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**Effects of Implementing Gamification in The English  
Course : A Case Study of Third Year Primary school  
EFL Pupils.**

Dissertation submitted to the Department of English as a partial fulfillment of the requirements for a Master's degree in Didactics of Foreign Languages

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## **Dedication**

I dedicate this modest work to  
my beautiful mother and my beloved father  
the source of my success in life.

Thank you for your unconditional love, your endless care, your  
prayers and your  
unlimited support, thank you for everything, and for being the perfect  
parents.

To all family members and friends,

To all who read this work.

To myself.

*Yassmina Benaissa*

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## Abstract

The integration of gamification elements into English language learning has received increasing attention recently with the use of technology which is becoming a fundamental aspect when teaching a foreign language. English teachers must equip themselves with modern teaching techniques to achieve better learning outcomes. Yet, many teachers in Algeria still use traditional techniques. Conversely, the teaching and learning processes in the primary school need more attention, support, and materials for a good development. This study aims to examine how gamification and its elements can serve as an effective alternative to improve pupils' motivation and develop their English language skills in the classroom. Thus, a mixed method approach was implemented to collect quantitative and qualitative data through using classroom observation, and a questionnaire addressed to two teachers. To reach this end, an exploratory case study was conducted with a third-year classroom at Ghattas Mohammed Primary School, in Maghnia, Wilaya of Tlemcen, and two EFL teachers from different primary schools. The findings showed that English language teachers prioritize the administrative program over creating a stimulating learning environment for their pupils. They lack creativity and innovation, as they do not incorporate gamification elements in their lessons. This work recommends strategies and applications for EFL teachers to enhance pupils' motivation, skills, and academic achievement.

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## **List of Acronyms**

**EFL:** English as a Foreign Language

**ELF:** English as a Lingua Franca

**ESL:** English as a Second Language

**FL:** Foreign language

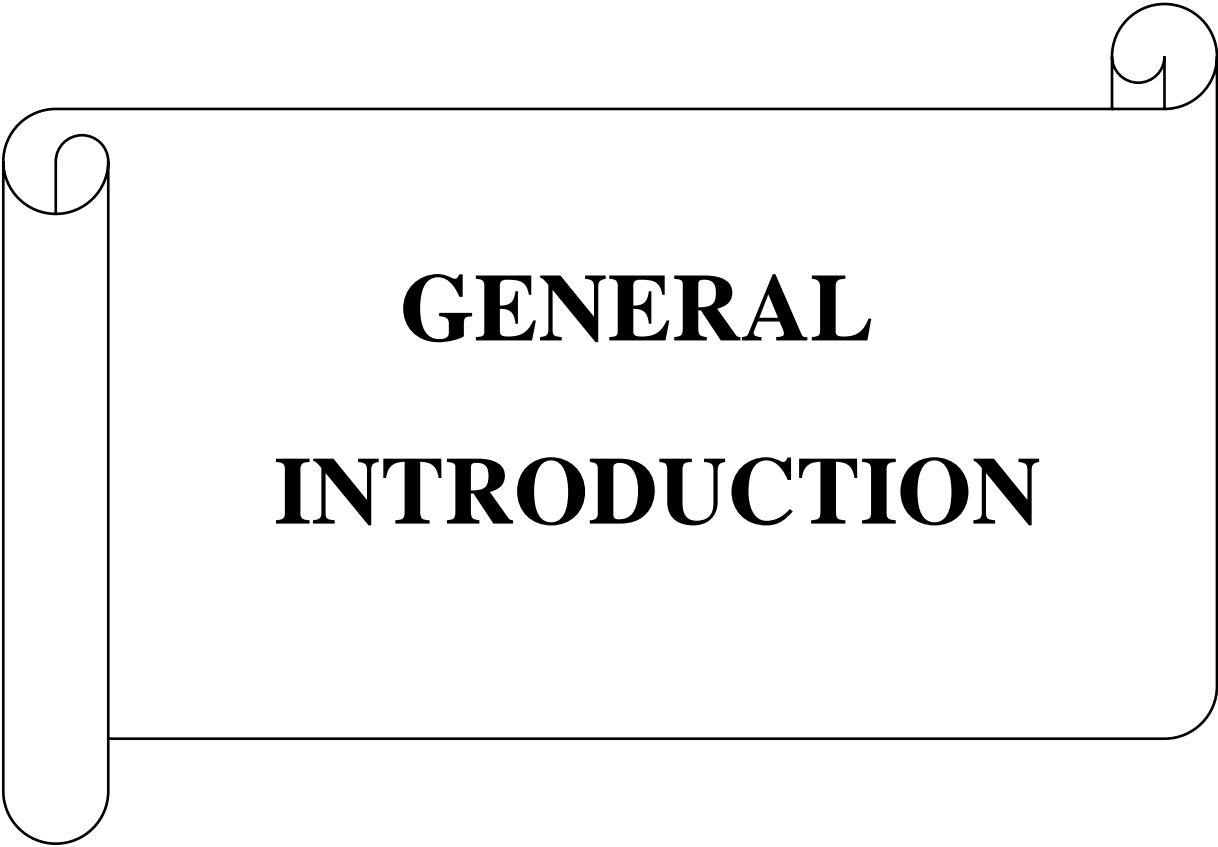
**ICT:** Information and communication technology

**TEFL:** Teaching English as a foreign language

**TESL:** Teaching English as a second language

**TL:** Target Language





In the 21st century, learning English as a foreign language has become a growing trend, especially with the rise of technology in education. This trend is particularly noticeable among today's young pupils, who can benefit from early exposure to the language. This is especially true after Algeria has recently introduced English in the primary school curriculum. Besides, young pupils nowadays are developing different characteristics that cannot allow teachers to keep them engaged in learning a new language like English.

Nowadays, educators must use technological advancements to meet the needs of pupils. In this sense, the techniques should be updated and transform the traditional language learning environment into an innovative learning context. One of the creative techniques is gamification. Implementing gamification in the classroom has been identified as an effective teaching technique to enhance foreign language (FL) learning.

This study provides a preliminary overview of the implementation of gamification in EFL courses in Algerian primary schools to ensure a smooth continuation of this process. The study supports the implementation of gamification as an innovative teaching technique in EFL classrooms to enhance the learning experience. In other words, this work brings an understanding of the influence of gamification and its elements on improving the English language learning. Moreover, its significance lies in demonstrating the advantages of gamification and its implementation in EFL classrooms. This study aligns with the current educational changes and has two main goals: investigating whether EFL teachers embrace gamification in the teaching-learning process; and examining the impact of gamification strategy on enhancing pupils' motivation and developing their English language skills.

Consequently, this study strives to answer the following research questions:

- 1\ What is the pupil's attitude towards implementing gamification in the EFL classroom at the primary school?
- 2\ What is the impact of implementing gamification in the EFL primary school classroom on Pupils' skills?

## General Introduction

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The above-mentioned questions led to the formulation of two hypotheses:

- 1\ Primary school pupils have a positive attitude toward implementing gamification in the English course.
- 2\ Gamification is an effective way in developing the English language skills mainly writing and speaking throughout the English course.

The current study is composed of two chapters. The first chapter includes the literature review that outlines EFL teaching and learning as well as gamification in education. It highlights the need for more interactive techniques in primary school English language learning. This research also describes the current status of EFL instruction in Algeria, highlighting the importance of early English language acquisition and the challenges teachers and pupils face in primary school settings.

The thesis also explores the various gamification elements that can be implemented and outlines the steps involved in incorporating these elements into primary school EFL classrooms.

The second chapter focuses on the research methodology section. It outlines the specific objectives, data collection methods (classroom observation and questionnaires), and data analysis procedures employed to assess the effectiveness of implementing gamification in the EFL classroom. It ends with a few recommendations for future practice and limitations of the study.

The findings and discussions will present the key results obtained from the research, analyzing the impact of gamification on student motivation and language skills development. The study will also explore the practical steps in implementing gamification elements effectively in EFL classrooms, including potential digital tools and resources.



**Chapter One:**  
**Literature Review**

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### **1.1. Introduction**

Nowadays, teaching young pupils, second or foreign language, can be a constant challenge. In addition, motivating them is more difficult and has always been the main concern. Moreover, the learning environment plays a crucial role in their success as it can either hinder or facilitate learning. Traditional educational techniques are good, but they can often fail to meet the needs of today's pupils. In short, they can lead to boredom as if they can decrease motivation.

The following chapter introduces gamification as a teaching-learning technique. It discusses its impact on enhancing pupils' motivation and developing English language skills for academic achievements among third-year pupils at primary school. The researcher starts by introducing the study framework. Then, she provides an overview of gamification in education and EFL learning. Next, it gives the steps for implementing it in the classroom, along with a list of gamification mechanics and online tools for implementing it in EFL educational settings.

### **1.2. Teaching English as a Foreign Language**

Teaching English as a foreign language is widely known as a noble profession that has become prevalent worldwide. However, it is important to remember that it is not an easy job especially when teaching young pupils. Teaching English as a foreign language refers to the practice of dispensing pupils whose native language is not English, in countries where English is not the primary language. Moreover, the importance of teaching English as a foreign language in today's world is immense. The world has now become a global village and English is the dominant language.

Belalta and Yellas (2016:11) in their dissertation define EFL as the use of English by individuals who have different native mother tongues. They also claim that "EFL is usually taught in countries where the community does not commonly speak or widely use English". One should differentiate between TEFL and TESL, The Collins Dictionary (2003) defines a Second Language as the language that a person learns after their native

language and a Foreign Language as a language that is used in a country other than their native country.

Teaching English to young pupils has become an extremely important topic recently. Pupils nowadays are instructed in English from the beginning of formal education. However, younger pupils, are quite different from adults. They have a shorter attention span, and many of them learn through play. Thus, the challenges in teaching English to young pupils can be quite different from teaching English to adult learners. In fact, teaching the English language requires selecting specific teaching and learning methods according to different situations such as the theory of language learning, and the particularity of pupils (non-native speakers) to create an effective learning environment.

The most common challenge for teachers is pupils' lack of motivation. Pupils may be forced to learn English or may lack motivation to learn, this will make it harder for the teacher to guide his pupils. Thus, teachers may experience resistance from students in this situation. One potential solution to this issue is to show pupils the end goal of the course. For example, if they can see that they are working towards a recognized qualification e.g. a certificate or a reward, this may motivate them to engage better with the lesson.

### **1.3. Learning English as a Foreign Language**

In the modern global world, learning English is always beneficial and rewarding at any age, whether for professional or personal growth. According to Gracia (2017:19) “Learning a foreign language is a long and complex process in which the person must be involved physically, intellectually, and emotionally to be able to adapt to a new language, a new culture, and a new way of thinking, feeling, and acting”. In short, learning a language is a productive method that enhances one's creative, intercultural, and societal competence. Moeller and Catalano (2015) maintain that learning a foreign language used to be a "mimetic" process in which pupils were required to imitate or repeat new information.

Learning can now occur in many different, enjoyable, and inspiring ways. Applications such as Duolingo and Quizlet offer a variety of engaging learning opportunities for youngsters to explore classes, games, songs, and stories.

### **1.3.1. The Status of English Language in Algeria**

In the twenty-first century, English is the dominant language of the world. It is also known as the Lingua Franca (ELF) of the world, Lingua franca is defined and viewed as a common language or a means of communication used by individuals whose mother tongues are different, for whom it is a second language (Chettibi and Kennar, 2022). Every country views English as a foreign language that needs to be taught and learned in schools. In essence, the decision to choose a language to be taught or learned is heavily influenced by the status of that language.

English is considered the second foreign language after French in Algeria. Benrabah (2005) wrote that English is neither the primary nor the national language in Algeria. However, it is gaining popularity, particularly among the new generation, especially with the technological advancement growth (ICTs) and social media usage.

English has a bright status in Algeria. The adoption of the English language in Algeria has emerged due to the development of tourism, economic collaboration, and private investment with Western countries. These developments led to teaching and incorporating English into their educational systems.

English was required in the education curriculum a few decades ago. It was taught in middle, secondary school, and university. In short, it was first introduced in the first year of middle school when pupils reached the age of eleven. It is taught as a compulsory subject from the first year of middle school until the last year of secondary school. Then it is taught in all the fields at different levels at the university. However, English in Algeria is mainly implemented only in academic settings for educational purposes, as Algerians rarely employ it for everyday conversations comparing with French which is regarded as the first foreign language in Algeria and is used in both academic (e.g. schools) and non-academic (e.g. homes, streets) contexts.

### **1.3.2. The Importance of Learning English in Childhood**

According to Ghasemi and Hashemi (2011), many experts believe that acquiring a language before the age of ten years allows infants to speak correctly and fluently. Furthermore, learning a foreign language is easier and faster for youngsters, particularly during elementary school. Hashemi and Ghasemi (2011), early childhood is the best time for language acquisition. It allows one to acquire and memorize the language quickly, with the ability to speak it almost like a native speaker. In addition, they also assert that the ease of learning a foreign language diminishes with age, and the brain is naturally wired to acquire language between birth and adolescence. Ghasemi and Hashemi (2011) claim that as children reach puberty, language learning and retention become less flexible.

Gordon (2007) also supports this idea, by stating that the most suitable stage to begin learning English as a foreign or second language is in primary school, since at that age, the brain experiences a period of rapid growth, thereby they can easily be taught. In addition, Herwiana (2017) writes that young pupils can achieve extra success in learning a language because they are less self-conscious and less frightened of making mistakes than adults. Consequently, educators should recognize the convenience of this age and the valid success when children learn a language in the first decade of their lives.

### **1.4. The Integration of TEFL in The Algerian Primary Schools**

English is becoming the most used language in the world and is taught in many countries as a foreign or a second language. This includes Algeria, where pupils start learning English as a second language from age seven or eight. Wahiba (2023) claims that two years ago, on the 31st of July 2022, the Algerian government announced that English would be taught as a compulsory course in the educational curriculum of primary schools starting in the third grade in the 2022-2023 academic year. In fact, With the introduction of English as a second foreign language in the Algerian primary schools, the English language quickly emerged as a competitive language to French.

### **1.4.1. Teaching English Language Challenges in Primary Schools**

The Algerian Ministry of Education made a wise decision to introduce English at the elementary school level. However, implementing this new program requires careful planning and poses challenges. EFL primary school teachers may encounter several obstacles during the instructional process. In a study, teachers agreed that the major challenges include a lack of appropriate training for teachers and the necessary teaching aids, as well as issues with insufficient time to deliver the lesson, which can result in inadequate exposure to the language. Other challenges include overcrowded classrooms, problems with textbook design, content, and organization, as well as a lack of motivation and discipline issues. The study concludes that teachers need more support and training in methodology and classroom management (مركز الشهاب للبحوث والدراسات, 2023).

Sennagh and Sibachir (2023) also investigate the challenges faced by teachers of English in teaching in Algeria. Their study found that teachers lack resources in teaching i.e. ICTs supporting materials such as videos, projectors, and computers in addition to training, and classroom management problems. They also reported that most English teachers are affected by crowded classrooms. Consequently, teachers are responsible for effectively delivering knowledge and information to their pupils. A skillful teacher can stimulate a passion for the English language, by fostering a lifelong love for it. Conversely, a restricted teacher can make pupils dislike English and the entire school. Therefore, choosing skilled and qualified educators is crucial, particularly for primary school pupils.

### **1.4.2. Learning English Language Challenges in Primary Schools**

Teaching English at the Algerian primary stage of education can present challenges for EFL pupils during the instructional process. Manel Houari (2023) claims that learning a language from an early age has many benefits, including better decision-making, less judgment, and increased empathy for others. However, bilingual or multilingual youngsters may encounter challenges during their educational journey.

The biggest challenge for Algerian pupils is learning two languages at the same time for the first time (French and English). According to Manel Houari (2023:46) “learning two languages simultaneously can lead to mixing between languages and a preference for one language over the others”. This can have negative effects such on pronunciation, vocabulary use, and expressing themselves in English with some resorting to using their native Arabic or French.

Motivation is another challenge that pupils can face when learning. Wahiba (2023) in her dissertation states that while some pupils may find it difficult to understand English, others might not. This makes it difficult for them to track their progress in learning the English language, and they may believe that they lack the motivation and desire to do so.

### **1.5. Need for Innovative Teaching Techniques**

Nowadays, teaching English has always been a matter of debate, the educational system in the world is different from that of years ago; more approaches are included, and different teaching methods are integrated. According to Jiménez-Sánchez and Gargallo-Camarillas (2020), EFL learning has become more focused on communication, similar to how children naturally learn languages. This means teaching all four language skills (reading, listening, speaking, and writing) in a way that encourages practical use. According to Venezky (2004), the field of education is experiencing an updated viewpoint due to modern technology and communication systems.

Traditional teaching English methods are good, but they may not be effective for all pupils due to a lack of diversity, enjoyment, and amusement (Ersoz, 2000). In other words, Toprceanu (2017) claims that traditional instruction heavily focuses on the educator. Furthermore, learning is an active, constructive process. The more it engages the pupil, the more effective it is and the more pupils it will affect. Hence, an apprehension of how necessary it is to develop language skills in a global, technological society will show the need for innovative, updated teaching techniques that suit pupils' needs, or in other words, gamification. In this sense, Dehghanzadeh et al. (2016) state

that active learning techniques are more productive and efficient than traditional teaching techniques when incorporated into learning a foreign language.

Gamification has emerged as one of the innovative instructional techniques that teachers are constantly looking for because traditional methods do not seem to be as engaging as they were. Besides, pupils often find them to be boring or ineffective.

### **1.6. Gamification Overview**

Even though gamification appeared in 2008, according to Karimi and Nick Payam (2017), it did not gain popularity as a learning method until 2010. This concept is new and has been so current in recent years. Pavlova (2019) states that this concept existed before it expanded beyond technology and became a multi-disciplinary term. Additionally, the same writer points out that “gamification followed the rise in popularity of video games” (2019:19). In other words, although the concept of play is not new, "gamification" and its widespread application gained attention with the increase of video games.

Gamification has various definitions, though there is no universally concrete one. The common definition is stated by Deterding et al. (2011:9) who describe it as "the use of game design elements in non-game contexts". In essence, this definition makes clear that gamification is more than just playing games, it involves taking the elements that make games enjoyable like competition, and rewards, and applying them to everyday non-game settings.

Gamification occurs in different forms. On the one hand, regarding digital gamification, so far, Bai et al. (2021) supported the idea that gamification has mostly been implemented online. Domínguez et al. (2013) showed that it can be added and integrated into any computer program (desktop PC, mobile application, etc.) to increase users' motivation and engagement. However, Qiao and Yeung, Zainuddin et al. (2022) claim that limited resources and logistical issues can hinder this digital gamification, as effective platforms can be expensive and time-consuming to design, promote, and implement.

Concerning non-digital gamification, one of the current studies found that it is possible to incorporate gamification without the help of technology. Non-digital

gamification can be implemented face to face by using real rewards such as cards, a small certificate, a sticker, a stamp in copybooks, or congratulatory words from a teacher. Zainuddin, Perera, et al. (2020) state that when pupils show that they understand a certain lesson, teachers might give them suitable stickers or badges. Also, Qiao et al. (2022) assume that digital media is not necessary for the effectiveness of gamified learning. Hence, Buckley et al. (2017) claimed that gamification does not always require an actual game or information technology.

### **1.6.1. Gamification as a Technique in Education**

Gamification is a popular approach in education and business today. Seaborn and Fels (2015) declared that the use of gamification spread in the field of education. In the same vein, Škuta and Kostolányová (2016) claim that gamification was not widely employed in education until 2008.

According to Haiken (2021), Gamification in education involves transforming classroom and everyday activities into games. Moreover, Hanus and Fox (2015) redefined gamification as receiving more attention from educational researchers as a means to increase students' intrinsic motivation to learn. Based on their work, it can be argued that gamification introduces innovative techniques and makes unengaging tasks more enjoyable.

To further explain the gamification technique, Kingsley and Grabners-Hagen provided another definition, stating that gamification should be understood as a combination of “content area instruction, literacy, and 21st-century learning skills in a highly engaging learning environment” (2015:51). In this regard, the definition of gamification by researchers is a way of extracting, adapting, and applying game elements such as points, badges, and leaderboards in the teaching process to motivate learners and make them feel as if they were playing a game.

Gamification is different from games that are primarily designed for entertainment or simulations that simulate authentic settings for training. According to Topîrceanu (2017), gamified learning only utilizes gaming elements to increase motivation and influence student engagement in learning new skills. Additionally, for Figueroa (2015:

43), the aim of incorporating gamification into education is to provide students with an attractive and supportive learning environment.

### **1.6.2. Gamification in EFL Learning**

Nowadays, gamification has gained big attention in education because it can be very successful in enhancing the learning experience for students, especially in some areas of learning, such as foreign language learning. Besides, today's pupils have different ways of learning and grasping information compared to previous generations. Implementing gamification within classrooms can effectively deliver knowledge and make learning more enjoyable for pupils. Simply, gamification can improve pupils' attitudes toward learning a foreign language (Dogan, 2023).

As mentioned earlier, gamification involves incorporating game-like elements, such as points, badges, and leaderboards, into educational settings. In other terms, the increasing diversity of learning styles and preferences among contemporary learners calls for innovative teaching methods, and gamification provides unexpected solutions. By incorporating gamification principles into the classroom, educators can establish a more engaging and interactive learning environment.

According to Sailer et al. (2017), gamification is one of the most successful learning strategies for encouraging active learning. It offers several benefits in various non-game settings, including learning and health disciplines. Even though this learning strategy is not new, the challenge lies in finding attractive ways to utilize it in the classroom. Muntean (2011) highlights that pupils have a positive attitude toward gamification which enhances pupil motivation. The latter generally allows pupils to have positive feedback from teachers.

Although gamification in EFL teaching and learning was presented as a positive method, there were some issues teachers may face. According to the study by Marti and Sanchez (2017), when gamification was introduced, there were a few major obstacles, including a lack of money, time, training, and materials, as well as a lack of classrooms and student passion.

### **1.6.3. The Importance of Implementing Gamification in EFL Classrooms**

Most teachers are unaware of the effectiveness of gamification in the learning process. Gamification is considered an extraordinary educational tool. In this regard, Li & Li (2022) state that gamification can be a powerful tool for guiding the teaching process when implemented correctly. Moreover, they argued that gamification can enhance the learning process, increase job enjoyment, and boost teacher and pupil satisfaction in English language learning environments. Therefore, teachers are required to transmit knowledge through using interesting materials to ensure that pupils enjoy the teaching-learning process.

According to Kapp (2012:10), gamification involves incorporating game-based mechanics, aesthetics, and game thinking into non-game contexts to engage pupils, promote learning, and solve problems. Thus, integrating gamification into an educational environment in topics that may not otherwise capture their attention. For Zainuddin et al. (2020:1) “the adoption of gamification in learning and instruction has mass appeal among learners as it stimulates motivation, learner engagement, and social influence”. In short, incorporating gamification fosters a more intrinsically motivated, actively engaged, and socially connected learning environment. Zainuddin et al also emphasized that gamification is not limited to technology or digital platforms but focuses on the design and development of innovative instruction that incorporates game elements into activities.

Dehganzadeh & Dehganzadeh (2020) argue that gamification in foreign language learning has been implemented in elementary, middle, and higher education levels, and this suggests that this method is gaining popularity at all educational levels. Moreover, Vrcelj et al. (2023) state that gamification is much more appropriate for implementation and enforcement in both primary and secondary schools than learning through the designed educational games. Li and Li (2022) state that elementary school pupils respond well to gamification because they are naturally proactive.

### **1.7. The Impact of Gamification on Pupils' Motivation, and Language Skills**

The effectiveness of learning through gamification relies on the learner's level of motivation. Gamification has proven to be extremely useful in educational settings. Gamification is not only a tool to kill boredom and ordinary routines, it is an extraordinary tool for effective learning. According to Arnold (2014), games and gamification can be successful instructional methods for FL pupils in creating a relaxed, pleasant learning environment. Additionally, gamification, especially in the foreign language classroom, brings infinite benefits to pupils and the learning environment. These benefits include increasing motivation and developing language skills.

#### **1.7.1. Increasing Motivation**

Foreign language learning requires high levels of motivation within an educational setting. This is particularly true for beginner English pupils who may struggle to learn the language especially if they lack interaction and motivation in the classroom. According to Al-Dosakee et Özdamlı (2021:561), the purpose of implementing game elements in second language learning is to increase the pupil's motivation. Moreover, Barata et al. (2013) wrote that gamification has also been used to motivate pupils to learn and train new skills.

#### **1.7.2. Developing Language Skills**

Generally, pupils often face difficulties when learning the four basic language skills, (Reading, writing, listening, and speaking). As a result, gamification can be one of the biggest solutions to learning a language easily, and effectively. Regarding the development of language skills, Figueroa (2015) finds out that the gamification of the EFL classroom helps to enhance the learning of writing, reading, and speaking skills while motivating collaboration and interaction. Moreover, Kazi-Tani (2024) sees that gamification helps pupils learn languages in a fun way by using games as well as making

learning enjoyable and effective, and helping them improve their speaking, writing, vocabulary, and grammar skills while having fun.

### 1.8. Gamification Design Elements

Gamification is the application of game elements into non-game contexts. Gamification elements, sometimes called game mechanics, are the responsible components that help design a specific game to increase pupils' motivation in language learning. In the context of learning, these game design elements are used in such a way to help reach the desired learning outcomes by improving the engagement of pupils.

Buckley, Doyle, and Doyle (2017) state that many other mechanisms are also available in gamified learning, such as combat, content unlocking, gifting, boss fights, quests, social graphs, certificates, and memes. DOĞAN (2023) argues that these mechanisms are used either alone or combined with other elements. In addition, Ding (2019) claims that they aim to stimulate pupils to achieve their goals by increasing their persistence, learning through repetition, encouraging collaboration, and creating fun and friendly competitions with their peers. Gamification's common mechanics are described as follows:

**Points:** Points can be used to accomplish the objective of making learning more exciting. First, teachers can award points for completing tasks such as memorizing vocabulary words, participating in dialogues, or achieving a good score on a quiz. Moreover, points provide immediate feedback to help pupils identify areas that need improvement and jump from one level to another. Vlad (2021) said that points can be combined with other rewards, e.g., getting a badge or leveling up when pupils get enough points.

**Levels:** Levels are used by teachers to check the advancement of pupils by achieving points, or collecting things. Leveling up can be used when the educator tries to know the difference between certain groups (Shuash, Said, et al. 2020:9133).

**Badges:** According to Vlad (2021), badges are represented as an image that shows points. Pupils can receive badges for completing certain activities or attaining a particular proficiency level. Badges can be utilized to highlight the successes and awards of pupils. In addition, Ghaban and Hendley (2019) clarify that giving students badges will make them happier.

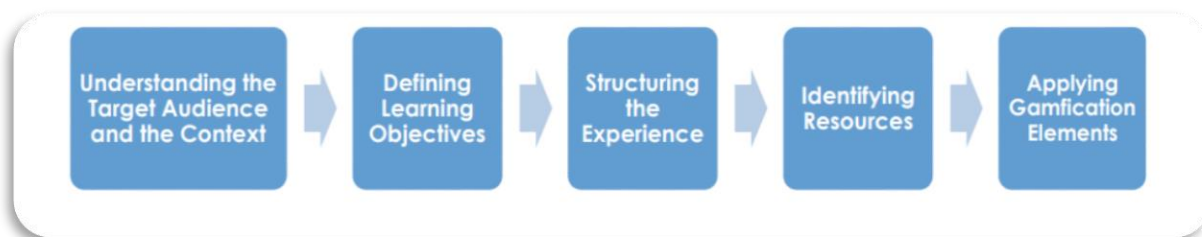
**Challenges:** They are the use of small, achievable challenges, for instance, the teacher incorporates vocabulary-building challenges where students have to do vocabulary quizzes or dialogues with classmates to practice speaking. In other words, they refer to any task or activity that demands work to complete and is regarded as being at an advanced stage than that of the learner.

**Leaderboards:** Create a friendly competition with a leaderboard that tracks points or completed tasks. Consider separate leaderboards for different skill levels to avoid discouraging beginners. Students can rate their performance compared to other students. Leaderboards encourage students to compete with other pupils and take an active role in the learning process.

**Rewards:** Consider incorporating real-world rewards like earning extra playtime, points, or no homework for the day for completing challenges, small stickers, sweets, or gifts for completing activities, or choosing a fun educational game to play in class to achieve a higher level.

### **1.9. Steps of Implementing Gamification in EFL Classrooms**

To apply gamification elements in educational instruction, the instructor needs to follow a series of steps. Flores (2015:43) confirms the idea that a series of steps must be followed to implement gamification and help educators learn how to effectively gamify their lessons. The model below describes a five-step process taken from the work of Huang and Soman (2013). The process is simplified into the following steps:



**Figure 1.1: Educational Gamification Five-Step Model**

(Adapted from Huan and Soman (2013, p.7))

The process of gamified teaching has five steps, as shown in the image above beginning with identifying the target audience and ending with implementing gamification elements.

**1) *Understanding the Target Audience and the Context:***

W. Hsin-Yuan Huang, and D. Soman (2013) clarify that when teachers implement new methods in the learning process, the initial stage is that teachers should pay attention to designing successful gamified learning experiences that necessitate a thorough understanding of the target audience and the instructional context. This involves not only identifying the pupils' profiles but also analyzing the broader context in which learning will occur. Thus, foreign language teachers must first collect information about their classroom dynamics by identifying pupils' levels, learning styles, classroom size, program duration, pupils' needs, skills, motivation, and attitudes and feelings toward the TL and learning environment. This helps the teacher gain a deeper understanding of the classroom context that contributes to the effective implementation of games.

**2) *Defining Learning Objectives:***

The second step in developing a successful learning experience with gamification Huan and Soman (2013) stated involving setting clear and measurable learning goals. These goals identify what teaching materials and exercises should be used in the learning process, as well as the ideal game mechanics and strategies to use to achieve them.

**3) *Structuring the Experience:***

The third step in the five-step model of Huan and Soman (2013) focuses on structuring the gamified learning experience. This entails a process of deconstructing the program content and identifying key learning objectives. The instructor plays a vital role in scheduling the learning activities and clearly defining the knowledge and skills pupils are expected to acquire at each level. This stage also necessitates monitoring student progress. If a group of pupils encounters difficulties in progressing, the instructor may need to re-evaluate the difficulty level or incorporate additional motivational strategies to support continuous engagement. The syllabus implemented should contain a well-defined progression of lessons, moving from simpler concepts to more complex ones.

#### **4) *Identifying Resources:***

Huan and Soman (2013) stated, that after figuring out the different stages of the lesson, the teacher can now assess which stages are suitable for incorporating game elements. This requires careful consideration of various aspects like how progress will be tracked, what kind of rewards will be used (currency), how the difficulty will be structured (levels), how the game will be played (rules), and how students will be informed of their performance (feedback). Consequently, educational content intended for gamification should be both interactive and enriched with various elements.

#### **5) *Applying Gamification Elements:***

According to Huan and Soman (2013), the last step is deciding whether to use self-oriented elements; activities that require individual work that bring individual awards (e.g., badges, points, and levels), or social elements; activities that demand interaction and collaboration with other pupils (e.g., leaderboards) to foster individual or collaborative learning.

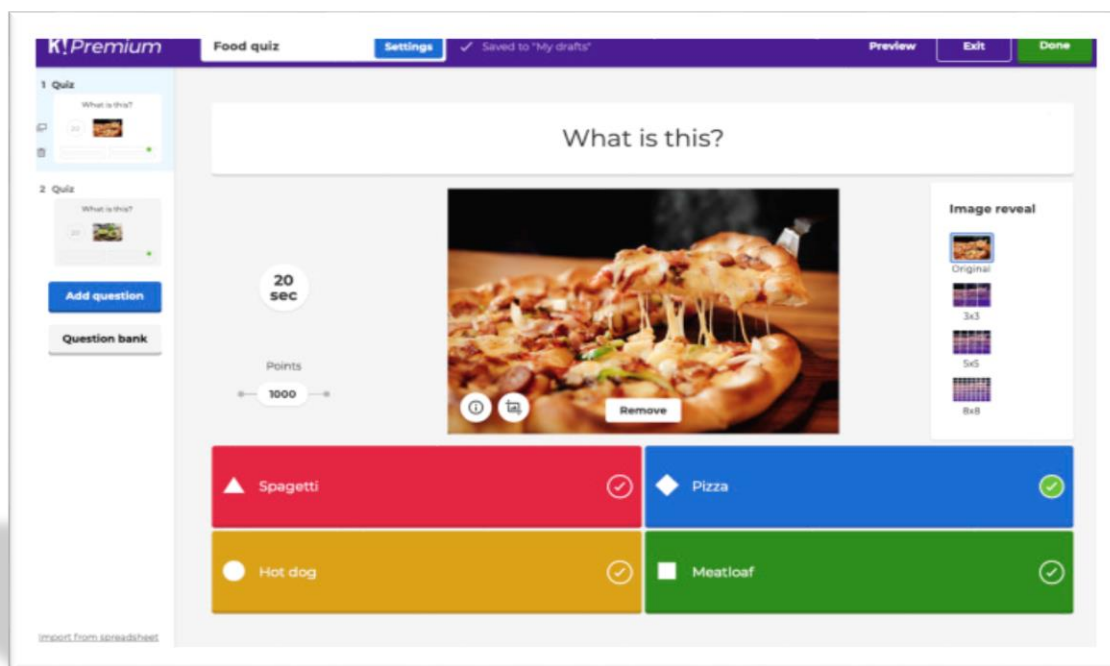
To sum up, effective language gamification implementation in classrooms requires careful consideration of several factors. First, teachers need to evaluate the suitability of games based on learning objectives and target content. This includes determining the optimal timing for game integration within the curriculum, next, exploring alignments

with the syllabus, and textbooks, and examining how specific games that can fit the learning needs of pupils. Moreover, it is essential to ensure clear and concise rules, a well-defined learning outcome, and a level of enjoyment that motivates pupil participation.

### **1.10. Online Tools for Implementing Gamification**

Gamification can transform the classroom in a variety of ways. The main way is through the use of digital games (Haiken, 2021). This innovative approach represents using digital platforms. Butko (2024) argues that implementing combinations of game elements in the classroom can positively affect pupils' educational environment. Among the most common learning with gamification tools are Kahoot, Quizlet, Duolingo, and ClassDojo.

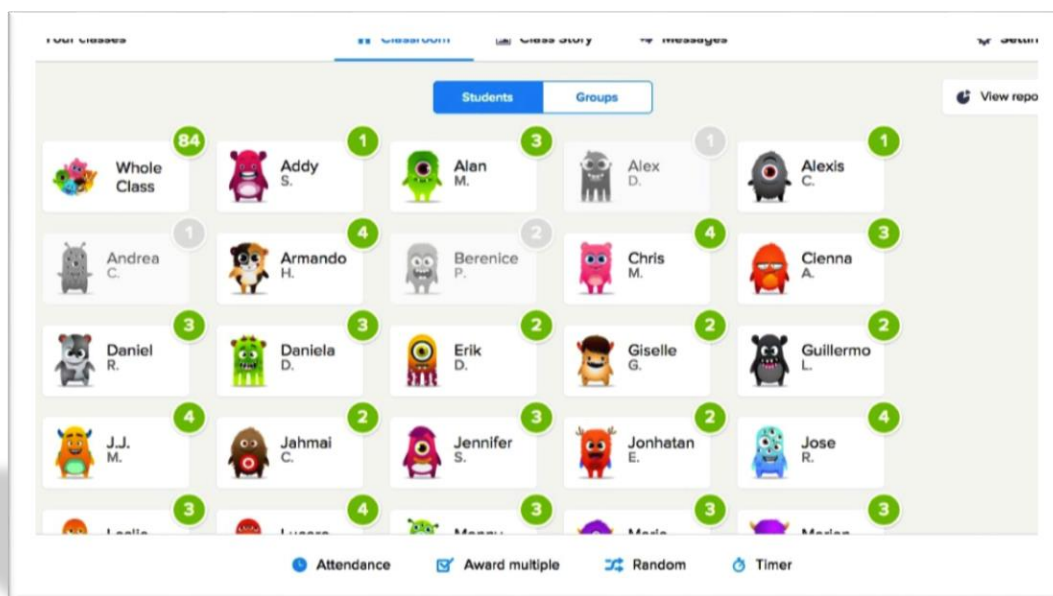
**Kahoot:** it is one of the most popular learning platforms that allows teachers to create quizzes discussion questions and polls. Then, pupils while using their devices can reply to teacher questions in real-time while teachers can track progress and award points to those who get the correct answers. Additionally, in a study conducted by Rodríguez-Fernández (2017), the use of Kahoot was analyzed in two groups of university students who shared the same ages and circumstances, as well as in two distinct courses with similar degrees. Findings show that it improves pupils' participation and attendance in class, and it is a highly recommended application that benefits education and increases competition in the classroom.



**Figure 1.2. An Image for Kahoot Platform Application.**

**Quizlet:** it is an online learning platform that allows educators to create and customize flashcards, quizzes, and study games that can help pupils review and retain information (Teaching Partner, 2023). This tool can allow pupils to earn points and level up as they answer questions correctly.

**ClassDojo:** Gracia (2017) states that ClassDojo is a classroom communication and reward system that encourages positive behavior. Teachers can give out points to students when they demonstrate good behavior or complete tasks, and the points are displayed in real time on the big screen in the classroom. According to Figueroa, (2015:49), ClassDojo also helps motivate L2 elementary school pupils through strategies combining avatars, points, and leaderboards. Moreover, it helps to create a more positive atmosphere in the classroom and makes learning even more enjoyable. A lot of teachers use it already. They use the interpretive whiteboard or press on that IPAD so that they can give points or rewards (For Teachers, 2018).



**Figure 1.3. An Image for ClassDojo Platform Application.**

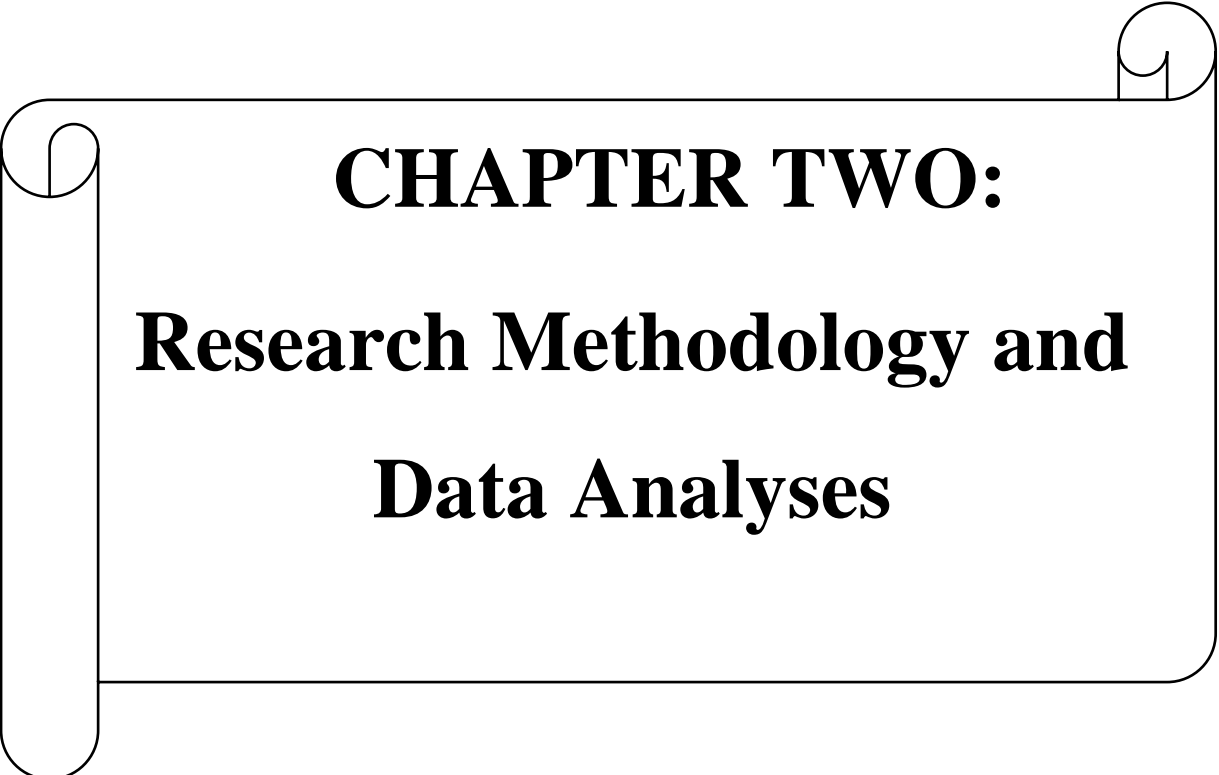
**Certifier:** it is also an ideal tool for gamifying education by creating certificates and badges. It gives teachers and students an exciting, interactive environment to create rewards.

**Duolingo:** is a language learning application that gamifies the process of learning a new language. it is ideal for learning the languages and provides rewards as learners progress through lessons and levels.

### 1.11. Conclusion

The literature review in this chapter shows that gamification attracted the attention of many researchers as it was adopted as a teaching-learning strategy to enhance students' motivation, engagement, skills, and learning achievements, as it consists of incorporating game elements into non-game settings. For this, it was defined broadly, then it was defined in the education field and the EFL learning context besides its impact on FL motivation, language skills, and overall academic success and performance. Thus, it will be beneficial for EFL classrooms.





**CHAPTER TWO:**  
**Research Methodology and**  
**Data Analyses**

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### **2.1. Introduction**

The present chapter focuses on the practical side of the research. The researcher aims to achieve the research goals and discuss research questions by conducting an exploratory case study. This study focuses on teachers' perceptions of implementing gamification in the English course and discusses its impact on third-year primary school pupils in learning English as a foreign language.

In this section, the researcher describes the research objectives, informants' profiles, and the data collection instruments. The research aims to determine the validity and effectiveness of incorporating gamification into an educational setting. To clarify the study, the collected data were analyzed both quantitatively and qualitatively to confirm or reject the hypothesis. In addition, the findings are interpreted and presented by using figures and discussed in detail. At the end, the researcher provides a list of recommendations and limitations of the study.

### **2.2. Research Objectives**

Gamification is common nowadays in the field of education because it meets different learning needs in particular situations. This study aims to explore the importance and effectiveness of using gamification in EFL classrooms in primary schools. The objectives of the study are:

1. To examine the effectiveness of gamification and its elements when used in the EFL courses.
2. To identify the impact of gamification on improving pupils' motivation and developing their English language skills.

### **2.3. Teachers' Profile**

In this study, two female English language teachers from different primary schools were invited to answer the printed research questionnaire. The first teacher is 37 years old and the second one is 41 years old. Their experience in teaching English ranged from one to two years. These teachers were selected to determine if they follow the

administrative program or use innovative techniques, such as gamification, in their EFL classrooms to improve pupils' performance, outcomes, and the entire learning process.

#### **2.4. Pupils 'Profile**

The researcher undertook her research at GHATTAS MOHAMMED primary school in Maghnia, Tlemcen. She dealt with third-year pupils. The classroom consisted of forty-three pupils and some absences, ranging in age between 7 and 9. The school has twelve classes which is the main reason for the crowded classrooms. This sample was selected due to several reasons, including the new implementation of English language instruction in primary schools. At this stage, pupils are required to learn two new foreign languages, French and English, as subjects of school at the same time and that could be challenging for the majority of youngsters because of the loaded program.

#### **2.5. Research Instruments**

This research was conducted using triangulation, which involved the use of two different research instruments, a classroom observation, and a questionnaire administered to primary school EFL teachers. These instruments were used to test the reliability of the research hypothesis among third-year primary school level. Thus, the data collected will be analyzed quantitatively and qualitatively to answer and discuss the main research questions. The results will provide a strong foundation for discussion of the research questions.

##### **2.5.1. Classroom Observation**

For this study, observation is the first data collection method. According to Cohen et al. (2007:396), observation is a method that allows the researcher "to gather live data from real situations". Observation is a means of collecting information by watching people's attitudes and behaviors or events and settings. Moreover, a study by Baker (2006) described that observation is a complicated technique that requires a range of tactics and roles during the data collection process. One can do observations in any setting, even in a classroom (Cowie, 2009). Additionally, observation, according to

Denscombe (2010), concentrates on what occurs rather than what people claim to do or think.

There are two types of observation in research: non-participant observation and participant observation. According to Kumar (2022), in participant observation, the observer participates in the activities or interactions as a member of the group being observed. In non-participant observation, the observer gathers information from a distance without participating in any activity (Kumar, 2022).

In this study, the researcher conducted four observation sessions as a non-participant observer in an English course in a third-year grade classroom at Ghattas Mohammed Primary School in Maghnia with the help of a checklist and note-taking (See appendix V). The purpose of this observation was to collect detailed data on teachers' experiences with implementing gamification in their lessons.

### **2.5.2. Questionnaire**

The researcher selected a questionnaire as a second research instrument to collect the necessary data. Qualtrics (2023) defines the questionnaire as a research instrument that consists of a set of questions to gather data from different respondents. Moreover, Kothari (2004:100) stated that “Questionnaires are easy to administer and relatively inexpensive to analyze”. Qualtrics also states that a questionnaire should include both open-ended and close-ended questions to have both quantitative data that can be analyzed to draw conclusions, and qualitative data to provide deep and more specific explanations.

In this research, the researcher planned to collect data from two different EFL primary school teachers who have expertise in first-time English learning in Algerian primary schools. The questionnaire used in this research consisted of 14 questions (See Appendix IV), including open-ended, close-ended, and multiple-choice questions to capture a variety of answers. It is a one-off questionnaire without sections, designed to collect data from teachers. The questionnaire structure was arranged in a way that moved from general to specific to help respondents understand the scope of the research.

Primary school teachers were chosen based on their experience in the field to collect data concerning the use of gamification and its impact on the learning-teaching process. The questionnaire was analyzed through descriptive analyses and visual aids.

## **2.6. Data Analyses**

The data is analyzed both quantitatively and qualitatively, using descriptive analyses on classroom observation and teachers' questionnaires.

### **2.6.1 Classroom Observation Analysis**

This classroom observation was done in the primary school in a third-year classroom, Tlemcen during the second semester of the 2023\2024 academic year. Four sessions of 45 minutes were conducted twice a week (Monday at 9:00 am/ Tuesday at 8:45 am). The observation aims to get thick data on the classroom environment and determine whether teachers incorporate gamification into their lessons. The classroom observation was analyzed qualitatively.

#### **First Observation Session: 8<sup>th</sup> of January 2024.**

The researcher requested permission from a teacher to observe her classroom, which had a total of forty-three pupils. The classroom was overcrowded. Additionally, there was a time constraint as primary schools had limited time for each lecture. They only had two sessions per week, the first lasting forty-five minutes and the second lasting one hour. At the beginning of the session, the first session after the holidays, the teacher wrote the date, the sequence “School”, and the session entitled “I Play Roles” on the board. First, the teacher did a quick recap of the previous lesson, which was about the days of the week, she stuck flashcards on the whiteboard to demonstrate and explain (see Appendix I).

After that, the teacher asked all the pupils about the days of the week and used clapping hands and praises for the correct answers, and made some remarks about the wrong answers, and corrected them. Then, the teacher used to describe each subject matter book in English and translated it to Arabic as learning material while the pupils were loud and noisy. Next, the teacher selected seven pupils and assigned each one a

subject matter book. She informed them that once she said a subject matter, the pupil holding the corresponding book should make a jump. It was a quick game to ensure that pupils understood and memorized those subjects of school. Finally, the teacher wrote the timetable with their subject matters and the days of the week they had learned on the whiteboard (see table 2.1). It was an activity in the textbook. All in all, the researcher observed good interaction and some noise in Playing roles, but it has been noticeable that most pupils do not understand English well unless she translates to them. However, they all love to participate even if gamification elements are not implemented.

**Table 2.1.** An activity in the textbook with Pupils’ Timetable

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Math	Science		Science	Islamic education		
French	French	Math	Math		Weekend	Weekend
Arabic			History\Geo			

**The Second Observation Session, the 9<sup>th</sup> of January 2024.**

During the second observation, the teacher conducted a lesson centered around read and write at the sequence school. First, the teacher played an alphabet song on the speaker, and the pupils repeated it afterward. Then, the teacher displayed four capital letters on the board using flashcards (See Appendix II). Then, the pupils were asked to form words using those letters, and all pupils participated in the activity even if they did not have the correct answer. The teacher took examples from the pupils and wrote them below the corresponding flashcards as scripts. At the same time, the teacher instructed the pupils to write the letters on their slates. The pupils practiced writing the letters on slates and received immediate feedback. The task lasted for 20 minutes.

After that, the pupils completed the activity in their copybooks to reinforce their learning. It should be noted that third-year pupils are taught to write scripts, not cursive. Additionally, they primarily learn orally, with only two writing sessions in the sequence. In this session, despite the reliance on traditional teaching methods without any gamification elements, the teacher managed to maintain high pupil participation and

energy levels. However, a critical observation was made those flashcards alone might not be highly effective.

### **The Third Observation Session, 22<sup>nd</sup> of January 2024**

The researcher did additional observations to confirm whether teachers are incorporating gamification into their lessons or not. In the third session, the teacher made a lesson entitled Read and Write but the sequence was different, the subject was “Home”. The teacher began by asking pupils to identify the parts or rooms of the house to recall what they have studied in this new sequence such as (the bathroom, and kitchen...) as a recap of the previous session. This activity lasted for 10 minutes.

After the recap, the teacher started to stick three letters on the whiteboard in the form of flashcards (See Appendix III), that session focused on lowercase, small letters. Thus, the teacher asked them to give her examples, and the process was repeated. The pupils wrote on their slates, raised them, and then wrote in their copybooks. In addition to that, the teacher used gestures and body language to explain those words and letters. The observation revealed that there were two sessions of reading and writing in one sequence, with less than half an hour spent on explanation followed by fifteen minutes of writing in their copybooks. During this observation, the observer did not observe any use of gamification elements. It was apparent that the lessons were repetitive, lacked from creativity of the teacher, and lacked of sense of joy.

### **The fourth session: 23<sup>rd</sup> of January 2024.**

During the last observation conducted by the researcher, the teacher incorporated a piece of music in the lesson to teach about the different rooms of the house. It was a repetition and a reminder of the previous lesson. The teacher utilized various teaching aids such as gestures and drawings on the board to explain and demonstrate to the pupils the lesson. Furthermore, the teacher wrote a small passage on the board, and then read it aloud, even translating it into Arabic when necessary and at the end, she informed pupils to write it down in their copybooks. After that, the pupils were given flashcards

to play roles and stick them on the board to make the lesson more interactive. Finally, the teacher assigned two textbook activities to the pupils as homework.

To sum up, it is worth mentioning that throughout all four observations, the researcher noticed that the gamification technique was not implemented in the classroom. In addition, pupils are very loud and noisy, they show a lack of interest in listening. They were also energetic and moved around a lot. As mentioned before, teachers relied on traditional teaching techniques and materials and continued to use activities from the textbook and the whiteboard, but in two or three sessions, they used flashcards and quick games such as dialogues, and role plays... (see appendices).

### 2.6.2. Teachers' Questionnaire Analyses

The following questionnaire aims to mention the findings below, by analyzing the results of each question independently to produce comprehensive outcomes.

#### Q1. What is your gender?

This question aims to determine the gender of the primary school teachers who participated in this research. The findings of this study reveal that all the teachers who responded to this questionnaire were female teachers.

#### Q2. How long have you been teaching English at primary school?

This question seeks to identify teachers' experience by years of teaching English as a foreign language in primary schools.

**Table 2.2.** Teachers' Experience at Primary School

Number of teachers	Years of teaching
Teacher 1	One year
Teacher 2	Two years

#### Q4. Do you follow the same administrative program?

This question tends to recognize the content of the current English course and whether teachers follow the same administrative program. The results show that both teachers

claim to have a didactic guide for "Key Stage 1" English primary school students to follow.

**Q5. Do you use gamification in your English course?**

This question aims to investigate whether English teachers use gamification in their courses.



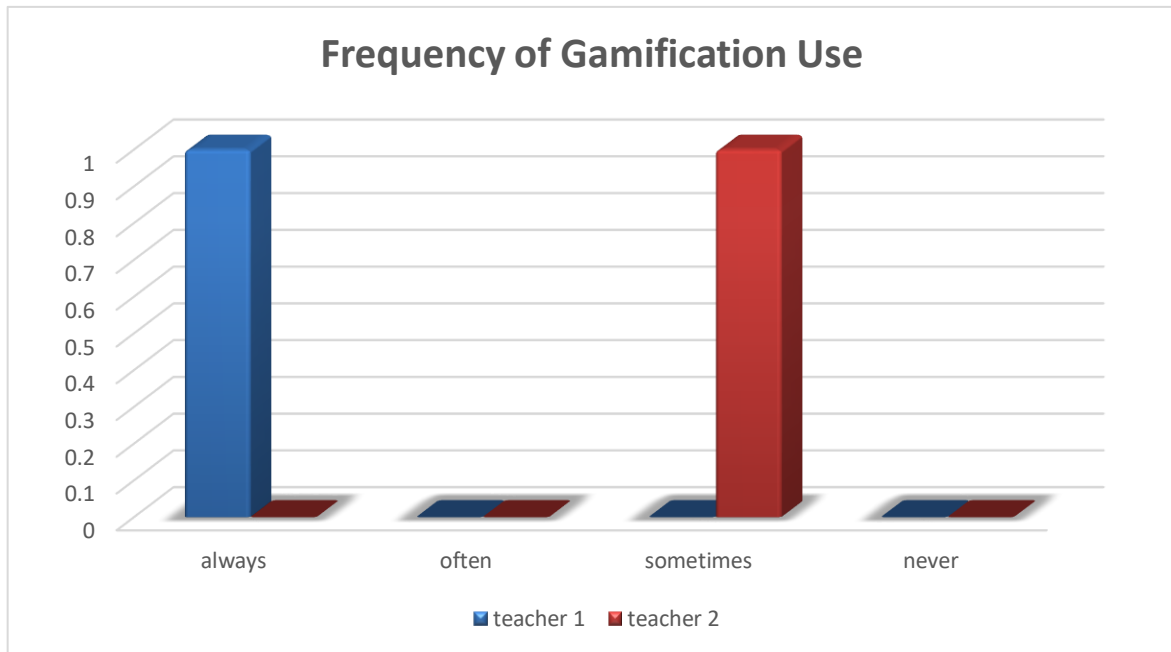
**Figure 2.1.** The Use of Gamification

The results reveal that both teachers (100%) use gamification in their English lessons. While in the observation there is no use of gamification.

**Q6. If yes, do you use it? Often, always, sometimes, never.**

- **If no, what do you use instead?**

This question shows how often English teachers use gamification in their English courses.

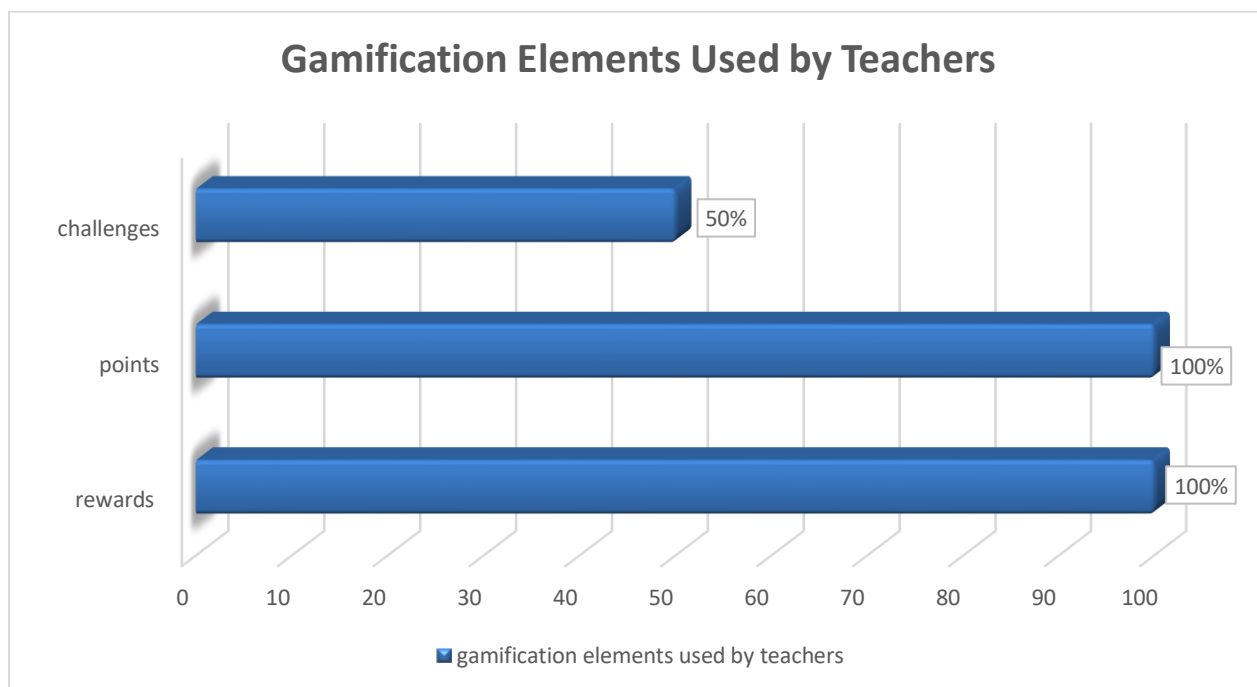


**Figure 2.2.** Comparison of Gamification Usage by Teachers in English Courses.

The figure stated above shows the difference in implementing gamification strategies between teachers in their English lessons. One teacher stated that she uses gamification (always), while the second teacher claimed that she uses gamification (sometimes).

**Q7. Which gamification elements have been integrated into your English course?**

This question aims to discover what are the different gamification elements teachers integrate into their lessons.



**Figure 2.3.** Gamification Elements Used by Teachers in English Courses.

This figure effectively shows the distribution of gamification elements teachers use, with points and rewards being the most prevalent elements (100%), followed by challenges in the second position (50%).

**Q8. Do you find that gamification enhances your pupil's motivation?**

This question investigates how teachers perceive the impact of gamification on pupil motivation in English courses. The results show that the two teachers considered gamification as a positive tool to enhance pupils' motivation and increase learning outcomes.

**Q9. In your opinion, how can gamification contribute to the development of pupils' language skills?**

This question aims to explore how teachers perceive the benefits of gamification in developing pupils' language skills.

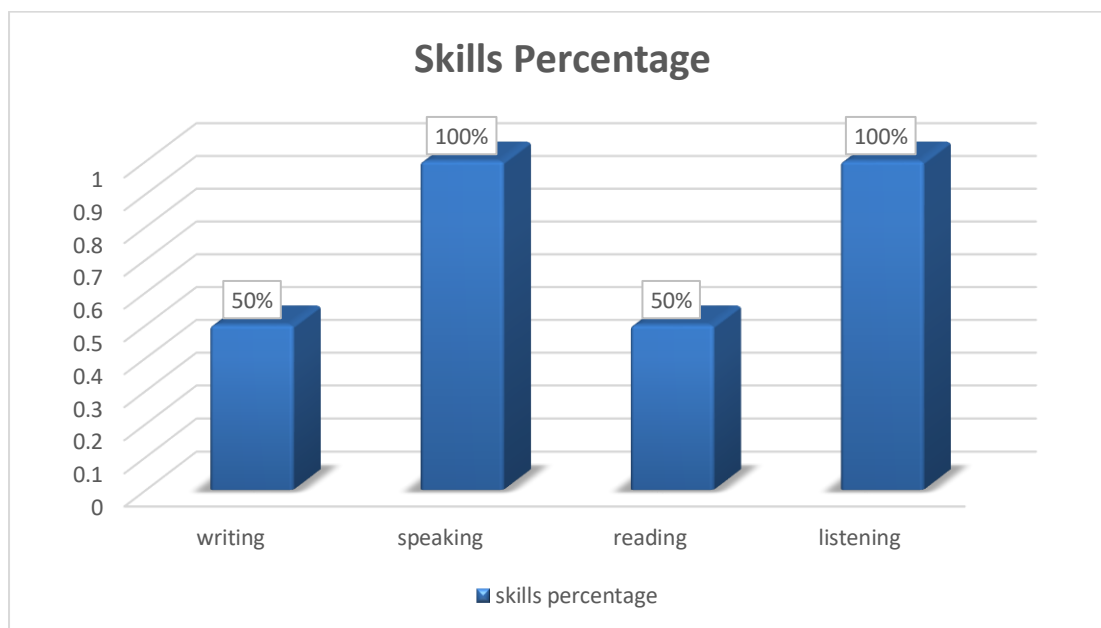
**Table2.3.** Teachers Perceptions of Gamification for Skill Development.

<b>Teachers</b>	<b>Responses</b>
<b>1</b>	Gamification improves skills development by making the task interactive, cooperative, and competitive.
<b>2</b>	Learning in a fun atmosphere facilitates lessons and activities for my pupils.

The two teachers’ responses provided positive perspectives on gamification's role in skill development: Both teachers believe that gamification can make learning more engaging and enjoyable, which can lead to improve pupils’ English language skills. The first teacher specifically mentions that gamification can make tasks more interactive, cooperative, and competitive, which can help pupils develop problem-solving, teamwork, and communication skills. The second teacher highlights the importance of creating a fun and positive learning environment, which can help pupils feel more motivated and engaged in their learning.

**Q10. Which particular skills do you think gamification is most effective in developing?**

This question aims to investigate which specific skills educators believe are most effectively developed through gamification techniques in learning environments.



**Figure 2.4.** The Impact of Gamification on Language Skills.

The results show that the first teacher sees listening and speaking are effectively developed more than the other skills through incorporating gamification in the learning process, while the second one sees that all four skills (reading, writing, listening, and speaking) can be developed using gamification elements.

**Q11. Is there any interaction between you and your pupils when using gamification elements?**

This question aims to clarify whether there is any interaction between teachers and pupils when gamification elements are used in their English courses. The results show that teachers are very positive about the use of game elements. The results show that both teachers answered with (Yes), there is an interaction between them and their pupils when incorporating gamification elements.

**Q12. Do you find any difficulties when implementing gamification in your classroom?**

➤ **If yes, what are the difficulties?**

The question aims to find out the challenges teachers might face when implementing gamification elements in their English classrooms. Based on the results,

teachers have not encountered any practical challenges with implementing gamification techniques.

**Q13. How would you evaluate the effectiveness of gamification in the course if it is implemented? Effective, neutral, ineffective.**

This question aims to find out if gamification implementation in English lessons is effective. Research results show that both teachers agree that gamification in the English course is effective and disagree with ineffective or neutral options.

**Q14. According to you, what are the benefits of implementing gamification in the English course?**

This question tends to gather English teachers' opinions about the advantages of gamification in the English course.

- ❖ **Teacher 1** states that according to her, it fosters the development of oral and written language skills through repetition alongside the gamification elements (points, levels, etc.....) and promotes the pupils' social learning, integrating communicative approaches which helps them to develop their soft skills.
- ❖ **Teacher 2** states Getting good results from learners.

Overall, teacher 1 describes how gamification could benefit the learning process and the development of language skills (writing and speaking), while Teacher 2 focuses on the achievement of results, and outcomes of using gamification.

## **2.7. Discussion of the Main Results**

The data analyzed above aimed to discuss these questions:

1. What are the pupils' attitudes towards implementing gamification in the primary school EFL classroom?
2. What is the impact of implementing gamification elements in the EFL primary school classroom on pupils' language skills?

**Research Question 1: What is the pupils' attitude towards implementing gamification in the EFL classroom at the primary school?**

The study identifies the teachers as untrained teachers with relatively one and two years of experience due to the new recruitment policy of teaching English as a foreign language at the primary level. The results from classroom observation revealed that EFL teachers prioritize the administrative program over creating a stimulating learning environment for their pupils. They lack creativity and innovation, as they do not incorporate gamification elements as indicated in the questionnaire analysis, even though this technique enhances pupils' interaction, communication, and interest in the English course. In addition, the allotted hours per week for teaching English to 3rd-year primary school pupils are insufficient to learn a new language and implement or design gamification elements in their classrooms. Moreover, other issues are observed in the classroom. The classroom environment does not contain all the needs of an EFL pupil. It is important to note that gamification promotes motivation, especially for shy and struggling pupils. Additionally, the number of pupils in one classroom does not help implement gamification for effective learning in primary schools. Unfortunately, due to Algeria's limited technological resources, teachers lack access to technology, which can negatively impact English language learning and gamification implementation. To sum up, the two teachers share common and ordinary teaching strategies that consist of using traditional techniques and following the educational program.

**Research Question 2: What is the impact of implementing gamification elements in the EFL primary school classroom on pupils' language skills?**

According to the EFL teachers' questionnaire, teachers incorporate gamification in their courses. However, classroom observations of the four sessions did not reveal any incorporation of gamification elements. It involved only role plays and the use of flashcards as learning materials to demonstrate and explain to the pupils. These findings present contradictory ideas and suggest that teachers were influenced by the presence of the researcher and took this technique as part of their teaching. They also still prefer and

are stuck in traditional learning techniques. The analysis of the teachers' answers showed that the Algerian EFL primary teachers could accept and implement the gamification technique in their classrooms. Consequently, the research hypotheses are partially confirmed by the research findings.

## 2.8. Recommendations

In light of the obtained results, the current research work suggests some ways to improve learning engagement among primary school pupils.

- English language teachers of primary schools should be aware of their pupils' challenges in learning English. They need to facilitate the learning process by using different and modern teaching tools, for example, using applications such as Kahoot, and ClassDojo....
- The educational system should provide at least one computer room\screen in each school with Internet access.
- Educational institutions should avoid overcrowded English classrooms, as this hinders the effective use of gamification. Smaller class sizes are necessary for it to be effective.
- Offering advanced teaching materials in the Algerian primary schools and more specifically for EFL classrooms help English teachers to implement gamification appropriately.
- English syllabus designers have to design specific sessions that incorporate gamification elements as a fundamental aspect when teaching.
- The educational system, especially the program, should be changed and reformed in today's globalized world.
- The Algerian educational system should equip primary schools with rooms equipped with projectors, audiovisual aids, TVs, speakers, and smart devices such as tablet computers....
- The time allotted for English class should be increased to at least three hours per week.

- Instructors should provide learners with a variety of gamification elements to keep them motivated and engaged in the learning process.
- Before implementing gamification in the classrooms, educators should identify learning objectives and introduce the theme of the gamified lessons. It should be well-studied and organized to ensure successful learning.

### **2.9. Limitations**

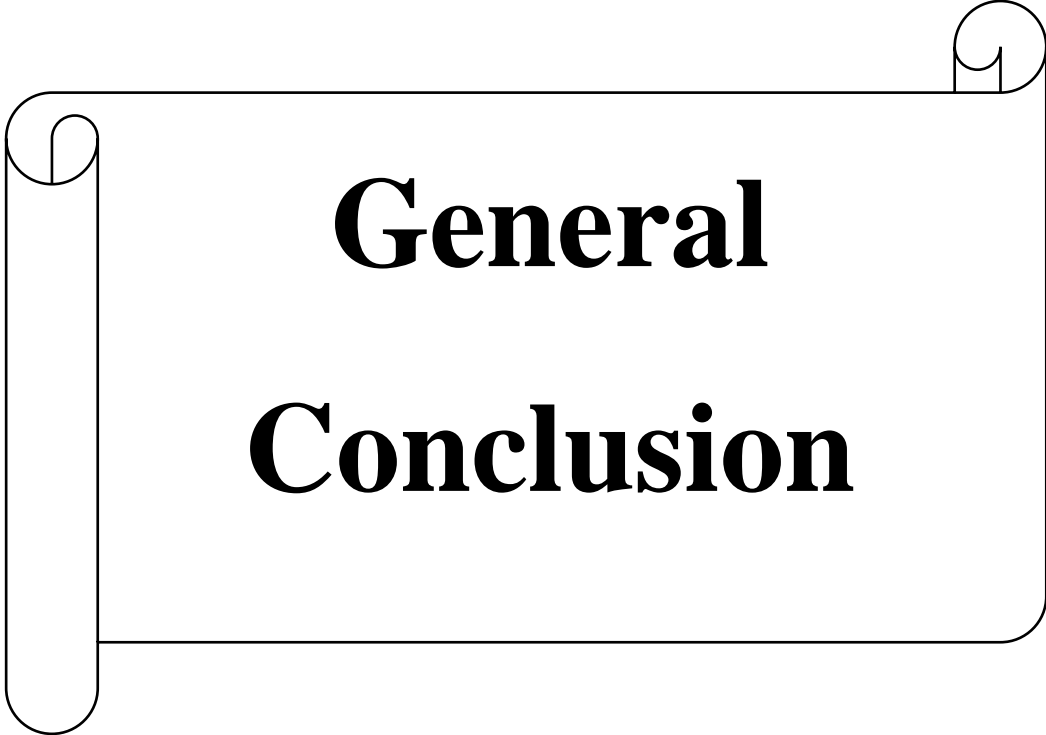
Technology in general and the Internet specifically, presents a challenge in Algerian learning settings. In the related literature review, the most common educational activities were online games. However, the current study could not be conducted in an online classroom environment. Moreover, gamification has recently gained attention in the field of education. Therefore, it was challenging to find academic articles about it. The researcher had limited time to observe other teachers' classrooms. While the two teachers show a positive attitude towards gamification, there is not an extreme, intense use of it in their courses.

This research does not allow for generalization. Therefore, teachers' use of gamification in future research should explore other drivers and barriers than demographics in gamification adoption, such as lack of training and time and resources to prepare gamified classes.

### **2.10. Conclusion**

The second chapter is devoted to data analyses. The first section described pupils' and teachers' profiles and data collection research instruments. The second part gave an overview of data analyses quantitatively and qualitatively. The third part focused on the discussion of the main findings. Finally, the researcher provides some recommendations

for EFL teachers that can help them implement gamification in the English classroom. In addition, the researcher mentioned the limitations of this study.



## General Conclusion

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Implementing gamification in English language teaching and learning can be particularly effective in enhancing pupils' early language experiences. In addition, gamification in English language learning can be achieved through various methods, including digital tools such as quizzes, educational games, and interactive simulations.

The current research explored teachers' perceptions of implementing gamification in teaching EFL. It also aimed to present the positive impact of gamification on the motivation and language skills of third-year primary school pupils in the EFL teaching process. The research is divided into two chapters; the theoretical, and the practical part. The first chapter discussed learning and teaching English as a foreign language. Additionally, it tackled the status and integration of English in Algeria. It highlighted the challenges teachers and pupils face and emphasized the importance of teaching and learning English early. Moreover, it introduced gamification in general and then in the EFL field. It also presented the steps of its application in the educational setting. It ends with a review of some digital tools.

The second chapter highlighted the research methodology section. It outlined the research objectives, the profiles of both pupils and teachers, and data collection instruments. By combining classroom observation and questionnaire analysis, the research aimed to capture both qualitative and quantitative insights into the impact of gamification on pupil motivation and language skills. The study also acknowledged certain limitations and provided some recommendations that can help teachers in the future.

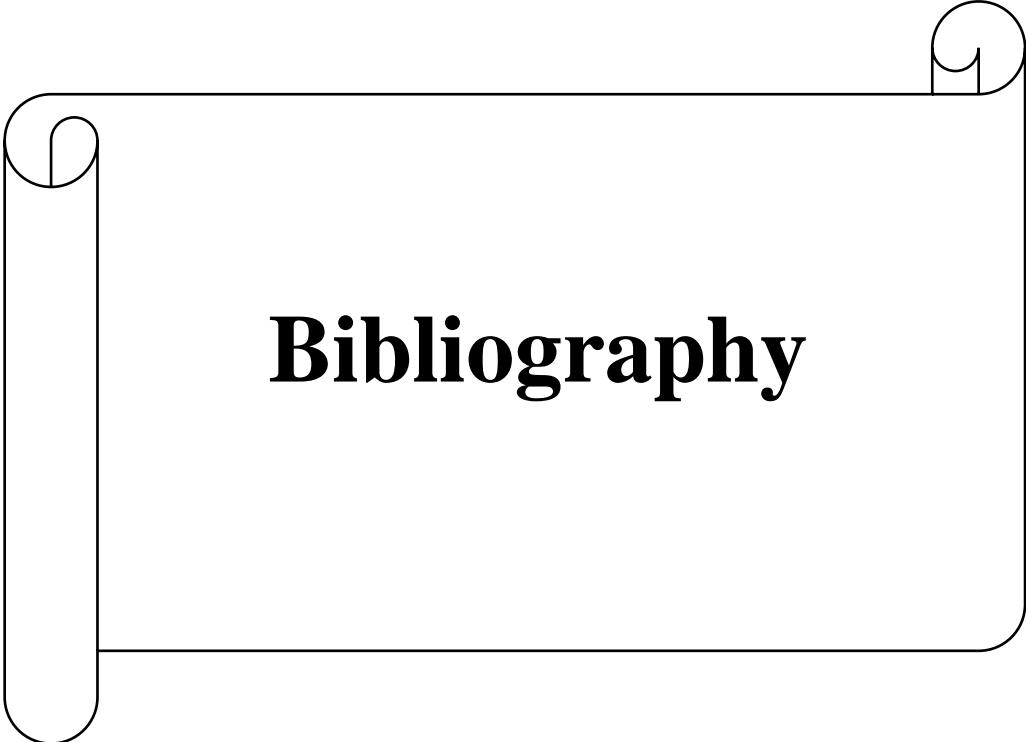
This research is an exploratory case study. The researcher collected data through classroom observation and teachers' questionnaires. After triangulation and data analysis, the observation results showed that EFL third-year primary school teachers do not use gamification in their daily lessons 100% all the time, they sometimes use challenges but still rely on the whiteboard and flashcards. In addition, teachers blindly follow the administrative program. While in the results of the questionnaires, EFL teachers have a positive influence on the presence of the researcher. Consequently, the results proved that the hypotheses are partially confirmed. It is ethical to mention that

## **General Conclusion**

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this research had limitations because many aspects were neglected due to the nature of the topic. The researcher conducted a case study based on triangulation research.

In conclusion, this study provides valuable insights into using gamification to transform EFL education in primary schools. By integrating gamification elements into the English curriculum, educators can create more engaging and effective learning environments that foster motivation, participation, and language skills development among young pupils. This research also contributes to the ongoing discourse on innovative teaching methods and highlights the importance of leveraging digital tools to enhance educational practices and outcomes.



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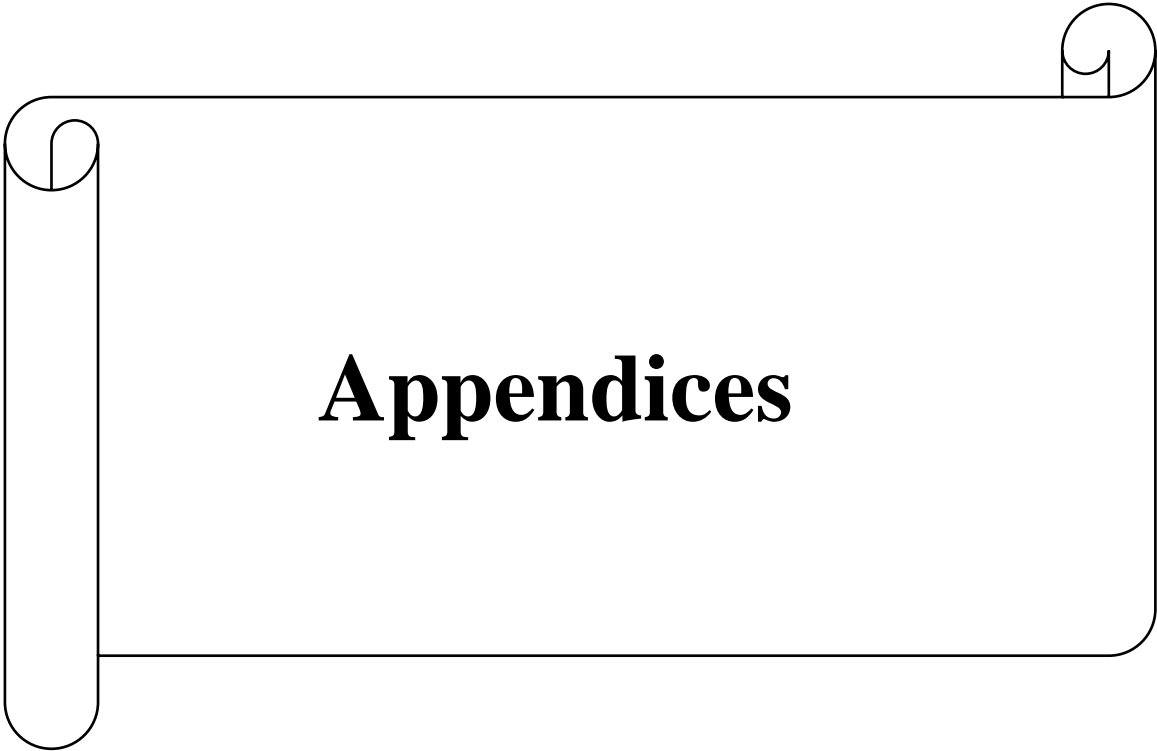
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## Appendix III

This appendix is related to my third observation:



**Appendix IV**

**Teachers Questionnaire:**

This questionnaire is targeted to teachers of English in primary schools. It is designed to gather data about the current implementation of the English language into Algerian primary schools\ classes using gamification. Therefore, you are kindly requested to answer the following questions. Your contribution is of great importance to the success of this research work.

**Date:**

**General Information:**

1\ Gender:

- male
- female

2\ How long have you been teaching English in primary school?..... Years.

3\ What grade levels do you teach?.....

4\ What do you teach in your current course? Do you follow the same administrative program?

.....

5\ Do you use gamification during your English course?

- Yes
- No

6\ If yes, do you use it?

- Always
- Sometimes
- Often
- Rarely

## Appendices

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Never

- If it is No, what do you use instead?

.....

7\ Which gamification elements have been integrated into your English course?

- Rewards (such as giving certificates or prizes to motivate pupils to do more)
- Points
- Levels

- If you have any additional gamification elements that you use in your classroom, please write them below.

.....

8\ Do you find that gamification enhances your student's motivation to learn?

- Yes
- No

9\ In your opinion, how can gamification contribute to the development of learners' skills?

.....

10\ Which particular skills do you think gamification is most effective in developing?

- Speaking
- Listening
- Writing
- Reading

11\ When using gamification elements, is there any interaction between you and the pupils?

- Yes, there is
- No, there is not

12\ Do you find difficulties when implementing gamification in your classroom?

- Yes

## Appendices

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NO

➤ If yes, what are the difficulties?

- They do not understand English
- The games are difficult for them
- They are not interested

➤ If other(s), specify.....

13\ How would you evaluate the effectiveness of gamification of the course if it is implemented?

- Effective
- Neutral
- Ineffective

14\ According to you, what are the benefits of gamification in the English course?

.....  
.....

### Appendix V

#### Checklist

<b>Variables to observe</b>	<b>Not at all</b>	<b>Partially</b>	<b>Fully</b>
Using gamification and gamification elements	✓		
Interactions in the lesson		✓	
Maximum participation			✓
The use of digital materials (ICTs)	✓		
Following the administrative program			✓
Motivation to learn		✓	
Lack of concentration		✓	
Mixing between French and English		✓	
The number of pupils is large			✓
Time is sufficient to implement gamification in the lesson.	✓		