interview which was conducted with English teachers agreed that the use of games as part of education promotes students' motivation. In fact, through the quasi-experiment three phases, the researcher could collect information from the pre-test that reflected the pupils' interest in learning which was unsatisfactory because they were learned about the content of the activities besides that they were informed earlier by their teacher about the test although, they did not perform well. Whereas the second test's results were surprising and ameliorated, in addition to that they were ignoring about the test and they were not told to be prepared for the selected lessons of activities, but their performance was increased. Throughout the application of games, the classroom interaction among the students was highly raised rather than the researcher classroom observation sessions in which the interaction was limited only to 5 students out of 14, unlike the gamified sessions that obliged each one to take a part in the game and assume the responsibility of his role. As expected there was an increase and difference in students' motivation before and after the use of games.

The next research question was "How do students interact in educational games environment?". This question was answered and interpreted through the post-test sessions in which the researcher observed the students' behaviors inside their academic setting. Actually, the application of games was different from one game to another because each type of game consists a certain interaction. The study contained 5 games (2 games were in group works,

2games were in teamwork and one game was played individually). First, in the games that were played in groups, the students were interactive with each other; all the groups' members were committing and interested in order to win especially that at the end of each game, there was a gift for the winner students. Consequently, each group of students was assuming the responsibility of the success or the failure of his group. For this reason, they were highly interested and engaged with the game. Second, the student-student classroom interaction was higher in the team work's games rather than the group works because their number was bigger and they were discussing, communicating and exchanging their ideas during the game specifically when it requires the use of actions and movements inside the classroom while in the last game that was played individually, the students' interaction was slightly decreased because the half of the students were unable to succeed in that game. Besides that the collected data from the teacher's interview claimed that when the teacher used a game even if for a short duration, the students interacted with each other, with their teacher and with the concept of the game itself.

The last research question was "What are the effects of games-based activities on learners' in the classroom?", it was discussed and answered in both the research work tools, through the teacher's interview conductions, the results focused on that using educational games strengthens the relationship between teacher-student and student-student, games ameliorate from the language learning skills especially, in communication through FL and academic performance which were distinct during the three test's sessions because of timing (the first session was in the morning, the second session was in the afternoon and the last session was in Ramadhan). There were other external factors that may affect on pupils' motivation and language performance such as hunger, fatigue and weather temperature. The gamified environment enables the students to participate freely without feelings of stress or lacks of language. On the other hand, the quasi-experiment showed the positive effects of

games-based activities on the pupils; their activities achievements which were measured from the tests that were conducted through the use of gamification were greater than the results of the non-gamified classroom.

Overall, the research questions of the present study were answered through the two data collection tools used in this process that enable the researcher to both measures the effectiveness of gamification technique in enhancing students' motivation towards FLL and confirmed the suggested hypothesis of the study.

Ⅱ.5. Synthesis of the Results

The qualitative tool that is used in this research which is represented in the semi-structured interview contributed to the collection of data that was helpful for the researcher to analyze the teachers' opinions and experiences concerning the use of games as an educational method. The first tool summarized that the use of games raise from the students' interaction, communication and interest towards English in addition to that gamified context will enhance the learner's motivation because it encourages even shy and weak students to engage with the language content. The second instrument which is a quantitative tool that was relied on the use of quasi-experiment was beneficial for the researcher to measure the pupils' motivation before and after using the games-based activities. The research study is concluded that the use of gamification as a teaching and learning method has positive effects on middle school students' motivation, engagement and EFL classroom interaction.

Conclusion

The second chapter was concerned with the fieldwork analysis of the study's research problem which is the lack of middle school students' motivation and engagement towards learning English as a foreign language. According to the nature and type of the study, the

research followed a mixed-method design; the selected data collection tolls were teacher's interview (semi-structured) and a quasi-experiment method, both of these instruments facilitated the research procedures in which were targeted to fourth-year students in Zerari Mohamed Saleh middle school. The research suggested the application of games as a modern strategy that increases the pupils' lack of interest. Finally, the results were justified, discussed and interpreted in order to conclude the study with the importance of gamification technique and its effectiveness on EFL students.

Recommendations

The current research work has some suggestions which may help or reduce the lack of motivation and engagement among middle school students.

- English language teachers of middle schools need to be aware of the obstacles that face their students in learning English, they need to facilitate the process of learning using different teaching tools.

- Teachers should create an effective classroom environment by using teaching materials that enhance students' motivation towards English learning.

- Teachers prepare the students' tests by educational games because the purpose of the test is highlighted on the students' comprehension, not on the formality.

- The use of gamification technique as a teaching-learning method raises the pupils' attention and enables teachers to have creative thinking.

- The use of educational games through answering classroom activities can be a significant strategy that ameliorates the collaboration, interaction and participation between both teacher-student and student-student.

- Students must be aware of the importance of learning English and they need to keep their motivation and classroom engagement in order to increase their language competence and performance.

- Students need to make efforts inside or outside FL classrooms through having special time for reading, writing, or listening to videos and movies that used English, this attitude raises their concentration towards the TL and helps them to stay motivated and interested.

- English syllabus designers have to design particular sessions only for answering activities, thus teachers will have sufficient time to use games-based activities in order

to observe gamification's real effectiveness on students' learning because games can be used with all the aspects of the language (vocabulary, grammar, spelling…etc.). Besides to inserting the use of games among all the English classrooms as an obligation.

- The educational institutions have to avoid making overcrowded English classrooms because this latter will constraint the use of gamification and will not give effectiveness unless there are small classes.

- Middle schools should be provided with teaching materials specifically, FL classrooms in order to help them use of multiple activities which contain games.

- Parents must encourage their children in learning English, they have to enhance their motivation and help them as much as they can and do not ignore them or convincing them that learning English is not important.

- The role of parents is important even if they motivate their children with supportive expressions that reflect the students' ability and capacity for learning.

General Conclusion

One of the necessary conditions in learning different languages is motivation. The English language is known as a universal language that is used in the world. It is considered in the Algerian educational context as a foreign language. Learning English appears for the first time in middle schools in which provides the basic rules of the language. Learning English as a FL necessitates engagement, interest and passion among the students towards the target language in which the present research identified the problem of the lack of positive attitude and motivation towards the language, highlighted its causes and negative effects on the students' academic performances and showed a modern method that can be used as a teaching and learning strategy in which can raise from the students' motivation in FLL.

The previously reviewed literature mentioned that motivation, engagement and classroom interaction play a significant role in the students' learning development and support the learner's willingness to achieve an advanced level of learning while studies proved that the lack of motivation towards learning concluded negative results on students' academic performance. Researches focused on the necessity of relating FLL with a high level of interest towards that specific language because students could not learn unless they are motivated and attentive. The studies suggested that one of the important reasons behind students' lack of engagement is the teacher's attitudes and teaching methods that do not suit all the types and students' styles or do not satisfy their learning needs.

Researches proposed a modern strategy that could be used in both teaching and learning languages like English, this strategy relies on the use of educational games in answering classroom and lessons' activities; it is gamification, this latter has an impact on the learners' achievements through promoting the level of attention, motivation and interaction with the classroom participants. The teaching-learning process requires the use of creativity, fun and beneficial teaching tools, entertainment, challenging and competitive environment; all of these features can be the characteristics of effective games-based activities. The research

problem and solution were discussed in the first chapter while the method was tested and applied in the second chapter. The study analyzed the use of gamification technique among middle school pupils, the results showed the difference between answering activities with the traditional learning method and with using games, this latter focused on improving the students' motivation to learn effectively, increasing their classroom interaction to participate and engaged with others. Overall, gamification is considered a reliable teaching-learning method that developed from learners' motivation, engagement and academic achievements in foreign language learning.

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Appendices

Appendix 01: Consent Letter for Zerari Mohamed Saleh middle school administration

Consent lettre :

Dear teacher,

I am a Master two student at Mohamed Kheider Biskra University. I am conducting a research study entitled the use of gamification in teaching English language and its effectiveness on raising student's motivation and engagement in classroom. I would like to invite you to be a part of my research work through sitting for an interview (one-to-one format). This latter will help the progress of my study by analyzing and interpreting the collected data from our interview. The objective is to identify teacher's perspective and thinking towards the gamification technique as a modern tool of teaching/ learning FL and to realize its role in enhancing students motivation inside EFL classroom. This interview will take around 30 minutes and will be recorded for the data analysis purposes. Both of the interviewees' names and records will be done anonymously, they will be only used for academic purposes.

Thank you for your help, participation and collaboration to be a part of my work in order to finish my study. Please sign this consent.

Your sincerely   Teacher's signature
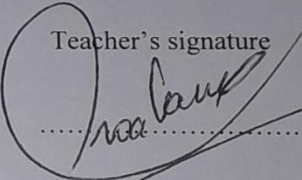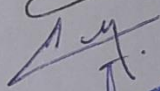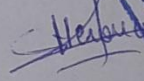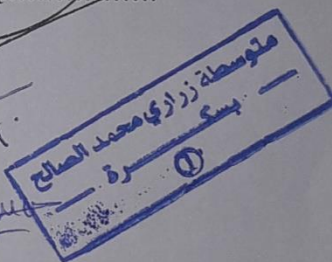
Contact details

Zioud Fatima Zahra

Email: mimatima23@gmail.com

Mohamed Kheider University of Biskra

Department of Foreign Language

Section of English

Appendix 02: Teacher's Interview

Interview:

Q 1: What are the teaching methods / strategies that you are following inside your classroom?

Q 2: Have you taught demotivated students? If yes how do you encourage them to learn English as a FL?

Q 3: How would you treat demotivated classroom or demotivated students in specific?

Q 4: In your opinion, what are the reasons behind student's lack of motivation towards learning English?

Q 5: What do you think about gamification (games-based activities)?

Q 6: Have you ever used gamification technique during your sessions?

Q 7: How many times do you use gamification? Do you take the whole session or only a part of it?

Q 8: When you use educational games, do you notice an interaction between you and the students? Can you measure the level of their motivation?

Q 9: Does gamification suit all the students of your class? Or in another words do all of them pay attention when you use educational games?

Q 10: Do you observe a difference in the students' motivation when you use the traditional way or games in answering activities?

Q 11: In your opinion, do you think that gamification can help pupils of English language to be engaged and interacted with the educational atmosphere?

Q 12: Are you with generalizing the use of educational games among all the Algerian middle schools especially in teaching / learning languages?

Q 13: Are there any other suggested solutions besides to gamification in which can promote student's motivation in FLL?

Test

Student's Name: **Level:**

Activity one: *Re-order each two clauses together to form three correct sentences using If Conditional Type 01 and put the verbs between brackets in the correct form:

He (to succeed) in his exams.

If I (to got) money.

If the weather (to be) fine.

I (to buy) a mobile phone.

If Khaled (to try) harder.

We (to go) on a picnic.

Activity two: Put the following adjectives in the correct comparative forms (short, delicious, hot, good) :

1. Biskra is ………..than Setif.
2. I feel……….now than yesterday.
3. Boys usually have……….hair than girls.
4. Omar says that pizza is ………..food than vegetable soup.

Activity three: Complete the sentences with the correct superlative form of these adjectives (pretty, intelligent, good, popular):

1. It is a very good film, it is……… I have seen.

2. Laura is very pretty girl, she is…………I know.

3. Sara is…………..actress.

4. My brother thinks he is………… in the family, but I do not agree.

Activity four: Choose one of the verbs between brackets that suit each sentence:

1. ………your homework (to make – to do).

2. ……...during the lesson (not/to talk – laugh).

3. ……...the instructions of the activity before answering it (to write – to read).

4. ………your hands before you eat (to wash – not/to brush).

Activity five: Write the passive voice sentences into active and active voice sentences into passive:

1. My grandfather built this house in 1940.

*

2. The bus will be driven by the driver.

*

3. Amina is being helped by Asma in answering the homework.

*

4. Sam invites Kelly to the party.

*

Appendix 04: First Post-test Session "Game 01"

Lesson: If Conditional Type 01.

Game: World Jumble Race.

Instruction: Each envelope contains three cut-sentences, re-order the small pieces of papers into full sentences, conjugate the verbs in the correct forms, pay attention to punctuation and capitalization.

Sentences for group 01:

1. If I (do)………This test, I (improve)………….my English.

2. If students (study/not) .... harder, they (pass/not) …………. the exam.

3. Sara (go) …….. shopping if she (have)……. .a lot of money.

**Sentences for group 02:**

1. If we (go) …...on holiday this summer, we (go) ……. to France.

2. If the weather (not/improve) …………, we (not/have) ………… a picnic.

3. He (not/get) ……….. a better mark if he (not/pass) ………. that exam.

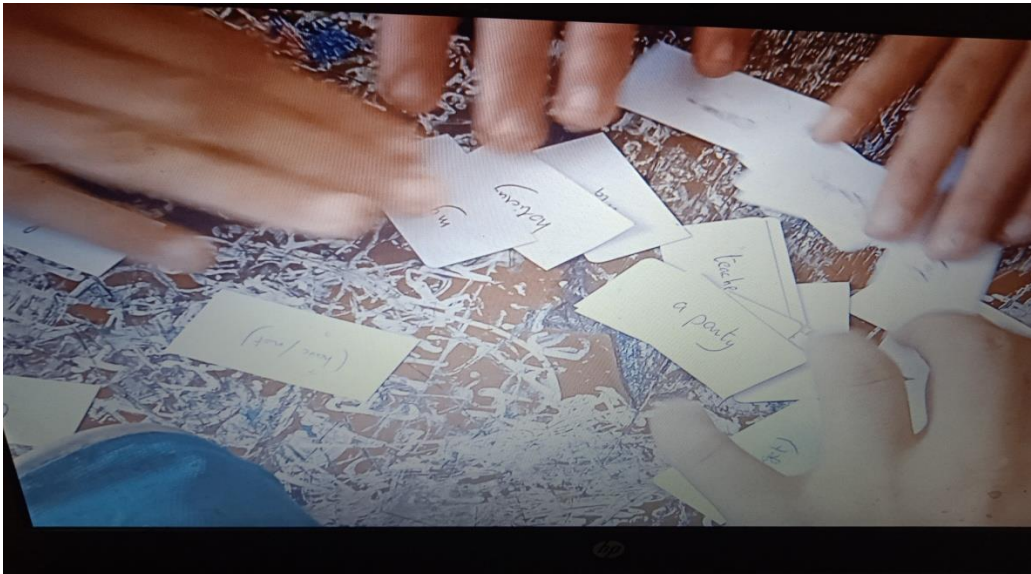**Sentences for group 03:**

1. They (go/not) ……...on holiday if they (have/not) ………..time.

2. If I (get) ….BEM exam, I (make) ……… a party and (invite) ……… my friends.

3. If Rita (forget) …….. her homework, the teacher (give) ……… her a low mark.

Three envelops for the three groups of Game 1
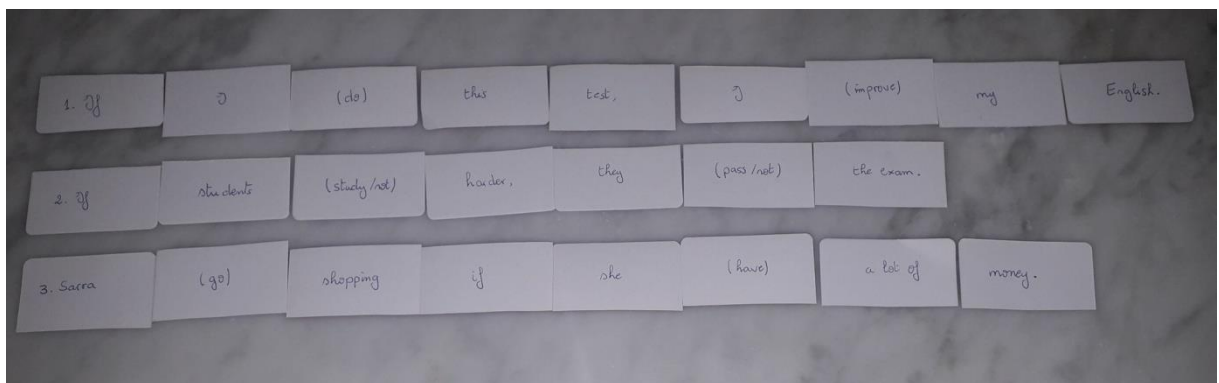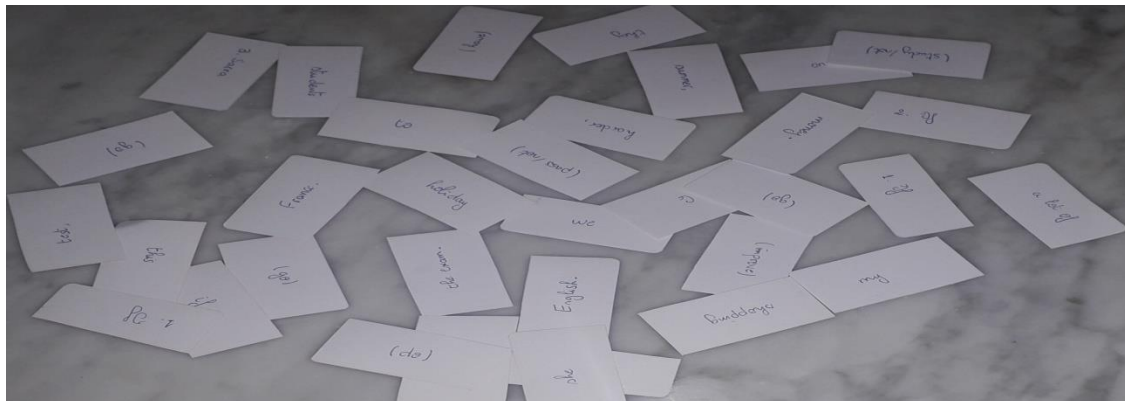
The ordered three sentences of If conditional game 01

Appendix 05: Second Post-test Session **"Game 02 and 03"**

Lesson: Comparative and Superlative.

Part 01: Comparative. / **Game 02:** Board Race.

Instruction: Form two teams, stand one behind the other in regular lines, pass into the board and put each adjective in the correct columns of the comparative form.

Team A   # Team B

Er	Adjective	more
■	Soft	
■	good	
■	Nice	
	expensive	■
■	happy	
	exciting	■
■	Slow	
■	Tall	
	famous	■
■	Old	
	intelligent	■
	comfortable	■
	colorful	■

er	Adjective	More
■	far	
■	high	
	beautiful	■
■	cheap	
	powerful	■
■	large	
	difficult	■
	big	
	talkative	■
■	long	
■	strong	
■	fast	
	destructive	■

Part 02: Superlative / **Game 03:** Pictionary

Instruction: Follow the pictures, hints and symbols that appeared in the instruments; in which help you to form two sentences using the superlative form from the appropriate adjectives of the previous game (each three pictures for one team).

Animals

Snail   Rabbit   Tortoise

Cities

Biskra (35c°)   Batna (28c°)   Oued-Souf (45c°)

Volkswagen: 28.045$ Porshe: 84.600$ Mercedes-Benz: 45.850$
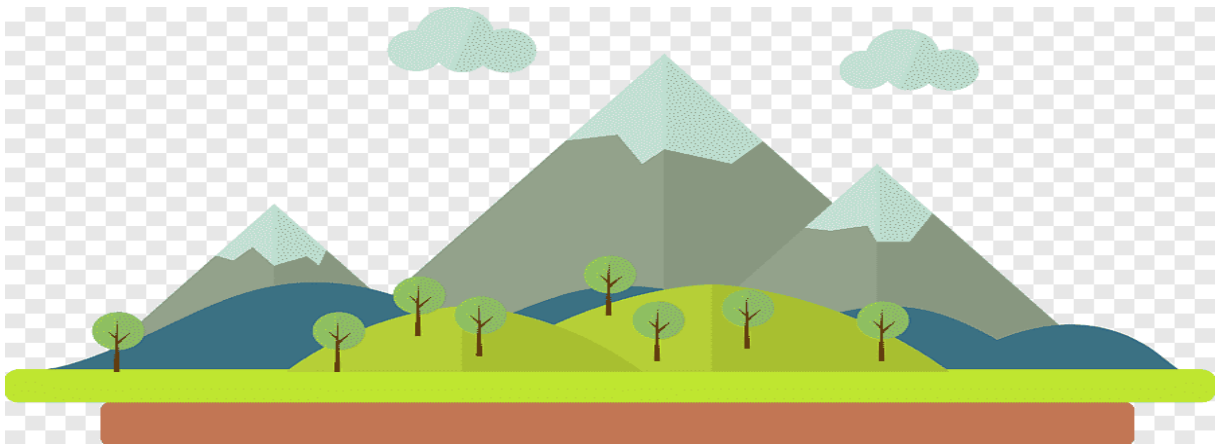

Painting 1: mixture of colors   Painting 2: Black and blue   painting 3: Black

Forest

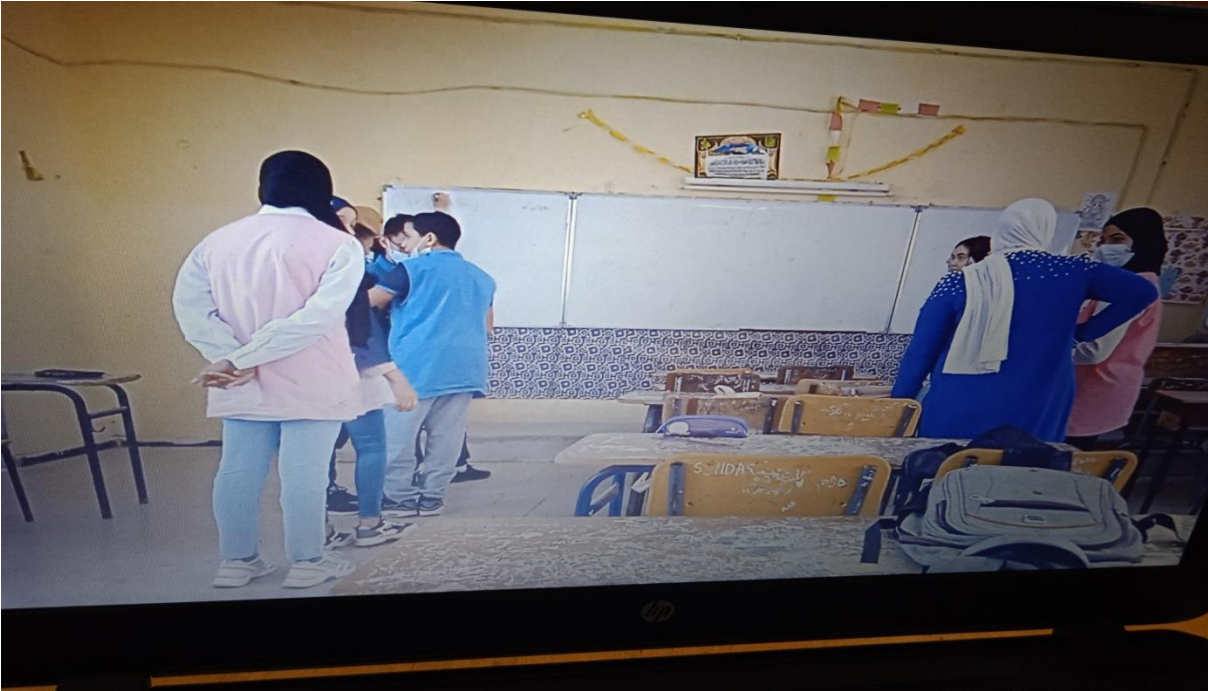Mountain **A**   Mountain **B**   Mountain **C**

Brothers

Amin (12 years old)   Ahmed (07 years old)   Khaled (15 years old)

Lesson: Imperative form / Passive voice

Part 01: Imperative / **Game 04:** Last Letter Game

Instruction: The first student is going to say a verb in the imperative form, the student who is sitting behind him needs to say another verb starting by the last letter, or sound of the previous verb. Each student has only 15 seconds to find verb. If he is not able to find the suitable verb, he will be out of the game (do not repeat the same verbs)

Student 1: Start	**Student 2:** Talk
Student 3: Come	**Student 4:** Make
Student 5: Clean	**Student 6:** No verb
Student 7: No verb	**Student 8:** Know
Student 9: No verb	**Student 10:** No verb
Student 11: Wake	**Student 12:** Complete
Student 13: No verb	**Student 14:** Try

Part 02: Passive Voice / **Game 05:** Word Jumble Race

Instruction: Construct four groups, each group will have an envelope that contains two cut-sentences. Reformulate one sentence in the passive voice and the other on active voice. Once a group (1) finishes, it exchanges his sentences with the other group (2) and the same thing for groups 3 and 4 (pay attention to punctuation, capitalization and the changes in verbs).

Sentences of Group 01:

1. He opens the door (G01) ⟶ The door is opened by him (G02)

2. A lot of money is paid by her (G01) ⟶ She pays a lot of money (G02)

Sentences of Group 02:

1. Khaled draws a picture (G02) ⟶ A picture is drawn by Khaled (G01)

2. The dinner is prepared by Sara (G02) ⟶ Sara prepares the dinner (G01)

Sentences of Group 03:

1. He can answer the question (G03) ⟶ The question is answered by him (G04)

2. A cake was made by my mother yesterday (G03) ⟶ My mother made a cake

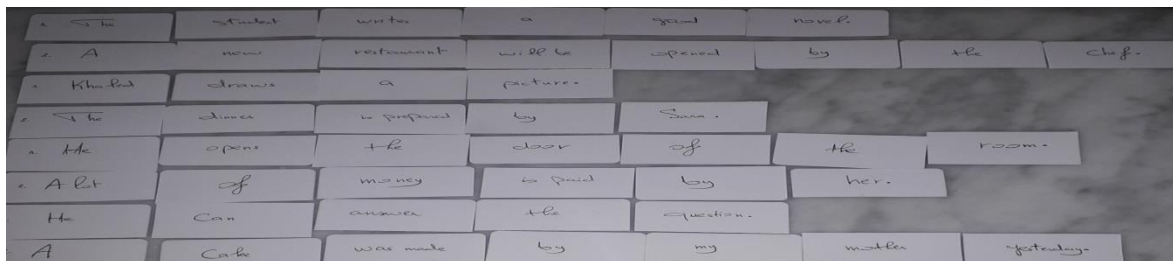Yesterday (G04)

Sentences of Group 04:

1. The student writes a good novel (G04) ⟶ A good novel is written by the student

(G03)

2. A new restaurant will be opened by the chef (G04) ⟶ The chef will open a new
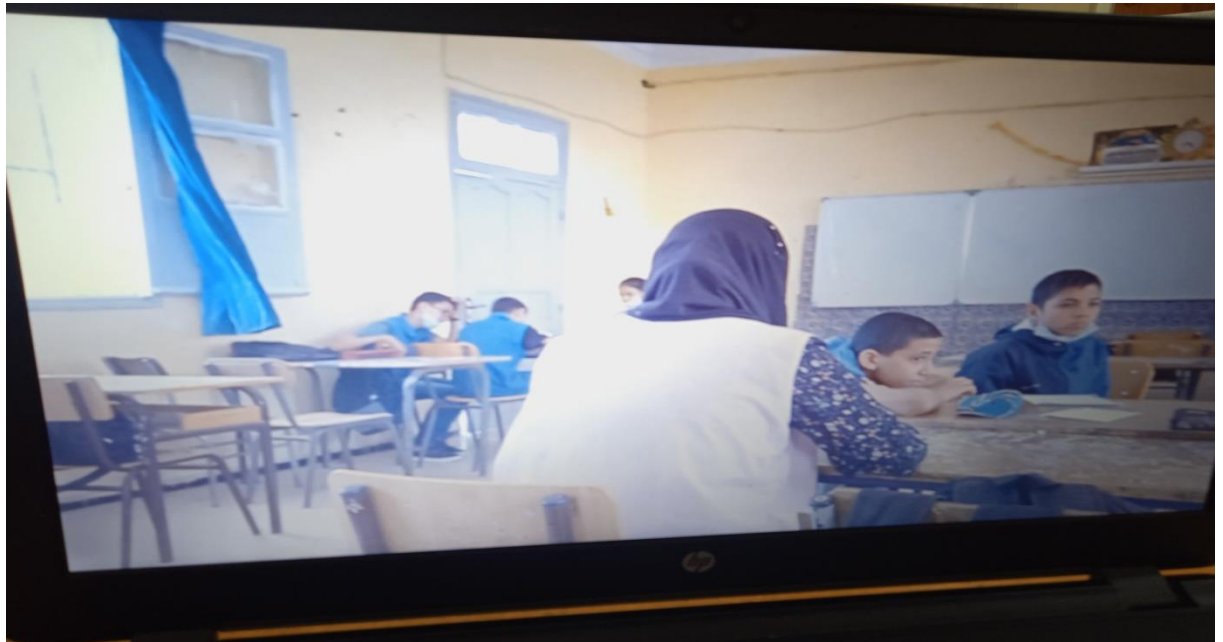
Restaurant (G03)

The four envelops of the passive voice game (game 5)
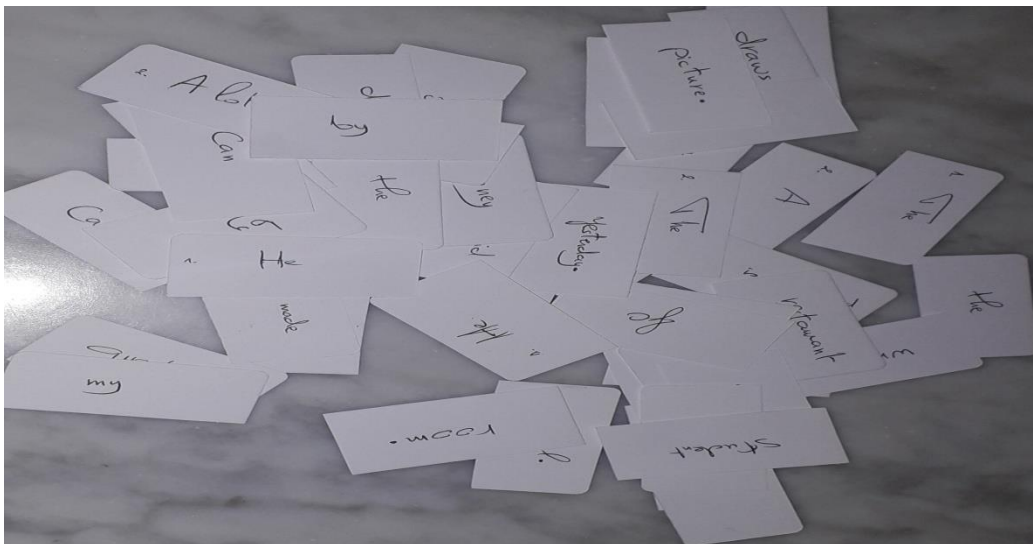
The disordered cut-sentences of the passive / active voice game 5

The ordered sentences of passive / active voice game 5

الملخص

تعتبر اللغة الانجليزية بالنسبة للمسار التعليمي في الجزائر لغة أجنبية من حيث ينطلق اكتسابها خلال مرحلة التعليم المتوسط و في هذه الأخيرة يتمكن التلاميذ من اكتساب قواعد اللغة الأصلية تعرف بالأسس القائمة عليها . من أجل تعلم و اكتساب لغة أجنبية صحيحة و سليمة يجب أن تتوفر مجموعة من العوامل و الدوافع التي تسهل عملية التعلم للتلاميذ و تحسن من الأداء الأكاديمي للتلميذ تجاه اللغة المستهدفة و من بين هذه العوامل التحفيز، المشاركة و التفاعل داخل القسم سواء مع الأستاذ أو بقية التلاميذ من أجل تطوير مستوى اللغة الانجليزية. يناقش هذا البحث ظاهرة نقص التحفيز و الانتباه لدى طلاب اللغات الأجنبية خاصة على مستوى الطور المتوسط بالإضافة إلى الإشادة بأهم الأسباب وراء هذا النقص مع ذكر النتائج السلبية لقلة الدافع الداخلي للدراسة و الانتباه لدى التلاميذ و تأثيرها على مستوى نشاطهم داخل الأقسام، تقليل انجازاتهم الأكاديمية و التسبب بمشاكل نفسية نحو تعلم اللغة . أثبتت الدراسات أن من أهم الأسباب وراء قلة حافز و مشاركة التلاميذ بالإضافة إلى توتر العامل النفسي هو عدم ملائمة الطريقة الإستراتيجية المتبعة من طرف الأساتذة في تقديم و شرح المعلومة باستعمال اللغة الانجليزية طبعا. و لهذا هذه الدراسة البحثية النظر في إستراتيجية تعليمية عصرية تساعد في رفع معنويات التلاميذ و تحفزهم لتعلم الانجليزية ألا و هي استخدام تقنية الألعاب التعليمية الأكاديمية من أجل انجاز الواجبات أثناء الحصص المدرسية.طبقت هذه الإستراتيجية من طرف الباحث على مستوى تلاميذ الرابعة متوسط في متوسطة زراري محمد الصالح بسكرة .قام الباحث بأخذ ملاحظات دقيقة حول القسم المستهدف للتجربة و المتكون من 14 تلميذ، هذه الملاحظات ساعدت الباحث ليتمكن من معرفة مستوى التحفيز لدى التلاميذ، تضمنت المعلومات المأخوذة معرفة كيفية تلقي التلاميذ لكل من الدرس و انجاز التمارين. قام الباحث بتطبيق مجموعة من الألعاب التعليمية المطبقة من خلال الواجبات و التمارين المرتبطة بالدروس المتواجدة بالمنهاج الخاص بالتلاميذ .اعتمد الباحث على المنهجية التجريبية و على الإحصاء من أجل تحليل و مناقشة نتائج البحث الحالي، من خلال النتائج استخلص الباحث أن لتقنية التلعيب داخل أقسام اللغات الأجنبية دور فعال و مؤثر على مستوى التحفيز الداخلي، المشاركة و التفاعل أثناء استخدام الانجليزية. السبب الرئيسي وراء قيام هذا البحث هو إدراج تقنية تعليم و تعلم بيداغوجية و عصرية (الألعاب التعليمية) تهدف إلى تحسين إنجاز و أداء التلاميذ الأكاديمي في اللغة المستهدفة و إدخالها ضمن المناهج التربوية على مستوى طور التعليم المتوسط.