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**The Use of Gamification in Enhancing EFL Learners'  
Vocabulary Acquisition**

**Case Study : Third Year Students at Wassel Mustapha Middle  
School-Tiaret.**

**A Dissertation submitted in Partial Fulfilment for the  
Requirement of the Degree of Master in Didactics.**

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### **Abstract**

The objective of the current study revolves around investigating the effectiveness of using gamification to enhance EFL middle school learners' vocabulary. For that reason, we opted for semi-structured interviews for the teachers of English and classroom observation for 3rd year middle school learners in Wassel Mustapha Middle School-Tiaret-Algeria. The obtained data revealed that, teachers found gamification so helpful and they even emphasized on integrating it into the EFL vocabulary instruction. Also, learners showed that gamification was a great approach to motivate, engage and make their learning process more engaging; however, many obstacles face both teachers and learners while implementing gamification, essentially time limitation. However, the significance and the implications of gamification extend beyond its positive impact on improving learning outcomes as it makes learning enjoyable and more interactive leading to students' participation, motivation and engagement.

**Keywords:** EFL, gamification, motivation, vocabulary acquisition

## **Dedication**

I dedicate this dissertation to all the persons I love:

To the pillar of our family “Benzineb”.

To the most important person in my life “my father”, who has been by my side all the time. He makes life easier for me. The man who wished to be better than him. To the man who didn't hesitate and gave me all what I wanted. I hope I made you proud of me. May Allah bless you. I love you so much.

To the light of my eyes “Djamila”

To the patient women I ever met “my mother”. To the women who spend time praying for me and asking Allah to give me power to finalize my academic career. She is always present in my life. Thank God for giving me such a mother.

To my grandmother's memory, who left us three months ago, who wanted to attend this viva day.

To my sisters “khaldia and Hadjer” and brothers “El hadj, Zakaria, Oussama and Ayoub”, who motivate me to meet my goal.

To my nephew and nieces Hafsa, Joudi, Asma and Younes.

To my partner, thank you for helping me in doing this dissertation.

**Miss Soumia Aouimeur**

## **Dedication**

I proudly dedicate this work to,

To myself, thank you for being strong and not giving up despite all the difficulties you faced during this journey.

To my source of strength, “My parents”.

To my father “Bouziane”.

To my mother “Djouher”.

Thank you for your steady support and encouragement throughout my journey.

To my grandmother “Yamina”.

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### List of Abbreviations

**EFL** : English as Foreign Language.

**L2** : Second language.

**GBL** : Game-Based Learning.

**RBL** : Reward-Based Learning.

**SDT** : Self determination theory.

## **General introduction**

Attracting attention is easier than attracting minds. That is why teaching in general is a difficult task, as well as teaching English as a Foreign language is a challenging mission especially to young learners since they are one of the more difficult categories compared to the other ones. Thus, teachers need to look for the effective ways for the sake of avoid these missions and to revail techniques to cater the learners attention, and to keep their motivation higher. Accordingly, teaching vocabulary is an essential skill that every single learner has to master, as it is the first and the most important aspect in learning EFL. The use of gamification is one of the teaching techniques that is more effective to be integrated in teaching and learning vocabulary knowledge.

Each instructor has his own way of delivering their vocabulary courses where there are a number of strategies to present new lexical items. However, they should search for practical and useful method that meet the learners needs by taking into account several factors such as : the interaction and the engagement because the way of teaching vocabulary is very crucial in enhancing the learners' ability in which they should focus more on the right use of the motivational approach to simplify things for the learners of the middle school in general and third year in particular, as they are new learners in English language since their environment does not give them chance to practice it.

There are some serious struggles that affect the attainment of vocabulary knowledge. One of these struggles is teaching-learning with the old technique. In other words, the educational process is done through traditional techniques such as: learning by heart new words or translating words into Arabic by the use of dictionaries just to know their meaning and here the educational instruction becomes boring because there is no creativity in the classrooms. While instructors should solve these difficulties in order to achieve better results and make the learning atmosphere more enjoyable by bringing creativity and selecting the suitable methods.

As a result, reward-based learning, Role-playing approach (active learning) and game-based learning, that are considered as methods derived from the motivational approach, highly focus on engaging and motivating learners to enhance the learning and the acquisition of new skills. Accordingly, gamification as a motivational approach can successfully expand the EFL learners, motivation and willingness towards learning new skills in general and vocabulary skill especially.

This study aims to highlight the importance of integrating the motivational approach as the use of gamification in the EFL classes. Furthermore, it aims at investigating this technique if it is used by instructors in their educational instruction. Finally, it aims at investigating the effectiveness of incorporating games as strategy to teach EFL learners vocabulary.

For the sake of knowing the effect of using gamification as a strategy to enhance EFL learners' vocabulary, this research attempts to answer the following questions:

- To what extent does incorporating gamified activities into EFL vocabulary instruction improve vocabulary acquisition and retention compared to traditional teaching methods?
- How do specific gamification elements influence different aspects of vocabulary in third year EFL middle school learners?
- What are EFL teachers' perceptions of gamified vocabulary teaching experience, and how do these perceptions relate to their pupils' motivation, engagement and overall teaching outcomes?

The up-coming hypotheses have been put based on the research questions above:

- EFL learners who participate in gamified vocabulary instruction will show significantly higher levels of vocabulary acquisition and retention compared to those who receive traditional instruction.
- Learners who engage with gamified activities incorporating points systems and rewards will exhibit better fluency and accuracy compared to those who do not experience these gamification elements?
- EFL teachers who hold a more positive attitude towards gamification are more likely to implement it effectively, leading to positive effects on students' motivation, engagement and teaching outcomes.

Integrating Educational games in the Algerian context is an important technique to be used in order to teach the vocabulary skill in the English Language atmosphere. From another perspective, this technique can create a positive and interactive learning journey for learners since it raises the pupils' engagement and attention. In this research study, the cooperation of gamification in the teaching-learning process helps the learners to learn, to grasp and to enrich their vocabulary memory easily.

In order to meet the research objectives, we have used a mixed method approach to collect data. The qualitative data is done through the use of the interview that is conducted with four experienced EFL instructors at Wassel Mustapha middle school in Tiaret. The aim behind using this instrument is to figure out if English teachers use games in their educational instruction and to share their experiences while incorporating this technique in their vocabulary lessons. On the other hand, the quantitative data was collected based on the classroom observation that was carried out at the level of two third year classes with 66 learners in order to measure the usefulness of using games to help students acquire and retain new lexical items, and to explore the utility of gamification in raising their motivation and engagement. We have chosen this sample because students' syllabus in this level is rich in

vocabulary which needs the integration of such methods to measure their effectiveness on their educational attainment and to highlight the difference between the use of gamified tasks and the traditional way in teaching vocabulary.

This dissertation consists of three chapters. The first chapter deals with the theoretical part which is the review of literature; it starts with the motivational approach and its types. It also includes the methods that support gamification. Then it explains the concept of gamification, its relation with the vocabulary skills and its elements, as well as the conditions that should be ensured in the game context. After that, it displays the game's types and strategies to promote vocabulary knowledge. Moreover, this chapter examines how teachers should take their role during conducting this technique and the method of integrating gamification, focusing on the theories that support the use of gamification in teaching.

The second chapter deals with the research methodology. It provides an overview about the research design spotlighting the research approach and participants. Moving to the data collection tools that are used to collect data through describing the instructors' interview and classroom observation.

The third and last chapter is devoted to the data analysis and the discussion of the results of each instrument utilized in the research. Furthermore, it suggests some recommendations that may help to better make future research. Finally, it ends with general conclusion that contain limitations of this research study.



*Chapter One*  
**Educational Games**

## **Introduction**

Since change touches all the domains and areas of human life, the English as foreign language (EFL) instruction had a part of this change such as the shift from teacher centeredness to learner centeredness through the use of gamification in the teaching-learning process. Gamification has fastly obtained attention as an alternative approach to motivate learners and get behavioral and cognitive change in different contexts. This chapter aims to give an overview about the motivational approach since gamification is a part of this approach. In addition, it delves deeply into the different conceptualization of gamification and the interconnection between gamification and vocabulary teaching. Furthermore, it discusses the different types of gamification elements :( Dynamics, mechanics, components) and it provides the conditions of applying the educational games. Moreover, this chapter tackles the impact and the effectiveness of gamification on vocabulary and language acquisition as well as the teacher role and gives insight into the integration of gamification in EFL education. Ultimately, it targets methods and theories of gamification highlighting their potential to enhance engagement and motivation among learners.

### **1. Theories of Gamification**

Studies indicate that gamification can be a successful approach to boost commitment and motivation (Sailer et al ,2017). Gamification theories are exceptionally much in their early stages, yet a part of the reasoning is grounded within the mental examination of the past century (Kapp, 2012). To put it differently, theories behind using games focus much more on the cognitive impact.

#### **1.1. Self determination theory**

Self determination theory (SDT), which is a very broadly used approach, is one of the various inspiration theories connected with gamification (Gupta & Goyal, 2012; Loughrey

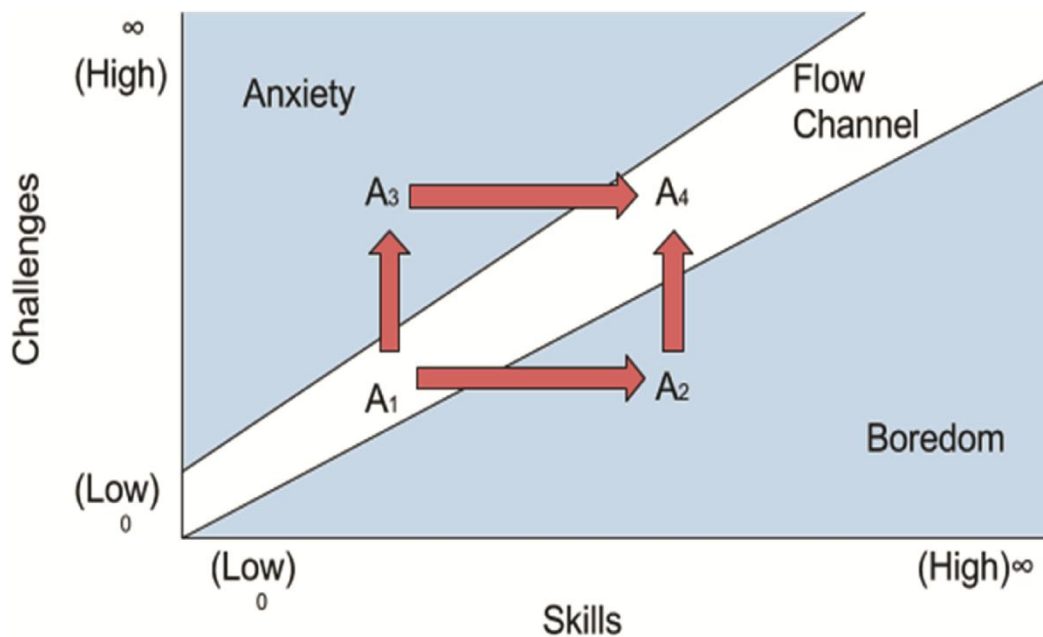
,2018; Wang et al, 2021). SDT is an effective theory for comprehending people's way of behaving and motivation because it can assist to clarify why some individuals are more effective compared to others in achieving their goals (Deci & Ryan ,2012).

According to Seaborn & Fels (2015), this theory states that humans have three basic mental needs which are: Autonomy, competence, and relatedness that should be met for optimal prosperity to be reached and maintained. The explanation of these principles is as follows:

Firstly, autonomy refers to the requirement for humans to feel a sense of authority over their individual lives and predetermination (Rayan et al, 2006). Secondly, competence alludes to the desire for learners to feel masterful and competent in their tasks and actions (Kapp, 2012). Finally, relatedness refers to a learners' feeling admired and appreciated by their educator. If a learner feels disengaged or excluded by his/her educator, he /she tends to internalize decreased and react more to outer circumstances (Niemic & Rayan ,2009). According to Deci and Ryan (2000), Gamification can help these requirements by allowing learners power over their learning, permitting them doors to illustrate and promote their abilities and building a sense of cooperation and local area.

## **1.2. Flow Theory**

Flow is a state in which learners are completely captivated in any task, without looking to the external distractions (Csikszentmihalyi ,2014). In addition, tasks ought to push learners to utilize their complete capacity as the influences of acquiring knowledge can be expanded when learners are involved in gaining tasks that require the greatest level of their competence (kim et al, 2018, p.8).



**Figure 01:** Diagram of Flow Theory (Adapted from Csikszentmihalyi, 2014, P.74)

Flow theory attempts to reply to the upcoming question: what is the perception when fully participating in the actual moment and living to the fullest? (Nakamura & Csikszentmihalyi ,2009). Moreover, for the purpose of achieving flow theory, three items should be accomplished of which the most significant is finishing and keeping the equilibrium between capacity and difficulty (Witt ,2011). In other words, the assignment must be neither easy nor complicated. Which means if the task is so easy the learners become bored and if it is too difficult learners become worried so, the balance must be between the difficulty of the task and the capacity of the learner.

## **2.Motivational Approach in EFL Teaching**

Motivation is one of the main factors that influence the success of acquiring a foreign or second language (Nugroho and Mayda, 2015). In addition, Guilloteaux and Dornyei (2008) argue that motivational approach is a teaching strategy used by the instructor to inspire and expand learner's motivation and autonomous techniques that are used with intention by each learner to monitor their particular level of motivation.

## **2.1. Types of Motivation**

### **2.1.1. Intrinsic Motivation**

According to Moy et al (2016), intrinsic motivation is related to learner autonomy which indicates that a student's responses are autonomous and motivated by himself. In addition, intrinsic motivation is innate and natural, and this when individuals are motivated to do what they see important or enjoyable (Ligault ,2016).

### **2.1.2. Extrinsic Motivation**

Extrinsic motivation means when someone has no interest to do something and through external motivation he will be encouraged to achieve the task (Reena et al ,2010). As Suman (2023) stated extrinsic motivation is the outside variables that encourage people to participate in tasks or achieve objectives, as bonus, appreciation or social integration.

## **2.2. Gamification and Motivation**

In the learning context, gamification strategy implements notions of motivation that cover intrinsic as well as extrinsic motivation (Yoong et al, 2019). Therefore, using motivation as an instructional method through gamification helps learners to acquire the second language with less difficulty to identify their areas of improvement and enhance their skills (Flores, 2015).

## **2.3. Motivational Approach and Vocabulary**

Motivational engagement has a crucial impact in enhancing the acquisition and facilitating the practice of second language (L2) vocabulary (Smith et al ,2013). Additionally, learning progression can be increased through the motivational approaches due to the important function that motivational features serve in the acquisition process (Cheng and Dörnyei ,2007).

### **3. Gamification Methods**

Nowadays, gamification becomes the most used in EFL instruction, it includes methods and approaches that help teachers deliver the information and motivate learners to better language acquisition.

#### **3.1. Game-Based Learning**

The concept of Game-Based Learning (GBL) is related to the implementation of video games and factors that involve game authenticity, themes, subject matter and pictures in the teaching –learning process (Ge & Ifenthaler, 2018). In addition, most explanations of GBL clarified that it is an aspect of games related to specific learning outcomes (Shaffer et al, 2005). Furthermore, according to Lin et al (2014), GBL is a strategy used to inspire learners to take a part in learning through games, and this way the learning environment will be more captivating using enjoyment while learning. It has a beneficial impact on cognitive improvement.

##### **3.1.1. Gamification and Game-Based Learning**

Gamification includes the use of games as main components in the learning process. However, including games in the learning process is GBL (Al-Azawi et al ,2016). Likewise, according to Isaacs (2015), in contrast to gamification, GBL requires employing a real-life game to reach educational objectives and expand the learning progression. In other words, using gamification elements in the educational context and incorporating games directly into the learning process, are two different approaches that share the same outcomes to improve motivation and engagement.

### **3.1.2. The Impact of Game-Based Learning on vocabulary acquisition**

Teaching vocabulary through games pushes pupils to learn since the majority of learners see that memorization is dull whereas game play is exciting and offers them an opportunity to relax from the regularity of vocabulary instruction (Ackdogan, 2017). Besides, according to Jaaska and Altonen (2022), games of vocabulary integrate the real-life setting into the classroom. These games have an impact on the learners' cognition and emotions through challenge, teamwork and simulation. By engaging learners in a meaningful context based experience (GBL), the vocabulary acquisition will be fostered through motivating and effective manner.

### **3.2. Reward-Based Learning Method**

Reward-Based Learning (RBL), depends on influencing the way students behave through offering them external bonuses. To make a shift on learners' behavior using a RBL, a continuous offering of external rewards is recommended (Nicholson ,2015). Additionally, according to kim et al (2018), when learners are motivated through a RBL method, the learning achievements will gradually improve and their learning skills will be reinforced. Moreover, gamification directly impacts extrinsic motivation through using external rewards and inputs (Zuckerman & Gal\_OZ, 2014). Consequently, RBL expands the extrinsic motivation through offering tangible reward as it encourages learners to actively participate in the learning process.

### **3.3. Role –playing Approach (Active Learning)**

Since role-playing is considered as an engaged strategy of learning, it can be also integrated in blended instruction and online learning (Erturk, 2015, P. 6). Also, Mishael

(2006), describes role-playing as the procedure of engaging learners in a particular type of activities that motivate them to think about the information and the way to use them. As a result, it is noticed that the methods and the approaches derived from the motivational approach are interrelated as they often share the same goals, to motivate, engage and improve learners' acquisition.

Ultimately, by using motivation and understanding how learners can be engaged, the learning outcomes, language teaching and vocabulary acquisition can be effectively achieved.

### **3.3.1. The Impact of Role Playing approach**

According to Green and Blaszczynski (2012), role play is an effective approach to instruct soft skills (intrapersonal and interpersonal) for both learners and teachers. Besides that, compared to the typical cognitive directed approach, the application of role-play allows teachers to ease the intensive learning experience for learners in teacher education (Kilgour et al,2015).

## **4.Gamification in Education**

Gamification in education is an instructional approach that helps in increasing learners' motivation and engagement by incorporating game elements in the educational context.

### **4.1. Definition of Gamification**

Gamification is a powerful tool for boosting students' vocabulary acquisition and retention. Deterding et al (2011) define gamification as: “ the use of game elements in non-game context. ” (p.2). Using the gamification method is a useful technique to acquire helpful learning outcomes as it motivates learners to work more, gain new things, and support them to adapt to new ways of behaving. The objective is to keep their motivation high and support certain action (Simões et al 2013). In addition, gamification can also be defined as the



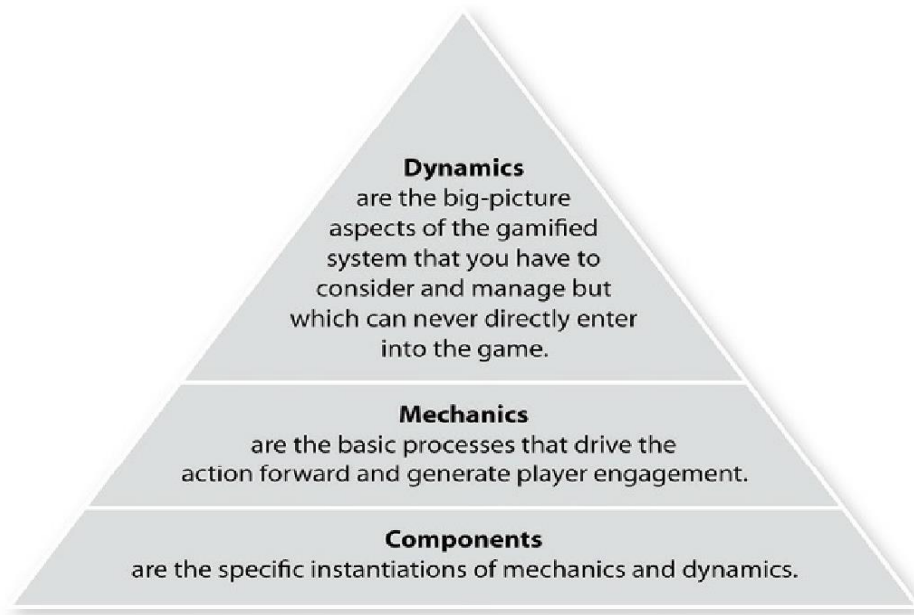
implementation of a set of activities and procedures to control a barrier while teaching and learning process, integrating different game principles (Al-Dosakee & Ozdamli, 2021, p.560). Moreover, Yanes and Bououd (2019), declare that gamification appears to have admirable benefits that enhance several language skills.

#### **4.2. Gamification in Vocabulary**

On the authority of Calvo –Ferrer (2017), gamification is a potential approach in vocabulary teaching since it upgrades motivation and presents positive results for word conservation and vocabulary acquisition. Furthermore, using gamification enhances vocabulary performance in the target language and helps in vocabulary learning due to its advantages (Zou & huang ,2019). Moreover, according to Abadi et al (2022), the employment of gamification is stated to be a useful method to acquire vocabulary equally with the improvement of science and technology.

#### **5. Gamification Elements**

The game elements are known as the main components that enable producing a specific game for a specific objective. While Stanculescu et al (2016) explain game elements as a device applied by the gamified motor to control players to meet the objectives. In addition, Werbach and Hunter (2012) have designed a framework that is extremely beneficial for a clear picture of what they actually contain. The pyramid shaped structure is divided from top to down to three main categories which are: Dynamics, Mechanics, Components (Figure 01).



**Figure 02:** The Game Elements Hierarchy

## **5.1. Game Dynamics**

According to Camerer (2011), the dynamics are known for how the player behaves and interacts with others during the game, which are being encouraged by the components and mechanics. Although this category supports constructing a system; however, they do not directly access the game (Ruengarnrut, 2019).

### **5.1.1. Emotions**

According to Millins and Sabherwal (2018), emotion is suggested to be the clue of the gamified application. Emotions refer to how the player's feeling is. These emotions can be either good as enjoyment or stir, or bad as boredom or unmotivated (Robson et al ,2015). Furthermore, expecting that users will not stick to play if they don't have fun, creating user gladness should be viewed as the most powerful user engagement aim for gamification (Sweetser and Wyeth ,2005).

### **5.1.2. Narrative**

According to Reiners and wood (2015), narratives and storylines are parts introduced directly from numerous fruitful video games. They allow a progressing and compelling storyline giving events and the explanation for player cooperation and undertakings. Moreover, narratives make learners live the story. They should be placed in an imaginary space and asked to accomplish tasks or challenges (Hamari et al 2014).

### **5.1.3. Relationship**

Doğan (2023, P.29) noted that: “ Relationships are the player's interactions with other players or non-player characters (NPCs). They can be either positive, such as cooperation or competition, or negative, such as aggression or betrayal ”. Therefore, relationships support users to create emotional attachments through several ways of interaction such as friendship, collaboration, and connections ( karakuşcu, 2021).

### **5.1.4. Progression**

According to Scepenovic (2015), progression is a significant element of all games as it gives students feedback to know their strengths and areas of improvements to work on. However, each subject or activity needs the measurement of educational progress (Raymer ,2011). In other terms, progression facilitates for both learners and instructors to comprehend their degree of performance and where they need to put extra effort.

### **5.1.5. Constraints**

According to Werbach and Hunter (2012), constraints are known as the conditions that make a restriction to what a player can do, and it can be either corporal or intellectual. These comprise limits that confine the actions of the players. These may entail conditions that are unequivocal and advocated (Xu ,2012).

## **5.2. Game Mechanics**

According to Hunnicke et al (2004), mechanics are crucial processes in the gamified application that create the rules, systems, and behaviors that guide the player's engagement (p.1). In addition, mechanics are linked with a game framework which explains the specific section of the game, at the degree of data portrayal and algorithms (Kim and Lee, 2013).

### **5.2.1. Feedback**

Feedback is one of the most effective game mechanics since the players must know how useful they are doing to ameliorate on their tasks. This must be done at a stable and constant speed to be better (Palmer et al ,2012). Furthermore, Doğan (2023) argued that feedback is : “ A game mechanic that provides players with information about their performance, progress, or standing in relation to others.” (p.30).

### **5.2.2. Rewards**

According to Kein and Nguyen (2021), rewards are tangible or intangible advantages from exterior authorities, which can be noticeable, utilized, Spent, or even touched by the players that acquired them. Moreover, at the end of the setting, the credits could be exchanged into rewards such as boosting the last grade, or providing exciting goodies which were small modest that players can adore like carton tickets or stickers (Pham, 2020, p.12).

### **5.2.3. Cooperation**

According to Werbach and Hunter (2015), cooperation in a game is when users have to collaborate to achieve an objective that is unreachable alone. Therefore, having relevant relationship and working together across a shared aim enhances inspiration and effective engagement in cooperative gamification executions (Hamari et al, 2014; Morcheheuser et al ,2019)

#### **5.2.4. Chance**

According to Dignan (2011), after concluding an assignment, players may accept an irregular number of points by chance. It is like roulette that many players receive a reward. Furthermore, chance refers to the qualities of randomness and likelihood properties that can either boost or diminish the chance of specific events (Toda et al ,2019).

#### **5.2.5. Challenges**

According to Passos et al (2011), to establish a challenging climate, transparent objectives must be defined and performed (p .260). Thus, challenges provide players a feeling that they are making progress cross a goal and motivate organizing tasks (Korn ,2012 ; Bunchball, 2010). This means that challenges give a chance for advancement and enhancement by pushing learners to boost their competencies and proficiency.

### **5.3. Game components**

According to landers and Armstrong (2017), components are considered as the third classification that are either a particular type of mechanics or dynamics. In addition, components are the nearest to the surface, the simplest parts to help players advance in the game (Konrad ,2011).

#### **5.3.1. Badges**

According to Grant et al (2013), badges have an influence on learning by enhancing students' motivation. Badges are relevant to the importance and the attractive features of the game in several educational spaces (P.1). Additionally, it can be acquired by players if they accomplish chosen aims that lie over the aid degree and center tasks (Hamari ,2013). Badges of games emphasis on students' success and performance (Richter et al ,2015). In other

words, learners can be inspired and encouraged to study different game features with the aid of badges.

### **5.3.2. Leaderboards**

According to Costa et al (2013), leaderboards are catalogs of members in a contest or setting that positions the players according to specific factors, such as their numeric grades. Moreover, leaderboards allow learners to check their grades or marks. They also aid learners to feel interrelated to each other in the educational setting (O'Donovan, 2012, P.2). Leaderboards help in keeping up the game's long term attainment (Mekler et al ,2013).

### **5.3.3. Points**

According to Sailer et Al (2013), points are crucial components, which players can gather through engaging in certain tasks inside the gamified space, and they are always utilized as supporters for players to accomplish goals. Moreover, learners require points for perfectly responding to vocabulary questions and moving through several levels (Wulantari et al, 2013).

### **5.3.4. Levels**

According to Nah et al (2014), levels present to users their growth with the assistance of a progress bar. These game elements are extremely well known in the academic gamified device because they allow instructors to collaborate with users while they are getting new vocabulary. Furthermore, levels are portrayed by pre-set goals which the user must accomplish in order to pass the next level in the game, this allows remarking the users' advancement (Acosta-Díaz ,2016).

### **5.3.5. Avatars**

Karakuşcu (2021) states that avatars refer to visual portrayal of users in the game that can be designed or made by them to address themselves. Moreover, avatars give advanced settings where options can be considerably drilled in their universe and where meaning can be understood (Wilson, 2003). In simpler words, avatars permit learners to create opportunities and represent themselves in a purposeful way.

### **5.3.6. Quests**

According to Whitton and Mosely (2010), quests are lists of difficulties that entail users to tackle their critical thinking capacities to decode mysteries. Also, quests and challenges give users a feeling of motivation or a purpose in a gamified space (Zichermann & Cunningham ,2011). To be more precise, when learners participate in quests in a gamified space, it offers them a transparent feeling of what to make and where to move.

## **6. The Impact of Gamification elements**

The implementation of game design elements in non-game settings is defined as gamification and it has been known to have many benefits on learning results, performance and learners' engagement. According to Sailer et al (2017), these elements and learners' engagements also work as an effective means for improving learning goals by giving learners recent and actual feedback. In addition, the interconnection between these elements permits multiple learning styles, supporting a more personalized and inclusive learning context (Hanus & Fox ,2014).

## **7. Conditions of Educational Games**

Educational games demand the presence of two crucial principles which are:

## **7.1. Fun**

Studies have proven that educational games must have the idea of fun because it inspires learners' perspectives towards language acquisition. Fun supports in building relaxed, vigorous and effective performance in the class (Prensky ,2001). To put it in another way, fun can form a more peaceful atmosphere, making it simpler for learners to get information and motivate them to do extra efforts without feeling spiteful. Furthermore, Swanson-Ferguson (2014), contended that diversion is one of the key factors in gamification utilization. According to the learners' overviews, they remark enjoyment as safer because among their growth opportunities, fun resolves issues that happen during the entertainment, or even decreases from the severity of difficulties that may arise from the game's test (Yue and Bjork, 2013, P. 266).

## **7.2. Competition**

Competition does not constantly lead to tension, contest and obstacles. It's one of the components that foster academic performance in the class. Competition plays a crucial role in motivating learners to do their best efforts, because winners should have a great performance. A positive competition is a fantastic factor to develop both productivity and motivation (Kim et al, 2021). In other words, it's an inherent idea that involves learners competing with each other to achieve a common objective E,g . Applying scoreboards that tracks points, levels, badges (Toda et al, 2019). According to Zioud (2021), the game's competition has a beneficial part as it supports cooperation among learners, motivating them by working in gathering. They are concentrating on dominating the game as opposed to fighting each other.

## **8. Impact of Gamification**

The gamification supporters argue that gamification improves the soft skills in education, as well as communication, group work, and problem solving (Rabah et al ,2018). In addition,



the idea behind using gamification in the classroom is to enhance learners' intrinsic motivation to participate in the learning process, due to the delightful features of games (Adams and Dormas, 2012).

### **8.1. Types of gamification Impacts**

Integrating gamification in the EFL instruction has great and different impacts on learners as well as language acquisition.

#### **8.1.1. The Impact of Gamification on language acquisition**

As stated by Morthy and Abdul Aziz (2020), gamified language instruction permits learners to acquire the intended language properly in a motivational atmosphere. As well, empirical studies demonstrate that using games in acquiring a new language is more effective and beneficial than traditional learning context (Purgina et al ,2019).

#### **8.1.2. The effectiveness of Gamification on vocabulary**

The use of gamification in vocabulary instruction had constructive points of view from learners and improved their attention about using gamification in the English language teaching/ learning by transferring an enjoyable, captivating and interactive lecture (Waluyo and Bucol, 2021). Therefore, using gamification in learning vocabulary is related to learner centeredness, where learners learn autonomously with little scaffolding from teachers (Mirzoveya and Kabdragalimva ,2021).

#### **8.1.3. Cognitive impacts**

According to Kim et al (2018), experts announce that gamification expands learning results, theoretical and practical knowledge and higher order thinking skills. Moreover, although gamification does not have a crucial effect on the final exams production, it

improves learning results on lower-risk assignments (for instance quizzes and practical activities) and general course marks (Bevins and Howard, 2018).

#### **8.1.4. Emotional impacts**

According to Dicheva et al (2015), compared to different courses, students reported that courses with gamification are more captivating, motivating, and beneficial for learning. Furthermore, emotional outcomes emphasize engagement, points of view and entertainment.

#### **8.1.5. Engagement and behavioral Impacts**

According to Failla et al (2015), it is important to know that involving learners and giving them freedom in choosing their preferred way of learning improves their engagement. Additionally, engagement has a strong connection with the well designed lecture, special content and gamification elements (Bell, 2017).

### **9. Teacher's role in Gamification**

Although the focus today is on the learner autonomy and learner centeredness, still the teacher plays a great role in the teaching - learning process as his /her presence in the classroom is crucial so the educational process can be ensured. From the point of view of Vygotsky, if learners required the teacher scaffolding to accomplish a challenging assignment rather than do it themselves, learning can be ensured (Molin, 2017). Uticsak & Williamson (2010), suggested that the teacher should have an effective role in simplifying the game, so the learning process occurs. Also, being a teacher means to design and relate the general objectives of a game situation to certain learning goals. This occupation is a part of each teacher's instruction (Hinkhoj & Brund, 2010). In other words, it can be understood that the teacher's role in facilitating, scaffolding, and monitoring the gamified instruction is vital and always needed to intend the teaching objective.

## 10. The Integration of Gamification in Education

Gamification in training permits the educator to gamify a task or a specific proficiency skill. It incorporates game elements and prizes systems into their lectures, while promoting and involving the learner and supporting a positive competition (Kingsley and Grabner ,2015). In addition, when learners learn via gamification, it looks like they are engaging in a game while getting the idea and applying expertise. This fosters an agreeable and challenging academic journey that supports learners to keep going (Vassileva ,2008). The aim of integrating gamification in education is to create a more engaging and productive learning journey for learners (Figueroa ,2015).

In order to supervise instructors to the road, they can gamify their instruction, a series of gamification actions must be pursued (Flores, 2015, p.43). In other words, Huang and Soman (2013) presented a model consisting of five stages that outlined how to implement gamified training, in which they explain each stage as follows: (figure 02).



**Figure 03:** The Five Stages Model of Educational Games (Adapted from Huang &Soman ,2013)

The previous figure provides the five steps of the gamified academic layout.

**Stage 01:** Comprehending the target audience and the circumstances, this essential element administers the success of the educational plan; this means, educators must comprehend who their learners are, adding to the learning environment in which teaching occurs, as this aids the educators to design their lectures effectively (Hang & Soman, 2013, P.7).

**Stage 02:** Outlining the learning goals, learning objectives must be clear and specific. The aim of the instruction is to reach the learning goals because accommodating gamification tasks may look meaningless. The aims figure out what educational program and task to be remembered in the learning process, the use of the best game elements and approaches in order to accomplish them (Kiryakova et al ,2014).

**Stage 03:** Organizing the learning journey, in this step the instructor creates the sequence and measures what the learners must learn and acquire among each step's end. The teachers must constantly advance their educational program from easy to complicated by starting with simpler achievements so that the learners keep their interest and motivation (Flores ,2016).

**Stage 04:** Recognizing materials, the educators will have end confirmation in which step they can or cannot be gamified. The educators must think about different factors that have to be thought of such as levels, rewards, progression and conditions (Huang & Soman, 2013, p.11).

**Stage 05:** Integrating gamification features, in this stage the instructor decides about the use of which gamification components should be utilized. It could be either personal as badges, points or social like cooperation, or competition (figueroa, 2015).

### **11.The use of Gamification in the Algerian Educational Context**

Despite the use of gamification in the educational system , its adoption in the algerian context stays limited.

Boudour (2023) found that :”our institutions still lack the necessary resources , and even the number of students in a class precludes the use of such teaching and learning methods.”In addition, Zemour and Benmaaouia (2023) stated that “teachers have acknowledged the difficulty in balancing entertainment and education”’.(p.98)

## **Conclusion**

In conclusion, this chapter provided a review about gamification, covering its relation with language teaching and vocabulary acquisition. Through our research, we highlighted the elements of gamification, the conditions of its application in the educational context and the effectiveness of using gamification in vocabulary instruction. By delving into the gamification approach, we spotlighted the role of the teacher, taking into consideration the way how gamification should be included in EFL instruction. Finally, this chapter attempted to highlight the main methods and theories of gamification mentioning their effectiveness in enhancing motivation, engagement and learning skills, without forgetting to tackle the gamification matter in the Algerian educational system.

**Chapter Two**

**Field Investigation, Data  
Collection and Procedures**

## **Introduction**

After providing the compelling information about the topic being studied, which is the effect of using gamification as an instructional approach to enhance EFL learners' vocabulary in the first theoretical chapter. This chapter is devoted mainly to the empirical phase of the current research. It is a continuance for what has been examined and found in the previous educational researches. It includes an overview about the research design highlighting the research approach used in this study. Moving to spotlighting the participants and the rationale behind choosing third (3rd) year middle school learners specifically. After that, we discussed the data collection tools and the procedures of collecting data. Finally, data analysis methods and procedures are the elements to conclude with in the methodological chapter.

### **1. Research Design**

The research in hand is an empirical study that implements a mixed-method for better investigation about the effectiveness of using gamification to enhance EFL learners' vocabulary. As a target population, third (3rd) year middle school learners and teachers of English in that middle school were chosen. The teachers got interviewed as well as the learners were observed. The adopted data collection tools were the interview and the observation. The study was conducted ethically by informing the participants that they are a part of the research and that their answers will be used just to conduct the research. The collected data were examined, interpreted and transformed into results.

### **2. Research Methods**

The study applied a mixed-method approach, incorporating both qualitative and quantitative methods. Johnson and Creswell (2003) as cited in Onwuegbuzie, 2004 described mixed method instruments as utilizing various techniques to gather information at equal time

or progressively for the sake of making the research question transparent. This approach leads to a comprehensive understanding of the research topic and providing numerical data and analysis. The qualitative method involves interviews that help in exploring the study in depth through engaging the participants in open-ended questions to have insights about their experiences, points of view and attitudes towards the topic being studied. While the quantitative method includes the observation to collect data in a systematic and objective way through observing participants and getting the needed data, this is what reduces biases and expands the reliability and validity of the research outcomes.

### **3. Participants**

The target population consists of two third (3rd) year classes with 66 learners and four (4) teachers of English from Wassel Mustapha Middle School – Tiaret. The purpose behind choosing 3rd year learners is that their syllabus is rich in vocabulary which is our concern and we paid attention to their cognitive level and background about the English language that help them understand and do the gamified tasks in contrast to other levels. Also the participants were selected based on their availability, ability and willingness to participate. The anonymity of participants was ensured, and the participants were guaranteed that their feedback would be utilized for scientific research purposes. Their participation helped us in gathering interesting insights and going in depth of the results.

### **4. Data Collection Procedures**

In this examination, both qualitative and quantitative instruments are used to provide data. Therefore, two different tools are utilized since they give reliable information and they are the most effective way in which they give the participants (instructors and students) a sense of relaxation and security. First, qualitative information was utilized among interview questions with the English Language instructors of Wassel Mustapha Middle School - Tiaret



in order to see their viewpoints on using gamification to enhance vocabulary teaching in EFL instruction. Instructors' thoughts will facilitate the ongoing progression of this study. Second, quantitative data were used through direct observation in the English vocabulary classrooms to focus on how the students were engaged and inspired when the gamified tasks were presented and what method they interacted with more.

#### **4.1. The Interview**

##### **4.1.1. Description of the Interview**

To gather information in this research we used a qualitative instrument which is an interview. According to Jacobs and Sorensen (2006), interviews are applied to accumulate data from persons about concepts, views and emotions about circumstance in their own way (P.438). To be more precise, the interview is a conversation between two persons, where the interviewer is attempting to gather information about specific details from people's thoughts. For our study, this tool is the appropriate one to be integrated. Additionally, interviews are employed when the research aims to distinguish the opinions and beliefs of persons with specific viewpoints (MacDonald & Headlan, 2008, P. 42).

##### **4.1.2. Instructors' Interview**

Since the interview was made to collect data, it will help us to figure out the use of gamification in enhancing EFL learners' vocabulary acquisition. The interview questions (appendix 01) were designed for instructors of English language at Wassel Mustapha Middle school - Tiaret, which were addressed to four experienced instructors. The interview took place during the second semester of the school year 2023-2024. However, each instructor was individually interviewed without the presence of others. The interview questions consisted of eight questions, which were structured before the meeting. The purpose behind these questions is to know whether English teachers used gamification in their teaching process,

especially in vocabulary skill, or not, and to highlight their thoughts and impressions about it. The interviewees (instructors) were essential in reaching the objectives of our academic thesis on account of exchanging their familiarity with us. We hoped to get an insightful comprehension of how they can successfully cooperate with games to boost the advancement of pupils' vocabulary competencies.

#### **4.1.3. Manuscription of the interview**

**Question one:** How many years have you been teaching English to middle school students, and how can you provide a brief overview of your experience in this field?

Actually this question is divided into two parts, so it has two aims. Concerning the first part, the aim behind it is to establish the duration being taught by each teacher. According to the results, the teachers have different teaching periods and occupations. The respondent (A) has nine years of experience, the second (B) has seven years of teaching, the third respondent (C) has ten years of working and the last one (D) has twenty-six years of proficiency in this academic field.

The second part of the question was asked in order to see their overall viewpoints about their process. The results showed that the first interviewee (A) reported that each learner has his/her own way of learning, learners should be respected and supported to make their efforts and if teachers want to achieve their goals they should be patient to overcome the multiple obstacles that might appear (according to her viewpoint, there is no obstacle when you want to achieve a goal). The other interviewee (D) said that teachers must guide, inspire and share knowledge with learners in order to facilitate the learning process. Also, teachers should create engaging lesson plans to organize their sessions. While the two other interviewees have skipped this doubt.

**Question two:** In your experience, what challenges do students typically face when it comes to learning and retaining English vocabulary?

The purpose behind this question is to comprehend the obstacles that instructors may face during teaching English vocabulary in order to solve the problems. All the interviewed instructors declared that their students have problems in pronouncing and spelling the words. However, the second (B) and the third (C) teachers mentioned that the second obstacle is that their students have fear of making mistakes and lack of practice. Furthermore, the second added that they were unfamiliar with the sociocultural system of communication. In the same view, instructors (A) and (D) stated that the context sometimes is not suitable to understand the usage of words.

**Question three:** Could you share the primary methods or approaches you currently use to teach and reinforce English vocabulary to your students?

The present question focuses on finding the strategies and methods that instructors integrated in their educational setting especially in the English vocabulary instruction. The results showed that the teachers have different teaching methods. However, the respondent (A) said that : “I used in my classroom different methods which can facilitate the teaching process in the vocabulary side, such as group learning work, game based learning (ice-breakers, word bricks, puzzles...) and lecture based instruction.” The respondent (B) stated that she used flashcards activities and gave students the definition of a new word. However, the respondent (C) has skipped this question. Lastly, the respondent (D) mentioned that she also used flashcards, dialogues and reading extensively (it’s all about practice).

**Question four:** How familiar are you with the concept of gamification in education, especially in the context of teaching English vocabulary?

This question was asked in order to present the instructors' consciousness of gamification. The findings demonstrate that all the teachers are familiar with these concepts. However, instructor (A) mentioned that gamification has a great and positive impact on students' engagement, it is neglected for several reasons as they suffer from the non-sufficient official hours to teach the subject and that they used crossword puzzles but not in the tutorial sessions. In addition, the second instructor (B) stated that gamification is a strategy to influence and motivate the behavior of the pupils. Moreover, the third instructor (C) added that games make the hard stuff more funny, help to motivate students and make them more engaged with the lesson. Finally, the last instructor (D) defined gamification as the use of game elements and mechanics to make learning more engaging, incorporating it by creating interactive games that involve vocabulary learning as well as giving us some ideas about games such as: word Bingo, vocabulary race and word puzzles.

**Question Five:** What are your thoughts on incorporating gamification as a strategy to enhance EFL learners' vocabulary? Do you think it could positively impact students' interest and engagement?

This question has two main intentions since it tackled two parts. It aimed to explore the different perspectives of the teachers when they integrate gamification in their vocabulary lessons and how it affects students' involvement and enthusiasm. Teacher (A) stated that gamification has a positive impact on learners' acquisition and performance especially for the adolescent learners in middle school. It relates to learners' needs and interests. Teacher (B) said that gamification increases learners' engagement. Lastly, teacher (D) argued that incorporating gamification as a strategy to boost EFL learners' vocabulary can have a tremendously positive impact on students' interest and engagement. Games have a way of making learning more enjoyable and interactive, which can help students stay motivated and excited about learning English vocabulary. By turning vocabulary practice into a fun game,

students are more likely to actively participate, retain information and develop a deeper understanding of the words. Additionally, the element of competition and rewards can further boost their engagement, so gamification is definitely a great approach to make vocabulary learning more funny and effective.

**Question Six:** Have you ever experimented with incorporating gamification elements or tools into your English teaching? If so, could you provide examples of how you have done so?

This question was asked to measure the teachers' interest in incorporating gamification elements in their English language teaching. Most of the teachers being interviewed declared that often they are utilizing gamification tools. However, respondent (A) mentioned that she rarely integrates games in her teaching process, and one of them is "word-Bricks", which is a strategy main's concept words on either side of small paper shaped as a brick. Most word bricks games are played in teams and each team will need a flat surface to work on as they move their word bricks around to create sentences. Furthermore, respondent (B) stated that they used game components such as points, level systems designed to keep students consistently engaged and motivated and for game Dynamics, she used to engage her students through stories and narratives. Moreover, respondent (C) said she used to engage and motivate learners through crossword puzzles, word searches, vocabulary flashcards, matching and rearranging sentences or words. The last respondent (D) added that she also utilized crossword puzzles to find synonyms and opposites of words.

**Question Seven:** If you have used gamification in your teaching, what observations or outcomes have you noticed in terms of students' vocabulary acquisition and retention?

The purpose behind asking this question is to figure out the different viewpoints of teachers about using gamification in their vocabulary teaching process. The instructors declared that they noticed that game elements have a positive effect on learners' vocabulary

acquisition and retention. The first interviewee (A) argued that it works a lot with learners. Yet, it grasps the targeted vocabulary. The second teacher (B) claimed that it improves learners' creative, critical and problem-solving skills. The third instructor (C) said that it improves students' English language skills and abilities. While the last respondent (D) observed that there are some awesome outcomes. Students tend to be more motivated and engaged when learning vocabulary through games. They actively participate, collaborate and have fun while acquiring and retaining new words. It helps students remember the vocabulary in a more meaningful way. Overall, gamification seems to be a powerful tool for boosting vocabulary acquisition and retention in students.

**Question eight:** Based on your experience, what suggestions or concerns do you have regarding the integration of gamification into EFL vocabulary teaching?

The purpose of this interrogation is to view some suggestions to better boost the instructional process, in order to create an effective teaching atmosphere and facilitate the task of teaching vocabulary. The first interviewee responded saying : “Due to its great impacts on learning, I do suggest a creation of an overall context to select the most appropriate game elements and tools. Providing middle school teachers with the suitable tools to enhance the learning environment.” The second teacher (B), has the same point of view, she said : “the most effective use of gamification in learning is to create an overall context, narrative and then select the most appropriate game elements and create an immersive experience to take a player on a journey.” However, the last instructor (D) answered by proposing a set of suggestions which are as follows: the first suggestion was similar to the previous ones'. The second was about incorporating local culture. In other meaning, integrating elements of Algerian culture into the games to make them relatable and engaging for the students. Then, providing clear instructions, ensure that the rules and objectives of the games are well explained to the students, so they understand how to play and what they need to achieve. The

final suggestion was about creating a balance between individual activities and group activities to promote teamwork among the students. By taking these suggestions into account, teachers can effectively integrate gamification into EFL vocabulary teaching in the Algerian middle school context.

## **4.2. The Observation**

### **4.2.1. Description of The Observation**

The quantitative method we have used in this study is the direct observation in the classroom environment, which is the second instrument of collecting data. In this respect, the observation method is depicted as a technique to notice and narrate the actions of a subject as well as it entails the crucial technique of simply observing the phenomenal occurrences until gathering some ideas (Kumar, 2022). Furthermore, Sproul (1988) (as cited in kumar, 2022) describes observation as data gathering in students that is finalized by a trained individual who watches a situation or action along with record data about the features of this occurrence. In simpler words, observation is an essential process in the research study since it allows the observer to detect the behaviors and characteristics in the natural contexts. Moreover, Bell (2005), observation can be beneficial in determining if individuals behave as they declare to behave, or act the way in which they ensure the act.

### **4.2.2. The Duration of the Classroom Observation**

This observation was conducted with two different classes of the third year middle school, sitting separately with the observers without any disturbance or interruptions.

**Table 01:** The Timing of Classroom Observation

Session n ° 01	Session n ° 02	Session n ° 03	Session n ° 04
3Ms1	3Ms2	3Ms2	3Ms1
08 :00 - 09:00	11:00 - 12:00	09:00 - 10:00	14:30 -15:30
25-02-2024	25-02-2024	26-02-2024	26-02-2024

#### **4.2.3. Transcription of the Observation**

Classroom observation took place on February 25th and 26th, 2024 during the second trimester as mentioned in table 01. The goal behind this observation was to gather information from the situation and exploration in the academic setting, which means detect information from the teacher and learners' instruction to figure out what is happening in the vocabulary sessions. Furthermore, to look for the motivation and engagement of the students, the timing they took with each method, if educational games were used effectively and which gamified strategy can affect the learners while learning English vocabulary, in order to make a comparison between them.

In this observation, the learners were not aware that they were observed, which indicates that it is a covert observation. The observers attended only the sessions of vocabulary skill to see how the use of educational games affect when they use them as a strategy and where not. However, the classroom observation was conducted with two different classes of the third year middle school, each class was observed in two sessions and each session took 60 minutes in a period of two days.



The researchers took the role of the teacher, one of them was teaching while the other was sitting at the back of the classroom in order to make the observation more organized. The observer noticed all what happened in the teaching learning instruction during every session, paying attention to each single action.

The observation was achieved when the teaching-learning process was done. In addition, the researcher taught according to the sequence they were on it “Me and my scientific world”. The creation of the tasks was made by the researchers themselves. However, the teacher explained how the session would be to gain insight and a general understanding. There were four tasks and each task was divided into two parts. The first one (A) was about using games and the second was an ordinary task. The learners were free to choose which task to do and the explanation of each part is as follows. This observation was conducted with two different classes of the third year middle school, sitting separately with the observers without any disturbance or interruptions.

#### **4.2.3.1. Task one**

This task was designed into two forms, the gamified and the traditional form. The gamified one (Appendix 02) was in the form of flashcards hanging on the board. Some cards include pictures of well-known personalities and some others include information as indicators about those personalities. In this task learners were supposed to guess who is the famous figure and match each picture with the appropriate card of information. On the other hand, the traditional one (appendix 03) was as sentences about famous figures and learners should read the sentences, then write true or false and correct the mistakes. After a good explanation of both tasks, we informed pupils that they are free in choosing either the gamified or the traditional task. We gave them time to choose just one of them and the results were as follows:

### **The first class**

Consists of thirty-five (35) learners, they were divided into eight (08) groups and their choice was in this way: six (06) groups chose the flashcard activity and only two (02) groups chose the traditional one

### **The second class**

Consisting of thirty-one (31) pupils, they were divided into seven (07) groups, each group includes 4 members and the choice was: five (05) groups chose the gamified activity, and only two (02) groups chose the traditional task.

As a final remark, most groups in both classes have chosen the gamified task and all of them did it in a short time (10-15 min) and all their answers were right. The groups that chose the second task also did it right, but they took more time than the others.

#### **4.2.3.2. Task two**

We started presenting and explaining the second task, which was a crosswords puzzle (appendix 04) and its traditional version of matching words (appendix 05) with the appropriate definition. Both of them included concepts and lexis of third (3rd) year middle school syllabus. After explaining the tasks and giving time for choosing, we noticed that most groups did not choose the crosswords puzzle exercise.

### **The first class**

Six (06) groups chose the traditional task and two (02) groups chose to do a crosswords puzzle.

### **The second class**

Five (05) groups chose the traditional task and two (02) groups opted for the gamified one.

After witnessing that, we reexplained the task for them to make it more understandable as well as we told them that pupils who finish first, they will be rewarded and the results were as follows:

### **The first class**

Five (05) groups opted for crosswords puzzles and three (03) groups chose the traditional task.

### **The second class**

Four (04) groups picked a crossword puzzle and three (03) groups chose the task of matching words.

As a general observation, at first, learners were afraid of crosswords, so they chose the easier task, but after explaining again, they all decided on the puzzle task, also all their answers were correct as well as they tried to finish it quickly in 20 minutes. Although it takes time to reflect. Finally, those who finished first were rewarded.

### **4.2.3.3. Task three**

On the second day, the teacher started warming up the learners about the vocabulary obtained in the previous day. After that, the teacher moved directly to the explanation of the third task which was divided into two sections. The first (A) was about guessing games (appendix 06) but not as the traditional way, it was made with calculation, the task was as outlined:

The teacher brought the English Alphabet from A to Z and each single letter was partnered by a number, from one to twenty-six. Afterward, she gave them six sentences about different figures and their discoveries. Then, asking students to guess the particular sentences

but before answering they must calculate since each sentence was supplied with the entire number. Also she gave them some letters so as to facilitate the guessing process. On the other hand, the second was about the traditional task (appendix 07) which was about making a circle on the correct answer. Here the students were invited to read the six sentences and the choices, in order to circle the correct one. After finishing the explanation, the teacher gave them a moment to think which task to choose and the results were as follows:

### **The first class**

Five (05) groups chose the second task and three (03) groups chose to make the gamified task.

### **The second class**

Six (06) groups chose the traditional task and only one (01) group chose the guessing game.

As a result of what they had chosen, the answers were correct since they were working in groups as they took about 15-20 minutes to accomplish the task of calculation , in contrast to the traditional one that they took about 5 minutes to finish.

#### **4.2.3.4. Task four**

In the same session, after finishing the previous task the teacher started the description of the last task, which was in the same way as the previous ones. On one hand, the first task (A) was about an envelope (appendix 08) and within it there were small pieces of papers, inside each paper there was different information for the sake of forming two different biographies so that they should re-order or classify these papers to form a well-organized paragraph. On the other hand, the traditional task (B) (appendix 09) was about two texts and each text was in the company of a table that they should complete so they should read carefully. After

finishing the description of the two tasks. A moment was given to them to think which task is appropriate for them and the results were as follows:

### **The first class**

Only one (01) group chose to do the envelope and seven (07) groups did the traditional task.

### **The second class**

Four (04) groups chose to do the envelope task and three (03) groups chose to make the traditional one.

As a result of what they had chosen, the learners were choosing the task that they saw was simple and did not take time because they were rewarded.

## **5. Data Analysis**

In order to accomplish this study, the researchers have to begin with analysing the results after gathering the essential information. The researchers integrate the quantitative and qualitative methods in order to organize and evaluate the data gathered. Due to the mixed method used in this study, the data will be analysed separately.

The first method used was qualitative data through the interview that was collected from the open-ended questions. This qualitative type checked the different teachers' perspectives, beliefs and experiences, in order to achieve a deeper understanding and create a large meaning for the interpretation. Exploratory analysis is the appropriate approach for this qualitative method since it entails to summarize and examine the information among visualization and statistical tools.

The second method utilized was quantitative data through the observation that was gathered from the classroom. This quantitative method will accept or reject the hypothesis of

the research problem because this process transforms information into numbers that are possible to be assessed. The appropriate approach of this method is the descriptive analysis since it provides us with the learners' personal information.

## **Conclusion**

In conclusion, this chapter provides the road-map for organizing the research through the exposition of research design, approach, participants, data collection tools, procedures and data analysis methods. By highlighting the rationale behind the methodological choices, the current chapter ensures the reliability and the validity of findings. This methodological chapter is not only for the path of the investigation, but it also involves an extension and advancement in the research.

*Chapter Three*  
*Data Analysis and*  
*Interpretation*

## **Introduction**

The present chapter is designed to analyse the results collected through two different research tools, which were a semi-structured interview and a classroom observation that have been applied with teachers and students of 3rd year at Wassel Mustapha middle school. The purpose behind analysing these results is to figure out the use of gamification in enhancing EFL learners' vocabulary. In addition, the questions of the interview will be analysed separately through the use of tables, pie charts, cone charts and vertical bar graphs similarly to the classroom observation. Moreover, it discusses the findings of each instrument used in this research study and suggest some recommendations that may improve the results gathered from the use of games in teaching EFL classes. Finally, it ends by the limitations that affected our research.

### **1. Analysis of Qualitative Data**

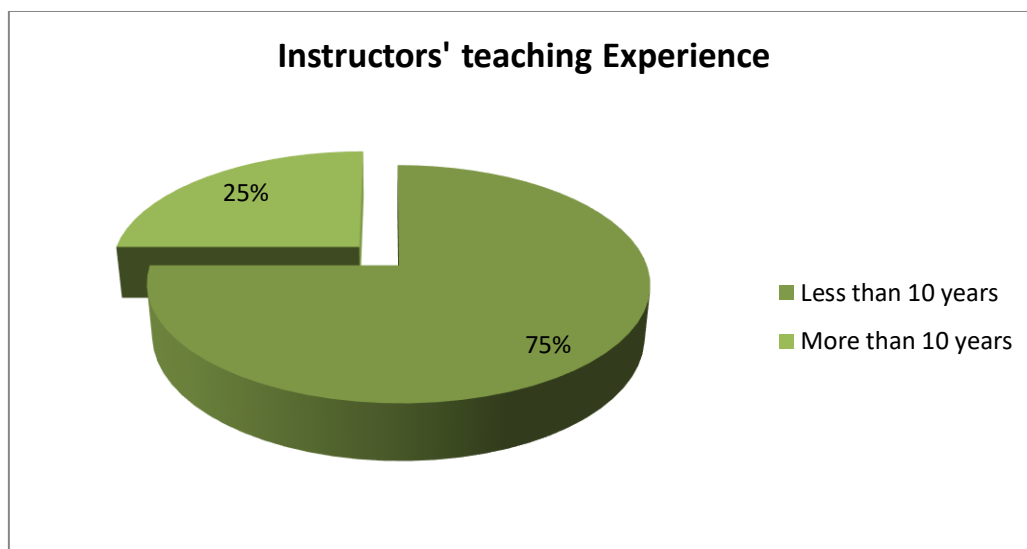
This part focuses on the analysis of data gathered via the semi-structured interview utilized in the research study since we needed to figure out specific results. The instructors' answers were very beneficial in conducting this interview. The instructors have answered eight open-ended questions about the enhancement of gamification in the teaching process, especially vocabulary acquisition. The results are as follows:

**Question one:** how many years have you been teaching English to middle school students, and how you provide brief overview of your experience in this field?



**Table 02:** Instructors' Teaching Experience

<b>Response</b>	<b>participants</b>	<b>Percentage</b>
Less than 10 years	03	75%
More than 20 years	01	25%
Total	04	100%



**Figure 04:** Instructors' Teaching Experience

The results show that the interviewed instructors can be divided into two (02) categories since they have different experience from seven (07) to twenty-six (26) years. According to their teaching career, the first category is about the instructors who have been teaching for less than ten (10) years with three (03) instructors with teaching experience of seven (07), nine (09) and ten (10) with the rate of (75%). The second category is for instructors who have been teaching for more than ten (10) years with one instructor with teaching experience of twenty-six (26) years with the rate of (25%). From the table 02 and figure 04, we have noticed that the majority of instructors are experienced in teaching EFL.

In order to create a good teaching-learning process, the instructors should know the different learning styles of their students in order to meet their learners' needs, as well as to reach the best possible goals. However, the students should be respected and supported for the sake of making them in comfortable conditions where they feel valued and encouraged in their academic journey.

**Question two:** in your experience, what challenges do students typically face when it comes to learning and retaining English vocabulary?

The results of this question depicts that all the English instructors face different challenges that may struggle with the vocabulary sessions. The first obstacle faced by the learners of the four (04) instructors is the problem in pronouncing and spelling the words correctly. This means that this problem may affect the understanding of words. The second challenge faced by learners of two instructors over four (2/4) is the lack of vocabulary which is an important issue, if learners do not have enough vocabulary how can they practice and comprehend the vocabulary knowledge? The third obstacle is the fear of making mistakes encountered by the students of two over four instructors (2/4), this is due to the fear of judgment. The next challenge is that sometimes the context is not suitable for learning vocabulary. This doubt also faced by the learners of two over four (2/4), this problem may endeavor with utilizing the appropriate words in a sentence. Finally, the last struggle is that students are not familiar with the sociocultural system. This struggle is faced by the students of only one over four (1/4) instructors.

**Question three:** Could you share the primary methods or approaches you currently use to teach and reinforce English vocabulary to your middle school students?

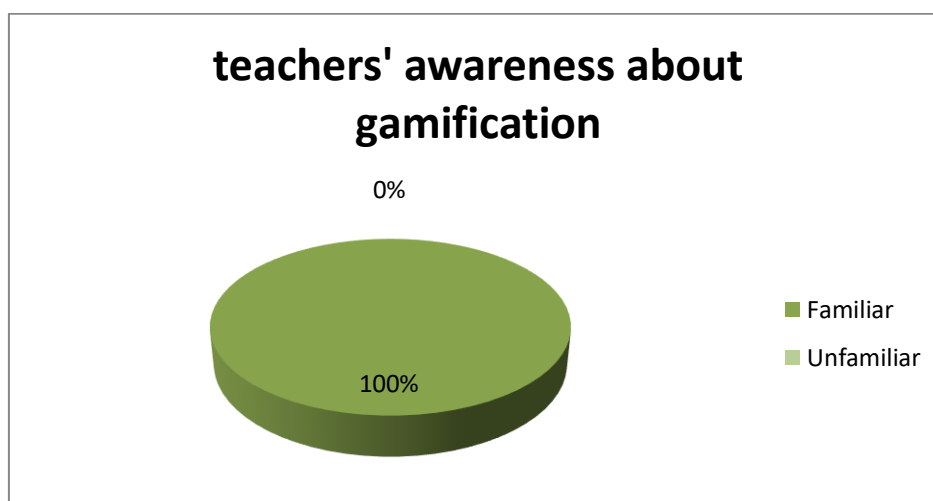
Every single teacher has his/her own way of delivering the lesson as seen to develop the students' vocabulary skill. Most instructors agree on using game based learning, three (03)

instructors use it as the primary method since they observe that it is the most effective method where students interact more, in which they use different game elements especially flashcards. While one (01) instructor declares that he uses the communicative approach as well to foster the communicative competencies of the students.

**Question four:** how familiar are you with the concept of gamification in education, especially in the context of teaching English vocabulary?

**Table 03:** Teachers' Awareness about gamification

Response	Number	Percentage
familiar	04	100%
unfamiliar	00	00%



**Figure 05:** Teachers' awareness about gamification

As the Table 04 and Figure 06 show us that all interviewed instructors answered that they are familiar, with the rate of (100%) since they used it in their teaching process. They all agree that gamification has a greater and positive impact on the learners' interaction, as well

as helping to motivate them and making the sessions more fun. the instructors utilize different games like: crossword puzzles, word bingo, vocabulary race. One of the instructors declared that she neglected the use of games especially in the tutorial sessions. This means that she gives value of time since she is constrained by the program and time is not enough for using gamification.

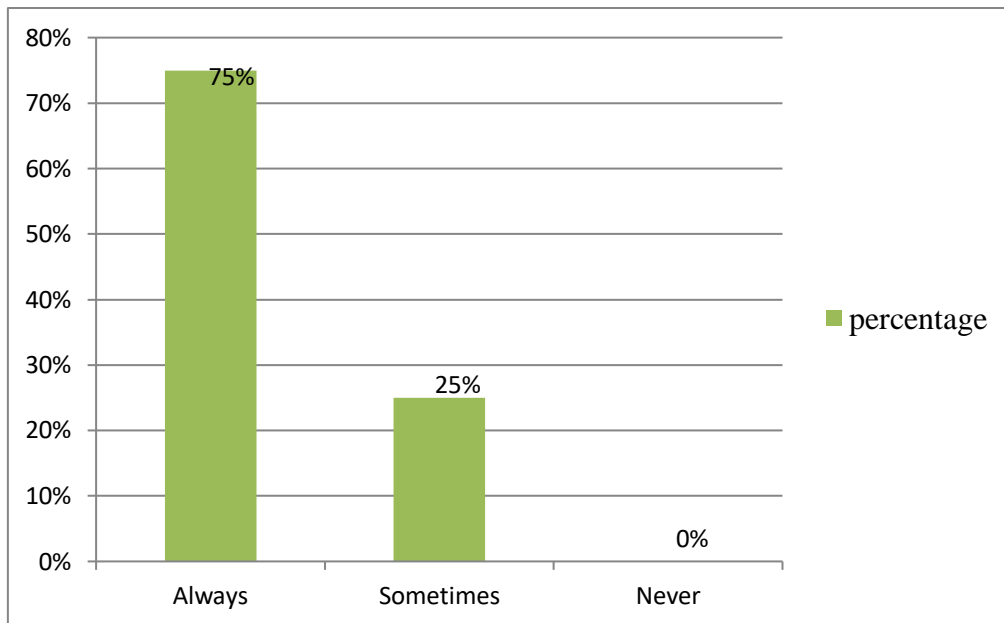
**Question five:** what are your thoughts on incorporating gamification as a strategy to enhance EFL learners? Do you think it could positively impact students’ interest and engagement?

The data gathered from the interviewed instructors show that incorporating gamification as a strategy to enhance EFL learners is a useful technique. Where three (03) instructors agree on the idea that gamification has a positive impact on learners’ motivation and engagement, which contribute to develop problem solving skills and help in acquiring information in an enjoyable and interactive learning environment. While one instructor skipped this question.

**Question six:** have you ever experimented with incorporating gamification elements or tools into your English teaching? if so, could you provide example of how you have done so?

**Table 04 :** The frequency of incorporating games

<b>Response</b>	<b>Participants</b>	<b>Percentage</b>
Always	03	75%
Sometimes	01	25%
Never	00	00%
Total	04	100%



**Figure 06:** the frequency of incorporating games

Based on the responses above, all the interviewed instructors integrate gamification elements in their teaching process. Three (03) instructors always use games, with the rate of (75%) since they appreciate them, While one (01) instructor uses games sometimes in her sessions with the rate of (25%). The cooperation of gamification depends on the way of teaching; for instance, the majority use gamification elements such as: Word-Bricks, crossword puzzles, word searches, flashcards and rearrange sentences or words because they believe that their students interact more during using games. On the other hand, one instructor sometimes uses games because of time limitation or fear of making all students participate.

**Question seven:** if you have used gamification in your teaching, what observations or outcomes have you noticed in terms of students' vocabulary acquisition and retention?

Based on the interviewees' answers, the four (04) instructors have observed the same thing, as well as they are with the idea that gamification makes the learning process more effective and interactive in the first place. This is due to the positive and greater impact of games on learners' engagement on the English vocabulary. For motivation, all instructors

agree that gamification helps learners to be more inspired since they learn in an impactful and enjoyable learning atmosphere. One instructor observed that gamification supports the advancement of critical thinking and problem solving skills for the results of well understanding the knowledge and relaxing situation in the learning process.

**Question eight:** based on your experience, what suggestions or concerns do you have regarding the effective integration of gamification into EFL vocabulary teaching in the Algerian middle school context?

The results of the last question show that the EFL instructors propose some suggestions for effective incorporation of gamification. In addition, three (03) instructors suggest the same idea which is the selection of the appropriate game element, which leads to not making the learning process boring, for the interaction between the instructor and learners themselves and finally to avoid problems. One over three (1/3) instructors added that selection of local culture into a game tool, for the reason of making the learners aware about their culture and for better engagement. The same instructor said: “provide clear instruction”, this leads to a well prepared lesson plan which means thinking about the objectives, the well understanding of the game tool and well managing the course to avoid misunderstanding.

## **1.2. Discussion of the qualitative results**

The results that were collected from the qualitative instrument which is a semi-structured instructors' interview are going to be discussed in this part after they were analysed. Initially, their perspective about using gamification as a method to boost the English vocabulary sessions in order to achieve the objective of our research.

To begin with, the findings of this question demonstrated that the interviewed instructors are dealing with two different categories which reveals that all the interviewees have proficiency in the academic field. In addition, the different teaching careers of instructors

make the findings of the study more reliable because they have an experience of many years which indicates that these experiences helped them to grow.

Second, the instructors' answers to this question is about the obstacles and challenges that teachers might face while teaching vocabulary. Additionally, the teachers faced numerous difficulties that may struggle in the teaching-learning process. The results obtained demonstrated that all the responses have highlighted lack of vocabulary, fear of making mistakes, and problems in pronouncing and spelling words correctly, this is due to the exposure to a foreign language because they have lack of practice with the target language "English".

Furthermore, the teachers answered the following question about the primary method they use to reinforce English vocabulary. The results gathered show that most teachers use gamification in their classrooms as principal strategy because they believe in its effectiveness. Thus, gamification creates a motivational and enjoyable learning environment. It provides learners with positive energy where they play and learn in a funny atmosphere since it increases engagement, reduces stress and also results in better memorizing and understanding the vocabulary.

The next inquiry of our research study was about whether teachers are familiar with the concept of gamification or not. In this regard, the large majority of teachers with 100 percent are aware of it as a concept. They confirmed that it is an effective technique in teaching vocabulary. Therefore, we can say that the teachers use different techniques just to cater for the learners' needs and interests.

Moreover, the findings of the fifth question indicate that all the participants' thoughts were positive about the idea of incorporating gamification as a strategy to enhance EFL learners' since it facilitates the learning atmosphere, boost learners' motivation and engagement in

class and finally, it affects positively the learners' performance where teachers provide them with their needs via games to make the learning more successful. From that we can understand that gamification plays a crucial role in the teaching-learning process in which it makes the challenging tasks easy and accessible.

The answers of the following question revealed that the teachers integrate game elements in their sessions but with different percentages. However, the majority of teachers use it all the time because they notice that games help to attract learners' attention and promote students' motivation by making them more active, it fosters a deep comprehension. In other words, games make learners truly grasp and understand the difficult thing in a short time. We can say that the cooperation of game elements aligns with the objectives of the curriculum and at the same time it boosts the chance for reaching the goals of the course.

In order to know about the teachers' observations while using gamification, we have asked them about what they observed in terms of students' vocabulary if they integrate games. The different findings obtained show that all that they noticed has a positive effect on students' retention because games inspire and support learners to solve problems and foster working memory, this cause of a deep understanding of the game rules and vocabulary used.

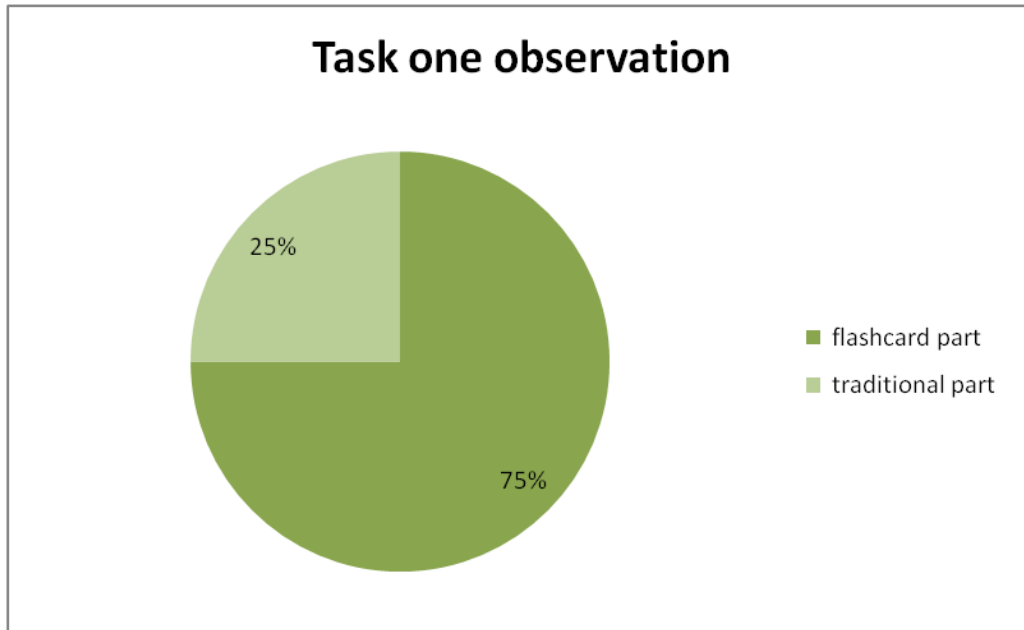
Based on the results of the last question, we can understand that teachers suggest some recommendations for a better integration of gamification in the Algerian middle schools. In this regard, teachers suggest different ideas but they agree on the same advice which is the well selection of the game elements that they find of a paramount importance because if the teacher does not implement the right game elements, this may lead to decrease the interaction between the learners, with their teacher, or even with the game itself, in addition to the issue of the memory experience.



## 2.1. Analysis of the Quantitative Results:

This part is meant for the presentation of analysis of the results and the findings from the two (02) third (3rd) year classrooms observation in Wassel Mustapha middle school –Tiaret.

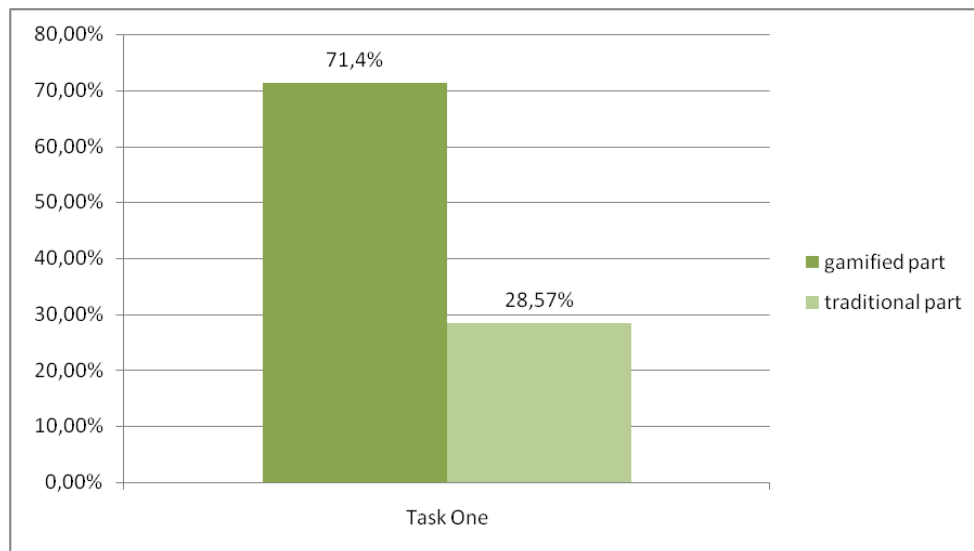
First (1st) class: consists of thirty-five (35) learners, it was divided into eight (08) groups.



**Figure 07:** Task One (Flashcard Part/Traditional Part) Observation in the First Class.

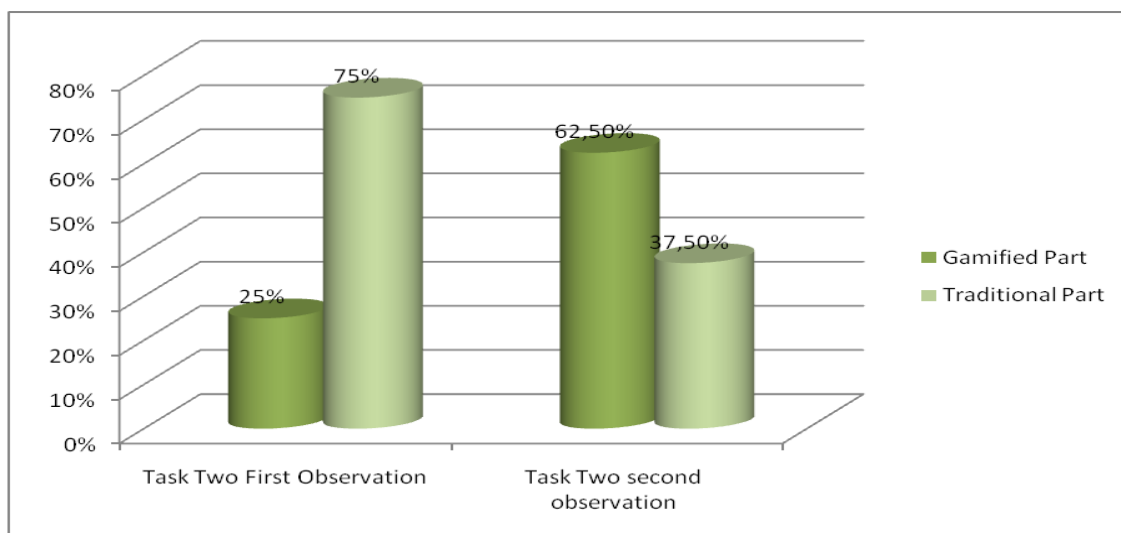
Figure 07 showed that most of the first class learners have chosen the gamified part which is the flashcards with an average of 75%, which indicates that the learners feel more comfortable when learning through images and colours, also it can be understood that they like learning by doing, and this what makes all their answers correct. On the other hand, 25% of learners did the traditional task since they found it usual, and they were already familiar with this type of tasks.

**Second (2nd) Class:** consists of thirty-one (31) learners, they were divided into seven (07) groups.



**Figure 08:** Task One (Flashcard Part / Traditional Part) Observation in the Second Class.

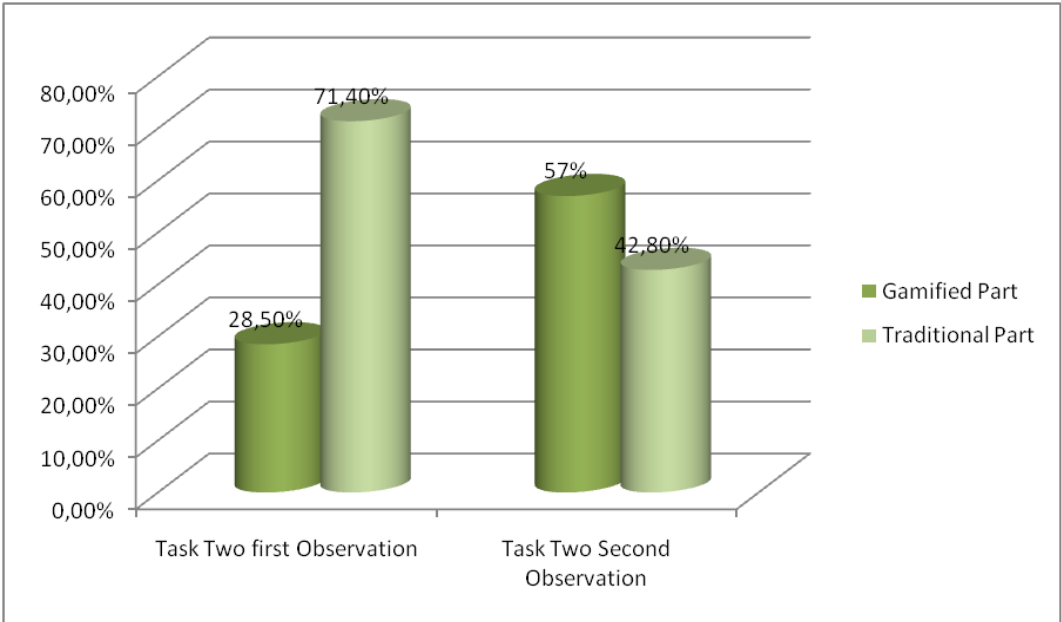
As it is shown in the seventh figure, pupils of the second class also have selected the gamified part of the task with an average of 71.4%, which can be a sign of their engagement, curiosity to achieve the task, and it indicates that they found this task more enjoyable and motivating than the traditional part. However, 28.57% of learners have chosen the traditional task since they prefer the regular form of tasks, which can be more effective for their learning style.



**Figure 09:** Task Two (Crosswords Part /Traditional Part) Observation in the First Class.

We can notice from this figure that most of the learners have opted for the traditional part of the task at first with an average of 75%, which is in the form of matching concepts with their appropriate definitions rather than choosing the part of crosswords which takes 25% from the percentage. This means that learners find crosswords challenging, and they are afraid of getting stuck on a clue so they take a significant amount of time to achieve the task.

After the re-explanation of the crosswords puzzle and including the rewards for those who finish first, the results have been changed as it is illustrated above. 62.5% opted for the gamified part and 37.5% selected the traditional one, which designates that learners at first misunderstood the task, and they were unmotivated to do it, since after incorporating rewards most of them were engaged and selected the crosswords puzzle, even their answers were all correct as they tried also to accomplish it in a shorter time. For the 37.5% of learners, they prefer the regularity of learning and they do not like the challenging tasks.

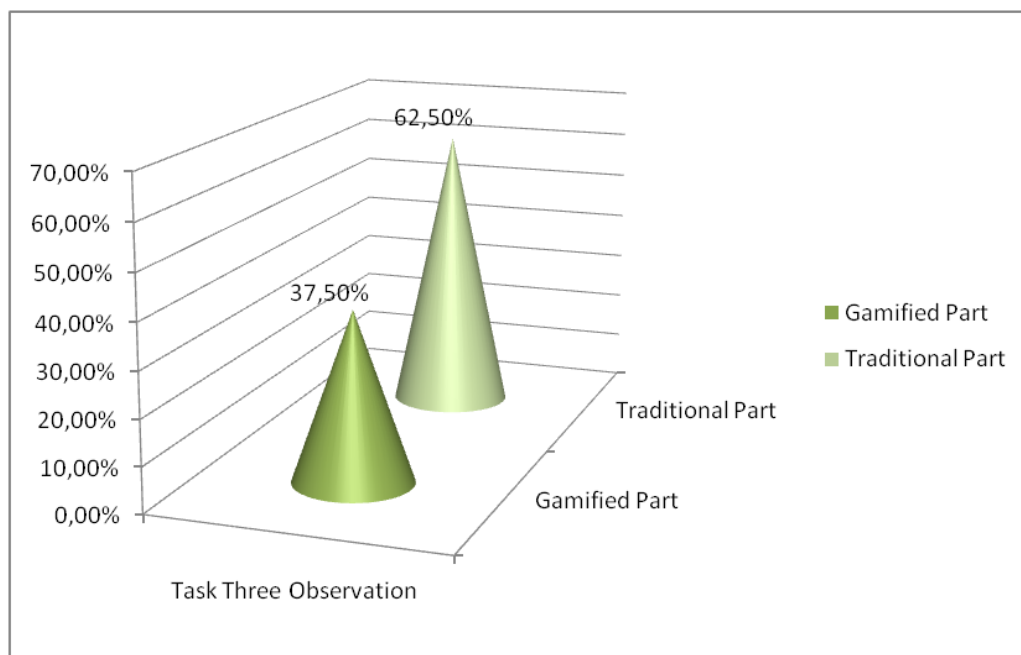


**Figure 10:** Task Two (Crosswords Part/Traditional Part) Observation in the Second class.

As the figure 09 represents, 28.5% chose the gamified part, while 71.4 % chose the traditional one. This means that the learners relied on the easier and the more understandable

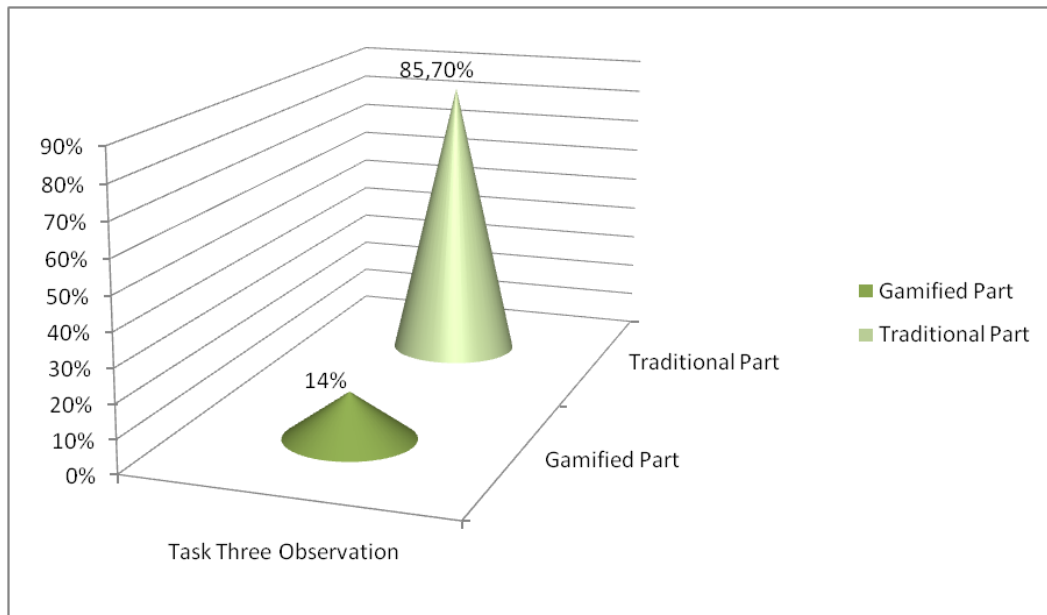
part of the task, so they can do it fastly without facing any obstacles.

In contrast to the first observation, the gamified choice increased to 57% and the traditional one had the average of 42.8%. This means that learners were in need of more explanation since crosswords are more complicated than matching words.



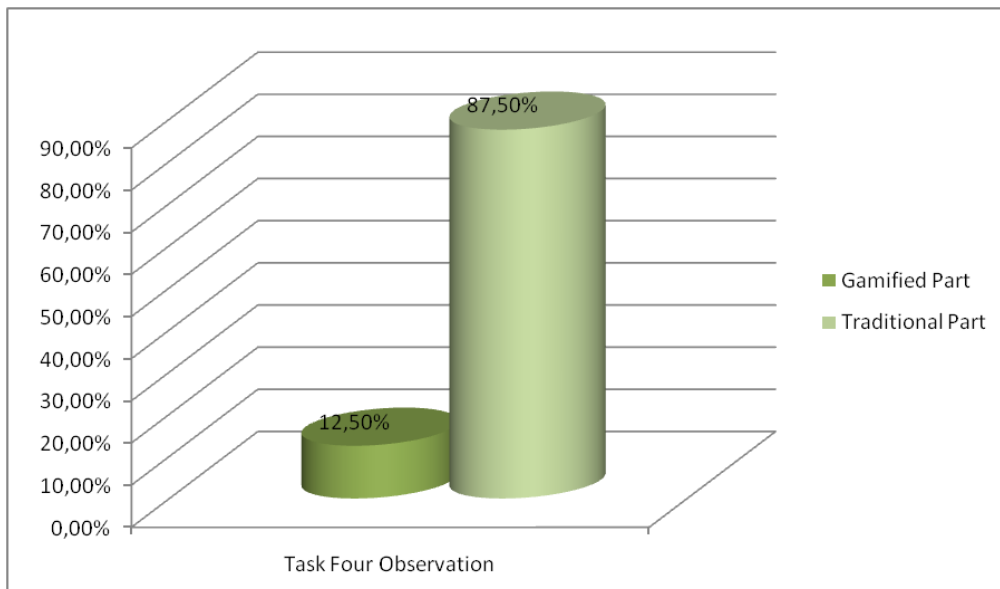
**Figure 11:** Task Three (Guessing Part/ Choosing Part) Observation in the First Class.

As the findings above show, 37.5% of learners opted for the gamified part which is guessing words through calculation, and 62.5% chose the traditional part which is choosing the right answer. Most of the learners were unfamiliar with the new type of task and they were attached to the easier task.



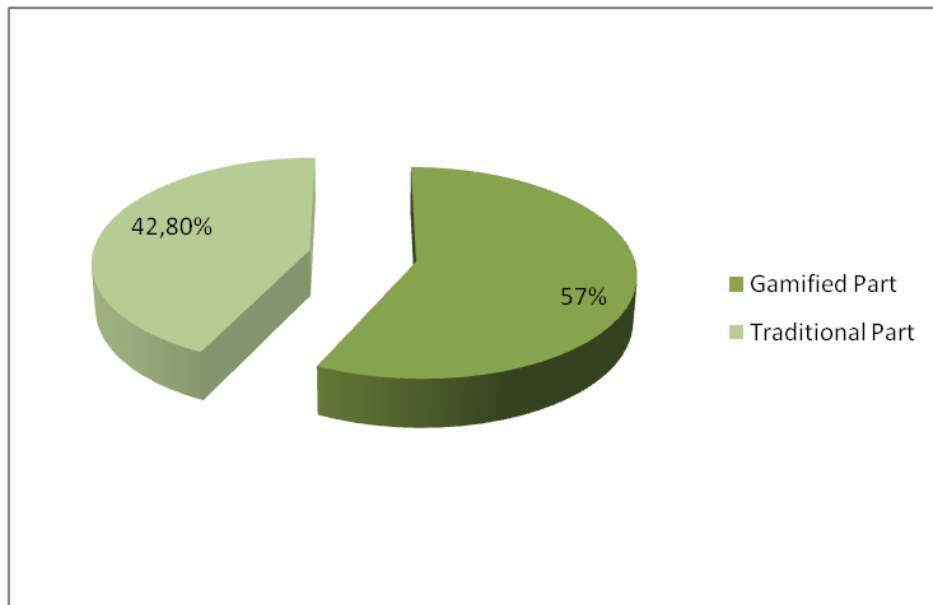
**Figure 12:** Task Three (Guessing Part / Choosing Part) Observations in the Second Class.

As it is shown in this figure, 14% of pupils chose the gamified part and 85.70% selected the traditional one. This is a proof that learners of this class do not like the challenging tasks as they prefer the simple and the ordinary exercises.



**Figure 13:** Task Four (Envelope Part/ Text Comprehension Part) Observation in the First Class.

As the findings show, 12.5% chose the gamified part of the task and 87.50% chose the traditional part. This indicates that learners in this class preferred the ordinary type of task.



**Figure 14:** Task Four (Envelope Part /Text Comprehension Part) Observation in the Second Class.

The results above illustrate that 57% of learners did the gamified part and 42.80% did the traditional part. In this class there were some groups of learners that were excited to discover the new type of the task, in contrast to the others who prefer the traditional part.

## 2.2. Classroom' Observation Findings Discussion

### First Task

After observing the learners' choices about this task with its two parts in both classes, clear results were obtained. Learners prefer including gamification in the regular learning sessions. They better acquire the new words and concepts through images and colors; they also feel more comfortable in doing their tasks through games, especially moving while learning since they are young learners. As it was noticed that they like tangible materials and this what meets

the needs of the visual and the tactile learners. However, their familiarity with the usual forms of tasks still always impacts their choices.

### **Second Task**

What was noticed about this task is that learners find it too challenging since it requires a particular level of knowledge and vocabulary, the thing that pushes them to choose the tasks they are familiar with. Furthermore, crosswords puzzles are time consuming and pupils prefer tasks that they accomplish quickly, as the practical hours of the English course are not enough to incorporate the gamified tasks and this makes learners unmotivated to complete this type of activities. Even so, the significant remark was that the reward has a great impact in engaging learners and creating an enjoyable learning setting, so learners will be motivated to do the task in a short time.

### **Third Task**

This task was a sort of problem-solving activity. Most learners lack enjoyment guessing through calculation, since it requires mental effort, especially if they are going to be assessed or evaluated according to their performance. Also, lack of interest and learners' unfamiliarity with this type of activities urge them to choose the simple and the less mentally demanding tasks. As a result of what has been observed, time is a big challenge for the teachers to integrate gamification in their educational sessions, as well as the overcrowding in classrooms. Additionally, most learners hate mathematics and mental efforts so they choose the simple and easy tasks.

### **Fourth Task**

The results of this task observation represented the learners' inclinations. It was remarkable that learners fear experimenting new forms of tasks because of getting used to the

traditional ways of activities. Also they lack interest in writing skill. However, they chose the tasks that they are familiar with in order to finish fastly so they can participate in the correction of the task. Despite the fact that most learners were choosing the regular type of tasks, pupils who chose the gamified one were so excited to achieve it and all their answers were right and they even took less time in doing the task than the other groups.

The results above illustrate that 57% of learners did the gamified part and 42.80% did the traditional one. In this class there were some groups of learners that were excited to discover the new type of the task, in contrast to the others who prefer the traditional part.

## **Conclusion**

The last chapter tackled the analysis of the data yielded from the participants by two key methods employed in this research which were a semi-structured interview and a classroom observation. Then, it discusses the results with the aim of knowing the effectiveness of using gamification as an approach to enhance the EFL learners' vocabulary. Furthermore, it gives some recommendations for better integrating this strategy and for the future studies. Lastly, it ends by the limitations that restricted the study.



## **General Conclusion**

In the teaching and learning process, gamification becomes apparent as a prominent approach that has earned a lot of attention recently, since it motivates learners and has an impact on the learning development in general and vocabulary enhancement specifically. Also, gamification with its different approaches like reward-based learning approach and role-playing approach has shown a significant potential in engaging learners, making tasks more enjoyable and having progression in cognitive and behavioral level. However, knowing how to implement and integrate the game elements in the EFL instruction is crucial in order to achieve the intended objectives, especially the outcomes of vocabulary acquisition by prompting learners through competition and rewards.

The current study aims to know how the integration of gamification impacts the vocabulary acquisition of third year EFL middle school learners and to highlight the impact of gamification elements on vocabulary retention, learners' engagement and motivation in vocabulary activities. The case study urged us to use two data collection tools: an interview for teachers of Wassel Mustapha middle school and a classroom observation for third year students.

The final findings confirmed several hypotheses. First of all, both teachers and learners emphasized on the positive impact of integrating gamification in vocabulary acquisition. Secondly, through incorporating game elements, it was confirmed that gamification enhances motivation and engagement among learners. Thirdly, it was validated that gamification elements play a part in the effectiveness of vocabulary acquisition for EFL middle school learners. However, it is important to mention that our study encountered some limitations:

The first limitation was related to the methodological part, where the size of the sample was very small in the qualitative data which is the total number of English teachers in

this Middle School, yet we could not address our survey to English teachers of other schools. It's better if they were with a large number of them just to make it more reliable.

The second limitation, the most important thing, was related to the interview answers. It was not that helpful because of not taking it seriously and most of the questions have been skipped or not answered correctly.

### **Suggestions and Recommendations for Further Research**

Since games play a significant role in influencing learners' vocabulary skill, and as results of what we have gathered in this research study.

1. It is important to recommend some suggestions that may help in developing the findings of teaching vocabulary in general or the use of gamification in the EFL.
2. It is recommended to integrate gamification in other language skills.
3. It is recommended to use the same research on different categories of learners like the students of the high schools or the university students for the sake of testing the effectiveness of games not only on the students of middle schools.
4. In order to make the learners more motivated and engaged in the educational process in general. It is recommended to adequately use the game elements such as: competition and rewards because they are the most effective ones.
5. It is recommended to make a questionnaire or any other data with students after dealing with the gamification period, just to know their opinions about the type of games they prefer or if they like such strategy.
6. It is recommended for the teachers to discuss with their students about when, where and how to use games in order to achieve better results and to know their interests and needs.

7. It is recommended for the teachers to plan their course very well before selecting any game elements because the suitable element will affect positively on the students' acquisition.

8. It is recommended for the teachers to take into consideration the level, the needs and capacities of their learners before integrating any games.

9. When creating the game, it is recommended to use clear and easy instruction for better understanding the rules, in order to achieve better results.

10. It is recommended to use games regularly because teachers use them extensively or even rarely. It can negatively affect students' engagement. For example: it is preferable to use it at the end of each unit, or in each vocabulary session, or even when making revisions for tests and exams.

11. It is recommended to give a chance for all the learners to participate even if they make mistakes just to increase their self confidence and to motivate them to do their best.

In conclusion, integrating gamification in EFL instruction has such a great impact on enhancing the teaching and learning process. So, it is recommended to generalize this approach and make more studies about it in different levels and educational institutions in order to help our teachers and learners, so that we can build a comfortable and engaging educational atmosphere.

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# *Appendices*

## Appendix 1

### Instructors' Interview

These questions aim to gather insights into the teachers' experiences, perspectives on gamification, and potential challenges and benefits they perceive in using gamification to enhance English vocabulary learning.

1. How many years have you been teaching English to middle school students in Algeria, and can you provide a brief overview of your experience in this field?
2. In your experience, what challenges do students typically face when it comes to learning and retaining English vocabulary?
3. Could you share the primary methods or approaches you currently use to teach and reinforce English vocabulary to your middle school students?
4. How familiar are you with the concept of gamification in education, especially in the context of teaching English vocabulary?
5. What are your thoughts on incorporating gamification as a strategy to enhance EFL learners' vocabulary? Do you think it could positively impact student interest and engagement?
6. Have you ever experimented with incorporating gamification elements or tools into your English language teaching? If so, could you provide examples of how you have done so?
7. If you have used gamification in your teaching, what observations or outcomes have you noticed in terms of student vocabulary acquisition and retention?
8. Based on your experience, what suggestions or concerns do you have regarding the effective integration of gamification into EFL vocabulary teaching in the Algerian middle school context?

## Appendix 2

### Task One : Flash card activity

Guess who is this famous figures

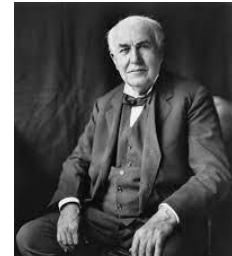
1. Italien
2. Scientist
3. Mona Lisa



1. Algerian
2. Islamic scholar Reformer
3. Association of muslim scholar



1. American inventor
2. Light bulb
3. Phonograph



1. Algerian fotball player
2. Play in national team
3. Plays in Manchester city 2018-2023



1. Algerian Independence Activist
2. Fought for freedom in Algeria
3. Fought French colonialism



### Appendix 3

#### Task One : Traditional Part (B)

Write true or false to each of the following sentences and correct the false one

1- Thomas Edison was An Indian lawyer.

.....

2- Riad Mahrez is an Algerian reformer.

.....

3- Abdelhamis Ben Badis was founder of association of Algerian muslim scholar.

.....

4- Famous work of Leonardo Da vinci was Monalisa.

.....

5- The first women who win Noble Prize is Djamila Bouhired.

.....

## Appendix 4

### Task Two : Gamified part (A)

Crossword puzzle : find the needed word

3								2			5
		13									
	8		1						12	10	
			7								
			14								
		6									
			9								
				11							
4											

#### Down

1. Algerian scholar who founded the Association of muslim scholars.
2. A famous philosopher and doctor.
3. Who was a super smart scientist, known for his crazy hair.
5. A person who think about new methods or ideas.
8. Which one is the noun : reform or reformer.
10. The beginning of life.
12. The singular of studies.

#### Across

3. A person considered as mathematician and astronomer that starts with “E” and ends with “I”.

4. A very known dramatic English writer.
6. When we talk about details of an important person.
7. The verb of birth.
9. A person who study science.
11. When someone looking for something unknown to make it known.
13. The past tense of the verb “To die”.
14. The end of one’s life.

## Appendix 5

### Task Two : Traditional part (B)

Match each word with its appropriate definition

Study	The end of one's life
Scientist	the one who makes changes
Born	learning
Reformer	When the body comes to life
Died	the one who does scientific research
Ibn Sina	An intelligent physicist
Einstein	Famous scholar in medicine and philosophy



## Appendix 6

### Task Three : Gamified part (A)

A:01	I : 09	Q : 17	Y : 25
B : 02	J : 10	R : 18	Z : 26
C : 03	K : 11	S : 19	
D : 04	L : 12	T : 20	
E : 05	M : 13	U : 21	
F : 06	N : 14	V : 22	
G : 07	O : 15	W : 23	
H : 08	P : 16	X : 24	

Example : a super smart scientist known for his crazy hair

$$E+I+N+S+T+E+I+N=86$$

What is the full name of the famous Portuguese footballer

$$C + . + . + T + . + . + N + . + . + O + . + . + L + . + O = 171$$

Graham bell discovered...?

$$T + . + . + E + . + . + O + . + . = 100$$

Who was the father of Algebra ?

$$. + L + . + . + A + . + . + R + . + . + M + . = 136$$

A Kabyle women who fought French colonialization

$$. + . + L + A + . + . + T + . + . + A + . + . + O + . + M + . + . = 181$$

Who discovered America?

$$C + . + R + . + . + T + . + . + H + . + . + C + . + . + U + . + B + . + . = 206$$

Pablo piccaso was....

$$. + A + . + N + . + . + R = 83$$

## Appendix 7

### Task Three : Traditional Part (B)

Circle the correct answer

A famous Portuguese footballer

Ronaldo                      – Raid Mahrez                      –Messi

Grhame Bell discovered ?

Lamp                      –Phone                      –Care

Who was the father of algebra

Einstein                      -Bounajah                      -El Khawarizmi

A kabyle women who fought French colonlization

Djamila Bouhired                      -Marie Curie                      –Lala Fatima N'soumeur

Who Discovered America ?

Christopher Columbus                      -Galileo Galileo                      – Leonardo Da Vinci

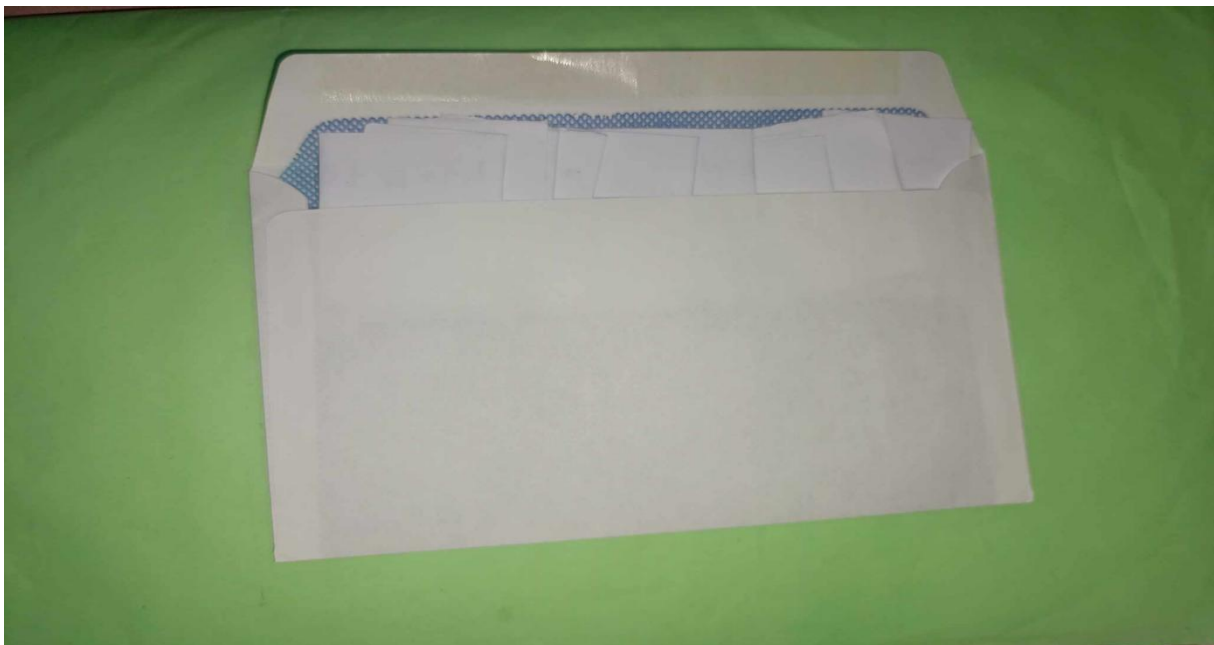
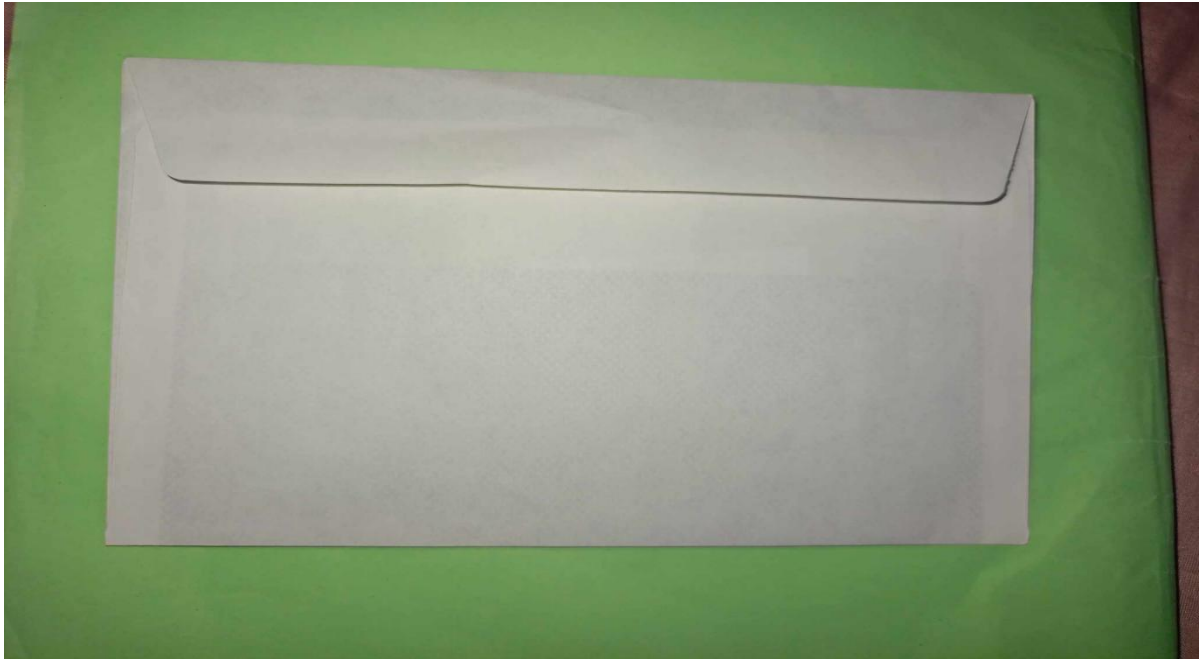
Pablo Picasso was :

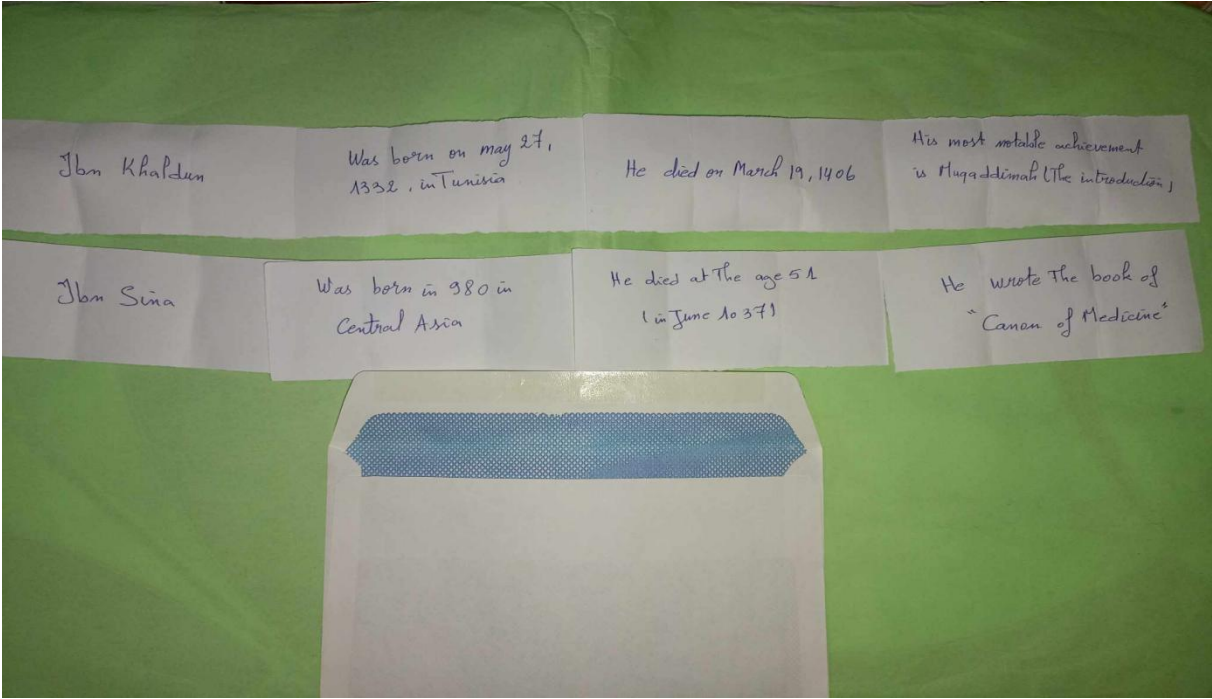
Scientist                      –Musician                      –Painter

## Appendix 08

### Task Four : Gamified Part (A)

Inside each envelop there are pieces of information, reorder them to form 2 biographies.





## Appendix 09

### Task Four : Traditional Part (B)

Text 01	Text 02
<p>Al-Ḥasan ibn al-Ḥaytham was born in 965, in Basra, Iraq .He was an Arab physicist , mathematician, and astronomer. Ibn al-Ḥaytham did many works in the field of optics , astronomy, mathematics , meteorology, visual perception and the scientific method. Ibn al-Haytham wrote “The Book of Optics” ,which is survived in Latin edition, and explained how light enters the eye. He was the first to study the phenomenon of the pinhole camera .He worked out and set a camera obscura (from the arab word gamara) hundreds of years ago, before the modern development of photography as we know it. Al hasan showed through experiment that light travels in straight lines.He studied the process of sight, the structure of the eye and the image formation in the eye..He died in 1040.</p>	<p>Ibn Sina was born in 980 in Central Asia. As a young boy, he learnt the Koran by heart thanks to his father who gave him a good education. At about 13 of age ,he studied medicine with a number of teachers. He also dedicated much ofhis time to the study of physics, natural sciences and Arabic. Before he was 20, Ibn Sina was a well-known doctor. One of his patients was the Sultan of Bukhara. He treated him for a seriousdisease. When he was cured, the grateful Sultan allowed Ibn Sina to use his private library in the palace.Ibn Sina improved his knowledge of medicine by reading books written by the Greeck, the Chinese, the Arab doctors and philosophers. He wrote one of the most significant book in the history of medicine called &amp;quot;Canon of Medicine&amp;quot; which was printed in Europe at least 60 times between 1516 and 1574 and studied in many universities around the world.He died at the age 51</p>

### Task 3: Read the text and complete the table

Names	Date of birth	Place of birth	Date of death	Their achievement

## ملخص

تهدف هذه الدراسة إلى التحقق من فعالية المقاربة التعليمية بالألعاب التحفيزية من حيث تطوير اكتساب المفردات بالنسبة لمتعلمي اللغة الإنجليزية كلغة أجنبية في الطور المتوسط. ولإجراء هذه الدراسة تم انتهاج المنهج المختلط كما ونوعا، حيث تم إجراء مقابلات مع أساتذة اللغة الانجليزية، وملاحظة المتعلمين في مستوى الثالثة متوسط داخل أقسام الدراسة بمتوسطة واصل مصطفى- تيارت؛ كأدوات لجمع البيانات، ولقد توصلت نتائج الدراسة إلى أن الألعاب التعليمية التحفيزية كاستراتيجية للتعليم ترفع التحفيز والتفاعل لدى التلاميذ وتجعل المحيط التعليمي أكثر متعة. ولهذا فإنه عند استجواب الأساتذة أكدوا على أهمية دمج طريقة التحفيز باللعب في عملية تعليم اللغة الانجليزية كلغة أجنبية، وعليه فإنه يوصى بضرورة إجراء المزيد من البحوث لتعميم هذه الطريقة التعليمية، وجعل البيئة التعليمية مريحة أكثر للمعلمين والمتعلمين على حد سواء.

الكلمات المفتاحية: فعالية, الألعاب, المفردات, تحسين, تحفيز, انخراط

## Résumé

Cette étude examine l'efficacité de la gamification (ludification) pour améliorer l'acquisition du vocabulaire des apprenants d'ELE au collège. Une approche mixte (quantitative et qualitative) a été utilisée pour mener cette recherche. Comme outils de collecte de données, des entretiens ont été consacrés aux professeurs d'anglais et l'observation en classe pour les apprenants de 3ème année du collège Wassel Mustapha -Tiaret. En conséquence, les résultats indiquent que la gamification en tant que stratégie pédagogique augmente l'engagement et la motivation des apprenants, car elle rend l'environnement d'apprentissage plus agréable. C'est pourquoi les enseignants interrogés ont insisté sur l'intégration de la gamification dans l'enseignement de l'ELE. Pour cette raison, des recherches plus approfondies sont recommandées pour généraliser cette approche et rendre le cadre éducatif plus confortable tant pour les enseignants que les apprenants.

**Mots clés :** améliorer, efficacité, engagement, ludification, motivation, vocabulaire.

## **Summary**

This study investigates the effectiveness of gamification in enhancing EFL middle school learners' vocabulary acquisition. Mixed methods (quantitative and qualitative) approach was used to conduct this research. As data collection tools, interviews were devoted for the teachers of English and classroom observation for 3rd year learners in Wassel Mustapha middle school-Tiaret. As a result, the findings indicate that gamification as an instructional strategy increases engagement and motivation among learners, as it makes the learning environment more enjoyable. This is why the interviewed teachers emphasized on the integration of gamification in EFL instruction. For that reason, further research is recommended to generalize this approach and make the educational setting more comfortable for both teachers and learners.

**Keywords:** effectiveness, engagement, enhancing, gamification, motivation, vocabulary.

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وزارة التعليم العالي و البحث العلمي  
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قسم: اللغة الانجليزية  
السنة: ثانية ماستر

كلية: الآداب و اللغات الأجنبية  
تخصص: تعليمات اللغة الإنجليزية كلغة أجنبية

تقرير تربص مقدم لنيل شهادة الماستر تخصص تعليمات اللغة الانجليزية كلغة أجنبية  
تقرير تربص: حول إدماج الألعاب التحفيزية في تعليم اللغة الانجليزية لدى المتعلمين في الطور المتوسط  
تم انجاز التربص في متوسطة واصل مصطفى-تيارت في الفترة ما بين 2024-02-25 إلى غاية 2024-02-26.

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