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Exploring the Role of Gamified Pedagogical Tasks in Elevating First-Year Middle School Pupils' Motivation: Case Study of Boudiaf Mohammed and Badri Abd El Hafid Middle Schools in Tébessa.

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List of Acronyms and Abbreviations

ARCS: Attention, Relevance, Confidence, Satisfaction

BUES: Bucharest University of Economic Studies

EFL: English as a Foreign Language

EM: Extrinsic Motivation

ICT: Information and Communication Technology

IM: Intrinsic Motivation

MAXQDA: Max Qualitative Data Analysis

MS: Middle School

MUD: Multi-User Dungeon

SCT: Social Cognitive Theory

SDT: Self-Determination Theory

TS: Tutorial Session

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Abstract

Instructing English at the middle school level presents notable struggle, especially for novice pupils. As a matter of fact, English as foreign language (EFL) instructors always try to motivate their pupils depending on many approaches like gamification, trying to transform traditional classrooms, where often pupils have lack of motivation, into more engaging and interactive ones. The present study has an exploratory nature that relies on qualitative approach. The classroom observation was implemented as the only data-gathering tool in order to get deep insights if gamification enhances first year middle school pupils' motivation during tutorial sessions and how do they interact during the gamified pedagogical tasks. It was applied during 20 sessions in two different middle schools in Tebessa. The first one was Boudiaf Mohammed middle school, and the second was Badri Abd el Hafid middle school, with 227 pupils who were selected based on purposive sampling technique. The findings revealed that gamification increases first-year middle school pupils’ extrinsic and intrinsic motivation, it also helps them to become more interactive and engaged during the English classes. Eventually, a set of recommendations are proposed for possible future research like conducting the same study with a larger population so that the results can be generalized.

Keywords: English as foreign language, first-year middle school pupils of Tebessa, gamification, motivation, tutorial sessions

General Introduction

1. Background of the Study

Teaching English, especially as a foreign language, is not an easy profession because it requires significant efforts. It can be more challenging if the teachers are dealing with novice pupils who need to be always motivated in order to develop strong understanding of the language. During the EFL process, pupils may face different difficulties that can negatively affect their academic performance. One of the important challenges is the lack of motivation that can hinder their self-confidence and academic achievement. Thus, the instructors must always keep their pupils motivated inside the foreign language classroom to encourage their participation and effective interaction.

According to Palomino et al. (2023, p. 15), gamification can be defined as: "the use of game design elements and game mechanics in non-game contexts to engage and motivate students to achieve their goals, as well as making the learning process more engaging." It can simplify the learning process through making teachers convey the information in an interactive way through using images, physical movements, etc. As noted by Vlad (2021, pp. 28–33), it incorporates different elements like badges, points, rewards, and feedback. These elements can clarify the information, facilitate it for the pupils, and make them motivated to do more tasks. Gamification is a major area of interest within the field of teaching; it has gained some researchers' interest in recent years due to its ability to create gamified learning atmospheres focusing on increasing learners' motivation. This latter is the force that drives an individual to do something since it is considered as a guide for his/her behavior.

Numerous studies have examined the relationship between gamification and motivation in pedagogical settings. Researchers have explored how incorporating game elements into the

learning process can enhance pupil engagement, motivation, and overall academic performance.

Covrig et al. (2023) examined the engagement of students in gamified learning at The Bucharest University of Economic Studies (BUES). Using Nicola Whitton's scale and an exploratory factor analysis on data collected through a questionnaire-based survey, they identified three distinct engagement variables: interest in trying new things, absorption in gamified learning, and motivations and goal clarity. The findings indicated that every element had a positive correlation with students' willingness to learn, with the first factor also showing a correlation with the respondents' gender.

Hardianti (2024) explored the use of gamification techniques in EFL training to boost pupils' enthusiasm and involvement in the classroom. By incorporating game elements such as point-based assessments, competitive dynamics, challenges, and rewards, the study used a qualitative methodology including classroom observations, questionnaires, pupil interviews, and teacher reflections. The results highlighted a notable surge in pupil motivation attributed to the incorporation of game elements, creating a more enjoyable and competitive learning environment.

Infante-Paredes et al. (2024) investigated the "gamification influence on motivation" in EFL classrooms using a quantitative approach. A survey verified by professional opinions and backed by a Cronbach's alpha index score of 0.78 was employed. The quantitative technique processed the data, leading to the rejection of the null hypothesis. The findings supported the impact of gamification in EFL instruction, showing that students most frequently selected cooperation and competition, freedom to make mistakes, and advancement.

Arunsirot (2021) investigated whether gamification was a useful tool for helping English majors to improve their syntactic understanding of the language. The study involved a sample group of 64 students split into experimental and control groups. The gamification technique was incorporated into the learning process for the experimental group. The results demonstrated that the experimental group's posttest mean was greater than the control group's one, indicating that gamification could greatly improve students' syntactic understanding of English.

Zioud (2024) offered a contemporary approach to address pupils' lack of interest and involvement. Fourteen fourth-year pupils from Zerari Mohamed Saleh Middle School in Biskra made up the study's sample. The researcher used teacher interviews and a quasi-experiment with pre-test, treatment, and post-test to observe the differences between traditional teaching methods and gamification techniques. The study supported the hypothesis that using game-based activities to teach and learn English as a foreign language is a successful approach.

Aouimeur et al. (2024) focused on the effectiveness of gamification in improving the vocabulary of EFL middle school pupils. The study involved semi-structured interviews with English teachers and observations of third-year middle school pupils at Wassel Mustapha Middle School in Tiaret, Algeria. The findings showed that gamification was very beneficial, inspiring, involving, and enhancing the learning process, despite the challenges faced by both teachers and pupils.

Boudour (2023) examined middle school teachers' opinions toward gamification in Algerian EFL contexts. The study involved eleven EFL teachers from different middle schools in Mostaganem, Algeria. Using a semi-structured interview and MAXQDA software for thematic analysis, the results indicated that teachers regularly used game-based and ICT-based

lessons but lacked the know-how to apply gamification successfully. The study highlighted the need for training programs to help teachers integrate gamification in the EFL classroom.

The reviewed studies show that gamification enhances pupil engagement, motivation, and academic performance across various educational settings. Specifically, they highlight the positive effects of gamification elements such as points, challenges, and rewards. These elements can contribute to enhance motivation among pupils. Despite the growing interest in studying gamification among EFL learners, previous studies did not investigate the role of pedagogical gamification in enhancing motivation among first-year middle school pupils in the Tebessian context. This study aims to explore the role of gamification in enhancing first year middle school pupils' motivation, with a particular emphasis on the Tebessian context as no previous studies have been devoted to investigate it.

2. Statement of the Problem

Motivation is an important factor in the EFL classroom, especially within the pre-elementary level where pupils often experience lack of enthusiasm particularly after having many formal sessions during one day, which can lead to low academic performance and disengagement. Recent studies have explored the potential of gamified tasks in increasing learners' motivation and engagement.

Ideally, first-year middle school pupils in Tebessa are better to be engaged in interactive English classes, in which the tutorial sessions as a pedagogical task can be more efficient to increase both their intrinsic and extrinsic motivation. Thus, this study is designed to explore the extent to which gamified tasks contribute in enhancing first year middle school pupils' motivation and how the participants interact with activities depending on classroom observation as the only research tool.

3. Research Aims & Objectives

Selecting any research topic and conducting any academic research depend always on the researchers' main aim. The present study is built up on two research objectives. The first one is to explore if gamification enhances first-year middle school pupils' motivational level or not. While, the second one seeks to examine how first-year middle school pupils interact within gamified pedagogical exercises.

4. Research Questions & Assumption

In light of the problem statement, this dissertation will examine two main research questions:

RQ1- Does gamification affect first-year middle school pupils' motivational level during tutorial classes?

RQ2- How do first- year middle school pupils of English interact in gamified learning environments**?**

The stated research questions lead to form the following assumption,

Gamification enhances motivation and increases interaction among first year middle school pupils through providing a more engaging learning atmosphere.

5. Significance of the Study

Recent developments in education have heightened the need for innovative approaches like gamification. Our research is valuable as it investigates the effect of gamified practice in elevating first-year pupils' motivation and interaction. In addition, it can offer an in-depth understanding of gamification role in shaping middle school EFL pupils learning experiences. Furthermore, our research can help instructors to understand the deep role of gamification in raising pupils' motivation and interaction during learning the English language. It can also

serve as a foundation for the future empirical studies for developing more gamification models that can be applied in other academic contexts.

6. Research Methodology

Our exploratory study is investigated through the qualitative method, which is carried out via structured classroom observation during English tutorial sessions, where pupils' motivational signs and their interactions are recorded systematically depending on a structured checklist. The data was gathered through attending twenty sessions in two Tebessian middle schools (Mohammed Boudiaf & Badri Abd El Hafid) and analysed through depending on qualitative thematic analysis.

The present study focuses on first-year middle school pupils in previously mentioned Tebessian middle schools and a purposive sampling is chosen as the sample technique, aligning with specific criteria relevant to the research objectives.

The rationale behind choosing the classroom observation as the only research tool for data gathering in our study is that it can provide real instances about pupils' behaviors during the English tutorial classes, as it captures their natural and spontaneous interactions that other tools like questionnaires or interviews cannot, making the research findings more authentic and reliable. The used research tool can also minimize the response bias because the data was collected based on observed classroom interactions not personal perceptions. In addition, since we focused on first year pupils who may face challenges to express their experiences verbally using interviews or through written forms using questionnaires, the researchers have depended on classroom observation in order to gather data that is more authentic along which a checklist is employed as well.

Reliability was ensured through the inter-rater reliability because both researchers were observing the same behaviors separately. In addition, it was ensured through conducting the

piloting sessions testing the research tool. Besides, by relying on observer triangulation where both researchers observed the sessions and analyzed the collected data together in order to avoid bias which helped in enhancing the data collection consistency, and to ensure that the collected data is not dependent on only one researcher's perspective. In addition, internal validity was respected to a large extent by using structured observation checklist which guarantees that data collection is systematic and serves the research questions.

7. Structure of the Study

This research paper is divided into two main chapters. Chapter one is devoted to the theoretical background related to the research variables. It is divided into two sections. Section one explores the knowledge about gamification as an innovative teaching approach, while the second section elaborates the theoretical foundations related to motivation. Chapter two is devoted to the explain field work under which data collection, analyses and the discussion of the results are presented. It includes three main sections starting with the methodological framework, then the second section deals with a detailed thematic analysis for the collected data, while the third one is devoted to the discussion of results providing answers to the research questions and assumption.

Chapter One: Theoretical Framework

Introduction

In the 21st century, traditional teaching approaches are undergoing significant transformations, as recent ones flipped classrooms and competency-based learning aim to create more immersive and effective learning experiences. Among these, gamification, which stands for the integration of game design elements into non-game contexts, has emerged as a new teaching approach in education, especially for enhancing pupils' motivation and engagement in EFL instruction.

This chapter provides a comprehensive review of the literature concerning the role of gamification approach in enhancing the motivation of EFL pupils in Tebessian middle schools. The review is systematically divided into two main sections to address the key themes and theoretical underpinnings related to this study.

The first section delves into the concept of gamification and its application within educational environments. It begins by presenting the historical background of gamification and defining what gamification is. After this, it explains various gamification elements, such as badges, leaderboards, rewards, and points. This is followed by an examination of its theoretical foundations, including self-determination theory, gamified learning theory, and flow theory. The section also discusses the strengths and shortcomings of gamification, its application in education, the five-step model of educational gamification, and the types and forms of educational games.

The second section explores the concept of motivation and its significance in EFL learning. It starts by defining motivation and examining its theoretical foundations. The different types of motivation and their relevance to educational settings are discussed, followed by the ARCS

model of motivation as a comprehensive framework. The section continues by exploring motivation in education, observable characteristics of motivation, lack of motivation, and the importance of motivation in language learning. Finally, previous studies are reviewed to summarize existing research on the relationship between gamification and motivation in educational settings.

In brief, this chapter aims to offer a thorough understanding of the role of gamification techniques in enhancing the motivation of EFL pupils. It provides a solid theoretical foundation for the subsequent analysis of the case study at the Tebessian middle schools, contributing to the broader discourse on innovative educational practices.

Section One: Gamification in Education

Education is continuously incorporating game elements into lessons as a new approach that is becoming increasingly popular. Gamification, the term for this approach, is quickly emerging as a significant trend in contemporary education. It is starting to gain traction in modern teaching.

1.1. Historical Background of Gamification

Charles Conrad's book, "The Game of Work," released in 1973, discussed how work could be as enjoyable as play. This book illustrated that games could make workers more engaged, leading to higher productivity and job satisfaction for many (Pandey, 2017, as cited in Sharma & Sharma, 2023, pp. 9-10). In 1978, Richard Bartle created a written game at the University of Essex named MUD (Multi-User Dungeon), which plays a significant role in shaping modern gamification (Khaitova, 2021, p. 213). Gamification was first used when Richard Bartle created a scripted game at the University of Essex (MUD) in 1980.

Gamification received global academic recognition in 1982 through seminars and workshops that examined its potential in different fields (Pandey, 2017, as cited in Sharma & Sharma, 2023, p. 10). This concept was developed through the "Serious Games" movement initiated by Ben Sawyer and David Rejecsk in 2002. Nick Pelling's Conundra in 2003 and Bunch Ball's gamification system in 2007 were also pivotal in shaping modern gamification (Werbach, 2016, as cited in Khaitova, 2021, pp. 213-214).

The foundational concepts of gamification were first applied in 2008. However, it gained popularity by the mid-2010s. It was known by various other names such as "productivity games," "surveillance entertainment," "funware," "playful design," "behavioral games," "game layer," or "applied gaming." None of these terms became as widely accepted as "gamification," which established itself as a common term (Deterding, Dixon, Khaled, &Nacke, 2011, p. 9).

The history of gamification in EFL dates back to early educational methods where game-like elements were used to encourage learners. The concept was formally recognized in the 1970s when organizations began using game mechanics in employee training and educational programs (Nicholson, 2015, p. 2). However, "gamification" became a widely accepted term in educational discourse only in the 21st century, particularly after 2003 (Deterding et al., 2011, p. 10). EFL teachers employed simple games like vocabulary tests to make language-learning fun. These methods developed over time as digital tools allowed for more advanced implementations, such as language learning apps and interactive online platforms (Kim, 2020, as cited in Karunarathne, 2024, p. 365).

To elaborate, this timeline shows how gamification has been used in different fields before the term became popular and highlights its various applications. For instance, in the context of middle school education, gamified pedagogical tasks can turn traditional learning into a fun

and engaging experience, not only improving learning outcomes but also enhancing pupils' motivation.

1.2. Definitions of Games

Gong (2020, p. 7), Noemi and Máximo (2014, p. 230) emphasized that games are exercises based on rules in which individuals willingly participate. Gong (2020, p. 7) highlighted that these exercises are followed by enjoyable sentimental events, while Noemi and Máximo (2014, p. 230), Al Fatta, Maksom, and Zakaria (2019, p. 41.1) described games as structured competitions, either intellectual or corporal. Noemi and Máximo (2014, p. 230) stated that games follow specific rules with the objective of rewarding the player. By contrast, Al Fatta et al. (2019, p. 41.1) claimed that the game is a competition based on particular goals. Together, these views reinforce the balance between the rules used in games, the sentimental situations, and the structured competition, showing the importance of these principles in the player's participation.

Academic games can be defined as restricted systems purposefully created to promote mental and emotional engagement through interactive situations (Gómez-Maureira, Van Duijn, Rieffe, & Plaat, 2022, p. 2). These games serve as frameworks where participants engage in conceptual tasks, guided by specific rules, interaction, and feedback, leading to measurable outcomes and often provoking emotional responses (Kapp, 2012, p. 7). Both definitions highlight the role of educational games in enhancing motivation; they also agree on the importance of rules and feedback in guiding individuals and assessing their development.

In addition to these definitions, Kapp (2012, p. 7) reinforced the importance of interactivity and feedback in games. This concept aligns with Gong’s (2020, p. 8) idea of enjoyable,

captivating, and sentimental situations but provides a structure that increases players' engagement through feedback. This latter allows participants to assess their progress and tackle difficulties, thereby enhancing their emotional connection. In simple terms, the integration of feedback, as Kapp (2012, p. 8) suggested, supports Gong's view about sentimental involvement by making pupils more interactive in the lesson, enhancing both their motivation and emotional satisfaction.

To clarify, games are rule-based activities that are designed to engage individuals intellectually and emotionally through interactive tasks. They can take the form of competitions where the main goal is to reward the player.

1.3. Definitions of Gamification

Christians (2018, p. 3) and Kapp (2012, p. 10) agreed that gamification involves integrating game-like features or mechanics in non-game contexts to enhance participation and motivation. Similarly, Kronish (2016, p. 1) suggested that gamification involves designing game-like interactions and experiences to motivate participants beyond entertainment purposes. The agreement among these authors highlights the significant role of gamification in improving engagement in various contexts.

As an attempt to make the definition of gamification clear, Rutledge et al. (2018, p. 4) and Manzano-León et al. (2021, p. 1) defined gamification as the application of game features to non-game settings to enhance interaction and awareness. We can also notice that their definitions highlight different techniques, from simple elements like badges and points to more complex ones such as stories and challenges. Kronish (2016, p. 1), on the other hand, emphasized the importance of user experience. From these perspectives, the differences in definitions highlighted how gamification has been interpreted in various contexts.

1.4. Gamification Elements

While gamification encompasses a diverse range of elements, the following are the most frequently used ones in educational contexts:

a) **Badges:** Haaranen, Ihantola, Hakulinen, and Korhonen (2014, p. 1) found that badges are symbols representing individuals' achievements after meeting specific goals or milestones within a game. Similarly, Vlad (2021, p. 29) noted that badges are visual representations of points that enhance motivation by setting collection goals and discovering new badges. This view is supported by Bayo (2024, p. 8), who stated that badges function as identifiers in-group environments by highlighting collaborative tasks. Haaranen et al. (2014, p. 1) argued that badges offer a social element, allowing participants to share their accomplishments, thereby fostering an environment of camaraderie and inclusivity. Additionally, Wood and Reiners (2015, p. 4) complemented this by noting that badges denote success and established accomplishments, which are typically recognized beforehand, encouraging learners to achieve individual objectives without direct competition. Furthermore, unlike Haaranen et al. (2014, p. 6), Bayo (2024, p. 8) argued that badges enhance individuals' sense of proficiency in-group environments.

b) **Points:** serve as an important game grading system that influences many aspects of daily life, including evaluation and loyalty programs. These scores can be earned for completing activities and making progress in a course (Vlad, 2021, p. 28). The same author added that this system encourages engagement without requiring additional motivation beyond the points themselves. Moreover, Seaborn and Fels (2015, p. 29) highlighted that points are statistical symbols of development known as scores. In addition to these views, Ramos and Ferreira (2023, p. 17) further explained that points

are the numerical evaluation a pupil receives based on their performance. Unlike these latter authors, Muangrinoon and Boonbrahm (2019, p. 22) described points as digital prizes awarded based on the pupil's performance.

c) **Leaderboards:** Vlad (2021, pp. 29–30) noted that leaderboards are vital gamification tools that enhance engagement by satisfying the human desire for authority and competition. Additionally, Wood and Reiners (2015, p. 4) asserted that leaderboards serve as a means to display users' progress and relative success against competitors. Furthermore, Wulantari et al. (2023, p. 2850) argued that leaderboards encourage learners to compete by comparing themselves with others. They help educators identify top pupils and should not discourage lower-ranking ones, offering advantages such as driving competitive spirit and increasing motivation. However, Bayo (2024, p. 8) confirmed that leaderboards enhance social connectivity and provide a sense of accomplishment and proficiency through individual scores.

d) **Levels:** Christopoulos and Mystakidis (2023, p. 1228) and Seaborn and Fels (2015, p. 29) stated that levels in a game are defined as segmented sections or stages through which players progress. These levels typically represent an increase in difficulty, providing additional obstacles for the player. Toda et al. (2019) affirmed that pupils attain a new level every time they complete a specific number of activities. As they progress through levels, they encounter increasingly difficult assignments.

e) **Rewards:** Seaborn and Fels (2015, p. 28) and Glover (2013), as cited in Yushaa, Mazlina, Khuzzan, and Hanid (2021, p. 65), asserted that rewards are tangible, desirable objects identified as prizes or gifts. Glover (2013, p. 2001) further emphasized that these accessible prizes are crucial for providing suitable and adequate intrinsic motivation.

f) **Storytelling:** narratives have been essential in learning since ancient times. They add structure and meaning to gamification, making it memorable and coherent. In the learning process, storytelling involves challenges, skill development, failure, persistence, and success. A narrative must have a topic that pupils are interested in and should be well organized. Teachers must assess whether pupils find the story engaging, as understanding how the story unfolds and addressing player choices is crucial (Vlad, 2021, p. 31).

g) **Feedback:** Kiryakova et al. (2014, pp. 4-5) asserted that feedback is a key element that helps learners complete their tasks. Additionally, Yushaa, Mazlina, and Hanid (2021, p. 65) added feedback is a part of the gamification elements that helps in enhancing pupils' performance by correcting mistakes, providing them confidence to complete the upcoming tasks. Both Yushaa et al. (2021) and Doğan (2023, p. 30) explained that feedback is an effective gamification element. They further stated that through it, the learners will know how they are performing; the latter allows them to improve their skills and effectively develop in the tasks. Doğan (2023, p. 30) further explained that feedback enables learners to gather insights about their development, and their position compared to others.

In other words, gamification elements are fundamental tools used to apply pedagogical game-design principles in non-game contexts to increase learner engagement by creating a more interactive and enjoyable experience.

1.5. Theoretical Foundations

The following sections present key theories that have proven effective in educational contexts, each offering a distinct framework to address different aspect of gamification.

1.5.1. Self-Determination Theory (Autonomy, Competence, Relatedness). Self-determination theory (SDT) provides a comprehensive framework for understanding human motivation (Loughrey & Broin, 2018, p. 1). According to Deci and Ryan (2012, p. 94), Seaborn and Fels (2015, p. 24), and Kim et al. (2018, p. 40), there are three fundamental cognitive needs essential for optimal growth: autonomy, competence, and relatedness. Kapp (2012, pp. 63–64) defines these three psychological necessities as follows:

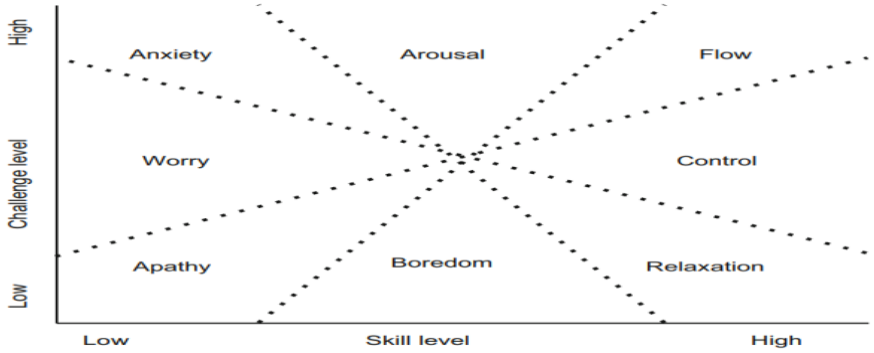
Firstly, autonomy is one of the primary components of SDT. It represents the feeling individuals experience when they believe they can control their decisions and influence their outcomes. An example of autonomy is when the teacher asked the pupils to choose any topic of their interest for oral presentation. This choice allows them to engage with the material in a way that they feel important and in charge of their own, this will make the pupils inspired to complete the work. Another significant aspect of the theory is competence, which refers to the necessity of proficiency and the sense of expertise. Additionally, the cognitive evaluation theory suggests that competence can be enhanced through learning new skills and having opportunities for successful competition. Consequently, individuals are naturally motivated.

Further, the pupils who speak in public speaking clubs and receive insightful criticism from the participants which helps them to improve their oral skills and feel more confident in their abilities show high competence. Finally, the third element of SDT is relatedness, which refers to the experience of feeling a sense of belonging with others when teachers ask their pupils to work in groups on projects. This feeling of belonging boosts friendships and the connection between all the pupils, this latter will effectively enhance their overall work as they share ideas and support each other.

In simple terms, gamification can help fulfill these psychological needs in middle school settings. By incorporating game elements such as points, levels, leader boards, badges, and rewards, teachers can enhance pupils' autonomy, competence, and relatedness.

1.5.2. Flow Theory. According to Palomino, Rodrigues, and Toda (2023, p. 19), flow theory first introduced by psychologist Mihaly Csikszentmihalyi, described a state of complete immersion and engagement in an activity. It is often associated with intense concentration and peak efficiency during a task. When considering tasks, two factors are important: the task's difficulty and the individual's skill level. A highly challenging task combined with low skill levels may cause anxiety, whereas an easy task paired with high skill levels may lead to relaxation or boredom. The best chance of achieving flow occurs when the task difficulty is slightly higher or equal to the individual's abilities. Regular feedback and minimal interruptions can enable someone to reach a state of flow. Furthermore, since flow is associated with both high task difficulty and high skill levels, it is essential to continuously challenge oneself by increasing task difficulty and developing abilities. On the other hand, apathy results from low task complexity and low skill levels, as illustrated in Figure 1:

Figure 1.1. *Flow Theory Diagram*



Note. Reprinted from “Gamification and Motivation” by Palomino, Rodrigues, &Toda, 2023, in *Gamification Design for Educational Contexts,* p. 20. Copyright 2023 by Springer

Figure 1 maps the balance between challenges and skills. In gamification, this concept is a key one: by designing game elements that gradually increase in difficulty as players develop their skills, the system keeps users in the "flow" zone.

In other words, the balance between task complexity and the learner's proficiency is highly important. This balance plays a crucial role in the learning process, ensuring that pupils are neither bored (if the task is easy) nor anxious (if the activity is too difficult). Relating this to our context, incorporating gamification in middle schools can enhance motivation by maintaining this equilibrium.

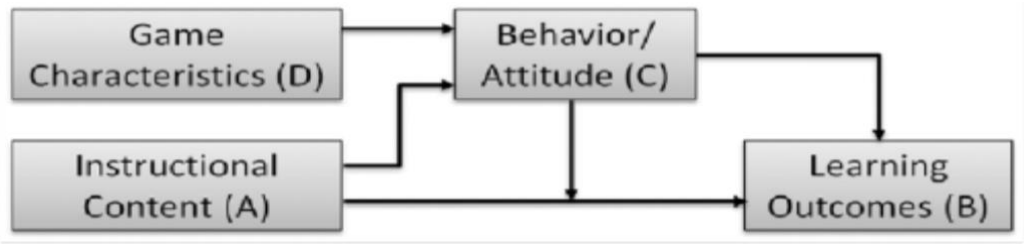
1.5.3. The Theory of Gamified Learning. As suggested by Landers (2015, pp. 9-11), game components can influence learning through two different processes: a less direct mediating process and a more direct mediating one. The proposed theory of gamified learning is based on these processes taken together. Overall, this model suggests that gamification can influence learning in one of two ways. The goal of gamification in both procedures is to affect a behavior or attitude related to learning. However, the nature of that construct determines the relationship between this action and the results.

a) When an instructional designer aims to promote a behavior or attitude that will improve learning outcomes by improving existing instruction in some way, gamification has a moderate impact on learning. To elevate pupil motivation, for instance, a narrative could be added to an already-existing instructional plan. The presence of effective instruction is therefore necessary for that motivating enhancement to have its final effect.

b) When an instructional designer aims to promote a behavior or attitude that would enhance learning outcomes, gamification has an impact on learning through mediation. The same thing may be used, for instance, to encourage students to spend more time

studying the course content at home; this should directly result in better learning. Figure 2 depicts a model that embodies this theory:

Figure 1.2. *The Theory of Gamified Learning*



Note. Reprinted from "Developing a Theory of Gamified Learning: Linking Serious Games and Gamification of Learning" by R. N. Landers, 2015, *SAGE Publications*. https://doi.org/10.1177/1046878114563660.

The impact of C on A → B is a moderating factor. Arrows represent the proposed causal pathway. Tutor may use one or both processes for effective gamified learning in the middle school setting. In order to create well-gamified learning experiences that greatly improve middle school pupils' motivation, it is crucial to understand and apply these processes appropriately.

1.6. Strengths vs. Shortcomings of Gamification

Pupils' lack of motivation to participate actively in the learning process is one of the primary issues facing modern education. In order to encourage them to participate, teachers attempt to employ innovative teaching approaches. A potential resolution is to give them rewards for the work done and the outcomes attained, which will enhance their motivation (Kiryakova et al., 2014, pp. 1-2). There are learning objectives in education that must be met

by the completion of particular learning tasks or interactions with instructional materials. Since subsequent actions are dependent on the players' performance, tracking their progress in games is a crucial component in education to meet learning goals. A key component of successfully implementing active learning in the classroom is collaboration. Games, as opposed to training, have a significant competitive component. Instead of emphasizing pupil's competition, the learning process should concentrate on building abilities for cooperation, teamwork, and accountability for the group's performance (Kiryakova et al., 2014, p. 2). As noted by Mee Mee et al. (2020):

> Learning without any gamified tasks does not fit pupils of the 21st century, as they prefer game-like activities instead of pen-and-paper lessons. Hence, the introduction of gamification in the classroom would result in immediate enthusiasm and curiosity leading to the learners' willingness to learn (p. 684).

As indicated by Mee Mee et al. (2020, p. 684), young pupils prefer learning through game-like tasks and are not attracted to traditional, non-interactive courses. They become more engaged and interested when gamification is implemented in the classroom, which increases their motivation to study. This approach makes learning more efficient and joyful for pupils in the twenty-first century by appealing to their interests and needs.

According to Kiryakova et al. (2014), game elements increase users' enthusiasm to the tasks and activities they participate in (pp. 1-2). Additionally, Mee Mee et al. (2020, p. 684) suggested that gamification teaches students to take charge of their own education and be responsible.

Despite these advantages, there are several challenges associated with gamification in educational contexts. Koh, Kin, Wadhwa, and Lim (2012, p. 52) suggested:

- Games take too long to make.
- There are not enough resources to make games.
- The cost of production is greater.
- It does not directly help teaching themes.
- Some parents and/or schools do not support the notion.

Overall, it is important to balance these benefits with the drawbacks. By doing this, schools can use pedagogical gamification to create an engaging and productive learning environment by ensuring alignment with educational objectives.

1.7. Gamification in Education

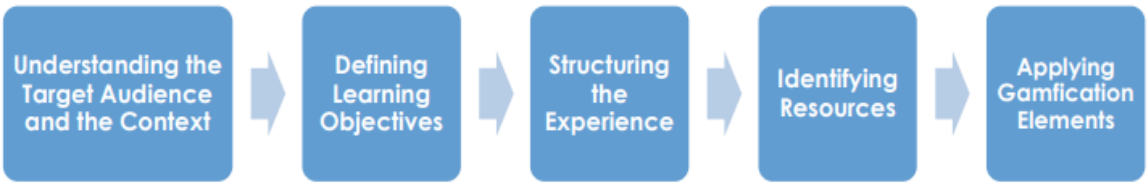
Gamification has been shown to be an effective way to create more engaging learning environments in EFL contexts. According to Mehmood (2024, p. 1), gamified elements in EFL contexts encourage involvement and skill development. In the same direction, Permana, Rismadewi, and Putra (2024 p. 7) discovered that teachers had a positive opinion of gamification and that learners were more motivated and confident when compared to conventional teaching methods. This optimistic view was supported by Rababah et al. (2025, p. 693), who discovered that gamification greatly enhances vocabulary acquisition in middle-aged EFL students. All of these, point to how gamification might improve learning results in traditional EFL instructions. This can be applied in the middle school setting by keeping pupils motivated and improve their academic achievement.

Educators play essential roles in gamified classes. Sudiran (2015, p. 686) asserted that creating engaging learning opportunities for pupils is a core responsibility of educators. In line with this viewpoint, Yang (2023, p. 84) suggested that professors should act as mentors, engage with their pupils, and give them more attention to their inquiries, which should be

accompanied by feedback. Applying this to a middle school setting, teachers who act as advisors can significantly enhance their pupils' motivation, interest, and desire to learn. Building on this foundational role, the following section introduces a systematic five-step model that can help teachers design and implement gamification approach effectively in the classroom.

1.7.1. Five-Step Model of Educational Gamification. According to Figueroa (015, p. 43), no matter the module taken, a number of procedures must be performed in order to incorporate gamification into the teaching and learning process. These will help the teacher design the gamification component appropriately. Teachers use a five-step strategy to gamify their lessons. The illustration of this model from Huang and Soman's (2013, p. 7) study is shown below:

Figure 1.3. *Educational Gamification Five-Step Model*



Note. Reprinted from “A Practitioner’s Guide to Gamification of Education” by W. H.-Y. Huang & D. Soman, 2013, *Research Report Series, Behavioural Economics in Action, Rotman School of Management, University of Toronto*, p. 7.

a) **Understanding the Target Audience and the Context:** in this initial phase, educators must understand their target audience and context (participant numbers, setting, skills order, and duration). They must identify "pain points" such as concentration, enthusiasm, abilities, pride, learning environment, course design, and

psychological, physical, and emotional aspects. This understanding helps educators to select appropriate gamification components (Figueroa, 2015, p. 44).

b) **Defining Learning Objectives:** behavioral and general instructional aims are crucial for successful teaching and learning experiences. Teachers must integrate and execute these objectives effectively (Figueroa, 2015, p. 44).
c) **Structuring the Experience:** the third step aims to deconstruct the program and pinpoint its key ideas. The teacher plans the steps and determines the knowledge and skills the students must acquire at the conclusion of each phase (Figueroa, 2015, p. 44).
d) **Identifying Resources:** at this point, the teacher will know for sure which step can be gamified because the stages have been recognized (Figueroa, 2015, p. 44).
e) **Applying Gamification Elements:** the teacher chooses the best elements of gamification to use in this phase. They emphasize encouraging pupils to compete with one another and acknowledge their own accomplishments (Figueroa, 2015, p. 45).

Applying this paradigm to the middle school setting will improve pupils' motivation, encourage them to engage, and produce an enjoyable learning atmosphere.

1.7.2. Types and Forms of Educational Games. According to Hadfield (1984), as cited in Aiche (2018, p. 28-30), games are classified as follows:

Table 1.1.

Types of Educational Games

Types of games	**Explanations**
Speaking Games	Many educators have struggled to get their pupils to speak up. Thus, they make an effort to concentrate on the best approach for helping them acquire new skills. Easy to use at any time as a listening tool to reinforce previously heard words and expressions. This type's primary goal is to make a funny classroom-speaking.
Kinetic Games	Foreign language learning benefits from incorporating physical activities and gestures within the educational environment because using body language while participating in activities and games will make pupils more relaxed.
Exchanging and collecting games	To finish a set of activities, pupils are willing to interchange specific items, cards, photographs, or concepts for other items. The purpose of these games is to establish a relationship that is fair to the two sides.
Experiential Games	This kind aims to help pupils change their mindset and teach them how to perceive their own and the world around them as phenomena. In other words, experiential games are meant to help them learn from the process rather than helping to finish a language task.

To elaborate, combining these games with gamification features, such as points and badges, will enhance pupils' motivation and engagement through encouraging them to participate more, making their learning context more active, fostering a positive attitude towards learning and better academic outcomes.

Section Two: Motivation in Education

1.8. Definitions of Motivation

Motivation is a fundamental concept that determines whether challenging tasks are successfully accomplished or result in failure (Alizadeh, 2016, p. 11; Hao & Huong, 2021, p. 1092). As Gilakjani, Leong, and Sabouri (2012, p. 9) stated, "As the term itself indicates, motivation is a motive force-something that prompts, incites, or stimulates action." This definition emphasizes that motivation refers to the internal or external stimulus that pushes an individual to move toward achieving a desired goal. Both Gilakjani et al. (2012, p. 9) and Ryan and Deci (2017, p. 13) agreed that motivation is the force that drives a person to act, typically serves as a guide for human behavior and actions. Additionally, Filgona, Sakiyo, Gwany, and Okoronka (2020, p. 31) asserted that motivation is the reason behind a person's acquisition or attainment of specific skills and beliefs. Beyond these definitions, Kim et al. (2018, p. 39) explained that motivation encompasses the psychological or affective state that prompts a shift in an individual's actions and mindset.

In the academic context, Hao and Huong. (2021, p. 1092), Jiménez-Sánchez and Gargallo-Camarillas (2020, p. 4) affirmed that motivation is what provides learners with a clear objective and a path to rely on. The same authors (2020, p. 4) highlighted that motivation refers to the inner urge of pupils to carry out an activity. Additionally, Elsheikh Hago Elmahdi, Abdalgane, and Abdurrahman Jabir Othman (2024) claimed that motivation is a

core element of language learning. They stated that in the EFL context, it refers to the incentive that pupils have to acquire the subject matter they are learning (pp. 128–135). To elaborate, motivation is the force that enables pupils to take the initiative to do an action with a path to follow in addition to the clear purpose that encourage them to keep learning.

1.9. Types of Motivation

Engaging in conduct that is naturally fulfilling or pleasurable is known as intrinsic motivation (IM) (Legault, 2016, p.1). Although it is considered highly significant, most individuals' behavior is not driven by internal motivators. When a person is intrinsically motivated, he/she does not act because of rewards or pressures from outside sources, but rather due to the inherent enjoyment or challenge involved (Dore & Martins, 2024). Vincent and Kumar (2019) defined intrinsic motivation: “Intrinsic motivation refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is intrinsically rewarding” (p. 484).

According to Fishbach and Woolley (2022, p. 9), the consistent success attained through a particular activity, along with the recognition that one can only accomplish it by engaging in that activity, drives intrinsic motivation. When the objective and the activity are closely aligned, the goal is attained more readily. Therefore, for the activity to be regarded as intrinsically motivated, it must be directly related to its ultimate aim. It is important to note that with this type of individuals are not driven by the acquisition of benefits from outside sources that may not be connected to the action. This discussion effectively highlights the importance of intrinsic motivation, which stems from the inherent enjoyment and fulfillment derived from engaging in an activity.

Relating this to our research context, we can say that the choice of exploring the concept of gamification starts from the belief that it is a good approach for the learners; mainly of pre-elementary level to better engage them during learning the EFL.

Extrinsic motivation (EM) refers to the behavior driven by the pursuit of an outcome that is separate from the activity itself. This kind of motivation is instrumental in nature, meaning a pupil engages in an activity to achieve a different goal. For instance, a pupil might study for an exam to earn an A (typically represents the highest grade, indicating excellent performance) (Legault, 2016, p. 1). Extrinsic motivation comes into play when an action is taken to achieve a distinct goal, in contrast to intrinsic motivation, which involves engaging in an activity for its own sake (Dore & Martins, 2024, 177).Vincent and Kumar (2019) define extrinsic motivation as, "behavior driven by external rewards, such as money, fame, grades, and praise. This type comes from outside the individual, unlike intrinsic motivation which originates from within" (p. 484). According to Mulang (2021, p. 86), extrinsic motivation arises from external sources that encourage a pupil to act in order to accomplish a goal.

These actions are instrumental, carried out because individuals believe they are essential to reaching specific objectives rather than because the activities themselves are inherently interesting. Extrinsic and intrinsic motivations are typically considered distinct; pupils who are intrinsically motivated will study more effectively, and enjoy the learning process more than those who are extrinsically motivated. It has been found that intrinsic and extrinsic motivations represent contrasting forms, with behaviors motivated by external factors often perceived as less self-directed. However, the terms intrinsic motivation and extrinsic motivation may be insufficient to describe the range of motivations that a pupil can experience. Pupils become more motivated when they recognize progress in their studies; the

more they work on their assignments and gain proficiency, the more they feel that their efforts matter (Davidovitch & Dorot, 2023, p. 119).

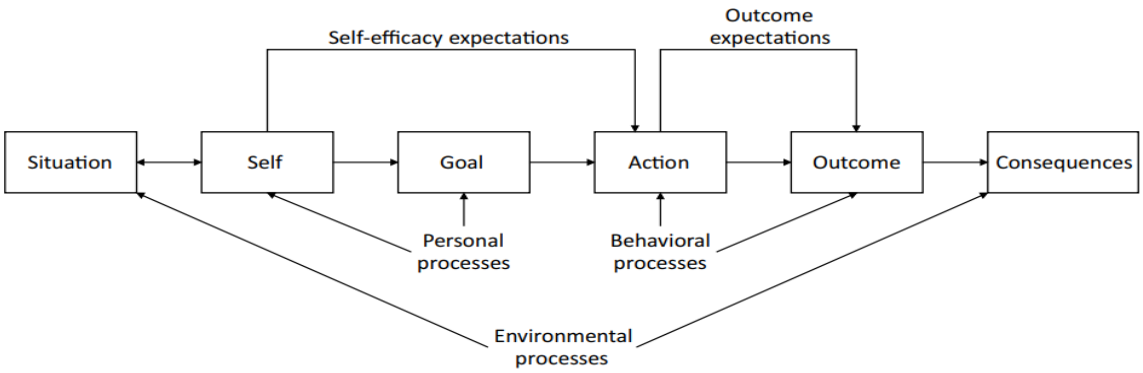
Extrinsic motivation is essential for pedagogical gamification to effectively increase middle school pupils' engagement because it employs extrinsic rewards like leaderboards, badges, and points. This approach keeps pupils inspired to accomplish specific objectives, such as completing their classwork.

1.10. Theoretical Foundations

To comprehend how pupils acquire, process, and retain knowledge, it is essential to investigate the theoretical underpinnings of educational psychology. This section explores the various theoretical stances that provide insight into the complex mechanisms that underpin motivation and learning.

1.10.1. Social Cognitive Theory (SCT). The social cognitive theory was firstly coined by the American psychologist Albert Bandura in the1980s. According to Luszczynska and Schwarzer (2015, p. 225), the SCT theory has been used in various domains, one of which is school achievement. This theory explains that individuals' engagement and behavior are affected by their mental ability and anticipation. This proactive framework encompasses expectations, which relate to the anticipated results of engaging in a particular action. The theory identifies a number of fundamental factors that influence one's actions. Firstly, self-efficacy refers to an individual's confidence in their ability to perform a specific task needed to achieve a specific result. Another key element is outcome expectancies, which involve beliefs about the potential results of one's actions. Besides these two fundamental components, SCT also considers goals, as well as perceived obstacles and supports.

Figure 1.4. *Integrating Social Cognitive Theory into the Basic Motivational Model*



Note. Reprinted from "Theories of Motivation in Education: an Integrative Framework" by D. Urhahne & L. Wijnia, 2023, *Educational Psychology Review*, *35*(45).https://doi.org/10.1007/s10648-023-09767-9

The first upper elements of the approach are explained as the following:

Firstly, self-efficacy is considered a subset of the social cognitive theory (Bhati & Sethy, 2022, p.1123). In addition to that, self-efficacy refers to the belief that an individual has the needed skills to carry out actions successfully. On the other hand, outcome expectations involve evaluating whether the planned action will result in the desired outcome or not (Urhahne & Wijnia, 2023, p. 9). The three lower parts of the figure consist of personal, behavioral, and environmental processes.

According to Schunk and Di Benedetto (2020), as cited in Urhahne and Wijnia (2023, p. 10), in their paper on motivation and social cognitive theory, there are multiple frameworks related to the self and the purpose. These processes are self-efficacy, values, expectations, assigning approaches, and the ability to facilitate social contrast. The objective offers standards for assessing the development of a behavior. The conducted actions, in addition to their outcomes, are related to behavioral systems, which include selecting tasks, investing effort, remaining focused, controlling action, and attaining results. The basis for action is

formed by environmental processes that emerge from the environment, such as the behavior of social models, providing direction, or establishing action guidelines. These processes also take place in the consequences, where rewards, opportunities for one's own assessment, and feedback show if an activity was successful or not.

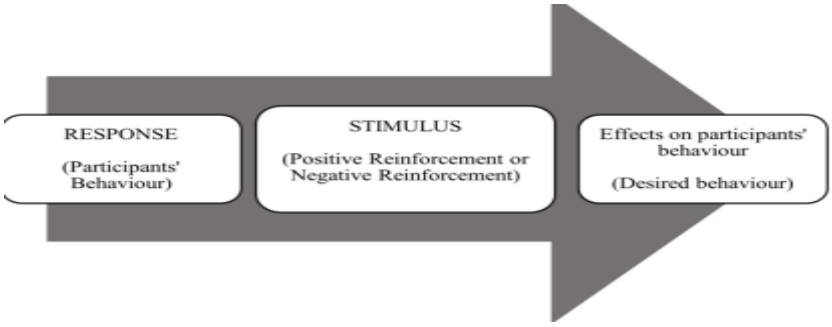
The social cognitive theory (SCT) and all its components play a significant role in education by promoting increased pupils' engagement in the classroom. Additionally, SCT helps pupils understand how their actions contribute to achieving desired outcomes, thus facilitating a deeper connection between efforts and results.

1.10.2.Operant Conditioning. B. F. Skinner began to think about operant conditioning in the 1930s (Johar & Behal, 2015, p. 5). Reinforcements are stimuli that provide pupils with praise, rewards, and other forms of recognition, which in turn encourage them to participate in the learning process again. Regarding the conditioning principle, actions that result in favorable outcomes are likely to be repeated. In the context of education, this means that pupils who receive positive reinforcement are more driven and perform better in their studies (Skinner, 1953as cited in Maran et al., 2024, p. 38). Reinforcement is a key strategy that teachers employ to motivate their pupils, and teachers play a critical role in enhancing pupil motivation. Their reinforcement such as prizes can affect pupils' desire to maintain active participation in classroom (Maran et al., 2024, p. 37).

To encourage pupils to respond to questions during class, a teacher should commend them at each attempt, regardless of whether the response is accurate. Gradually, the teacher will provide praise only to those pupils who offer the correct answer; eventually, only outstanding responses will receive recognition. By offering a rewarding consequence, positive reinforcement strengthens a behavior. For instance, if an educator rewards a pupil with 5 dollars each time after finishing their homework, the pupil will be motivated to repeat the behavior, thereby developing the habit of completing assignments (McLeod, 2015). The

instructor can choose whether to reinforce at the group or individual level in the classroom. Pupils who perform well are rewarded with individual reinforcements, which may inspire others to do the same. When every pupil in the class completes the assigned work and behaves appropriately, group prizes are given out (Wadesango, 2022, 104).). In the same line of thought Kasiveloo et al (2022, p. 2487) stated, "Skinner referred to any reinforcing stimulus that strengthens the targeted behavior as positive reinforcement."

Figure1.5. *Skinner's Operant Conditioning*



Note. Adapted from *"The Use of the Token Economy in ESL Classrooms During the COVID-19 Pandemic"* by M. Kasiveloo, K. H. Tan, N. E. Mohd Said, B. Philip, & S. M. Mohd Rashid, 2022, *Theory and Practice in Language Studies*, 12(12), 2486-2496. https://doi.org/10.17507/tpls.1212.03

Figure 5 exemplifies the operant conditioning theory of B. F. Skinner. The figure illustrates a process whereby a positive or negative reinforcing stimulus is presented after an initial behavior to increase the likelihood that the behavior will occur again.

In summary, rewarding good behavior and discouraging bad behavior helps create a motivating classroom. For example, awarding points or badges for task completion and avoiding penalties encourages pupils to remain engaged. This approach makes learning more enjoyable and fosters consistent effort, ultimately helping pupils stay motivated.

1.10.3. The ARCS Model of Motivation: A Comprehensive Framework. The ARCS model of motivational design, developed by John Keller, investigates how to add motivation to the learning process. The expectancy-value theory of Tolman and Lewin, on which the model is based, holds that people are driven to learn if they believe the information being offered is valuable and if success is anticipated. The model outlines four primary components: attention, relevance, confidence, and satisfaction. According to Keller's theory, learning requires both relevance and attention, which serve as the foundation for the other elements (Keller, 1987, as cited in Taşkin & Sallabaş, 2024, p. 15; Malik, 2014, p. 195).

a) **Attention:** based on Malik's discussion of instructional techniques (Malik, 2014, p. 195), attention is defined as the level of interest that pupils demonstrate in the concepts or ideas being taught. This component is divided into three sections:

- **Variability:** using a range of instructional resources and techniques.
- **Inquiry Arousal:** presenting challenging questions and/or issues to answer or solve
- **Perceptual Arousal:** employing surprises or uncertain situations.

Innovative and captivating instructional techniques—including multimedia elements like pictures and videos—can be employed in instructional design to capture pupils' attention. Teachers can also draw attention by leveraging pupils' interests and personality traits. In the learning environment, attention is guided through cues and prompts that focus on stimuli particularly relevant to the learning objectives. Attention must first be cultivated within the motivational domain before it can be effectively directed (Keller, 2010, p. 45).

b) **Relevance:** according to Keller (1987, as cited in Taşkin & Sallabaş, 2024, p. 15), relevance must be demonstrated by using situations and terminology that pupils are already familiar with. When pupils believe that the reading material is directly related

to their own goals and experiences, they are more likely to engage in the learning process. Keller identifies three strategies to demonstrate relevance:

- **Familiarity:** utilizing terminology and situation that is familiar to pupils.
- **Motivation Matching:** tailoring instruction to pupils' goals.
- **Goal-Orientedness:** emphasizing the value and real-world applicability of learning (Malik, 2014, p. 196).

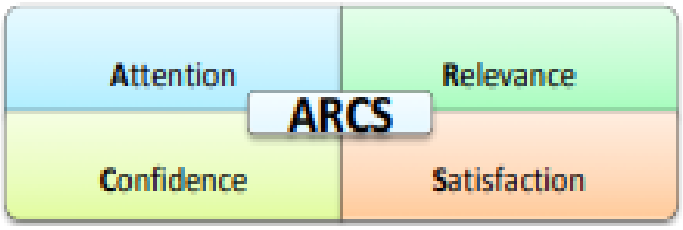
Teachers can increase relevance by emphasizing the value and applicability of learning, connecting course material to pupils' prior knowledge and experience, and offering real-world examples and application scenarios. Ensuring that pupils perceive the education as relevant is essential for motivating them to study (Feng & Zhong, 2024, p. 3581).

c) **Confidence:** building positive expectations for learners' achievement is the main goal of the ARCS model's confidence component. Providing rubrics, a time estimate for projects, or a syllabus and grading policies helps pupils calculate their chances of success. Pupils' motivation and the effort they invest to meet a performance goal are frequently linked to their degree of confidence (Malik, 2014, p. 196). Teachers can support confidence by using positive reinforcement, recognizing achievements, and helping pupils develop effective techniques and abilities. By offering proper assessments and encouragement, teachers can help pupils feel more confident (Feng & Zhong, 2024, p. 3581).

d) **Satisfaction:** a learning experience must provide pupils with a measure of reward or satisfaction. This fulfillment may come from a feeling of accomplishment, recognition from an authority figure, or simple enjoyment. Rewards can be intrinsic—such as a sense of self-worth and overcoming challenges—or extrinsic, such as grades, certifications, or career progression opportunities (Keller, 2010, p. 46). Feedback and

reinforcement are crucial, and pupils will be inspired to learn when they value the outcomes. Teachers can offer prompt, encouraging comments, recognize and commend pupils' efforts and accomplishments to enhance their level of satisfaction. Ensuring satisfaction keeps pupils motivated and reinforces their desire to continue learning (Malik, 2014, p. 197). A graphical view of the ARCS Motivation Model is shown in Figure 5:

Figure 1.6. *ARCS Model of Motivation*



Note. Reprinted from "The Effect of the ARCS Motivation Model on Secondary School Students' Motivation and Academic Achievement towards Turkish Lesson" by Y. Taşkin & M. E. Sallabaş, 2024, *International Journal of Field Education,* 10(3), 12-41.

Figure 6 shows the ARCS model of motivation, which is designed to enhance learner motivation. The model is divided into four quadrants. Each quadrant is color-coded for clarity: blue for attention, green for relevance, yellow for confidence, and orange for satisfaction and the acronym "ARCS" is at the center of the model, emphasizing the interconnectedness of these elements.

The ARCS model assists educators in designing engaging and effective teaching strategies that enhance pupils' intrinsic motivation and advance their learning objectives. By emphasizing attention, relevance, confidence, and satisfaction, educators can create lessons that address two key challenges: making learning meaningful and engaging for pupils and

helping them achieve success while feeling responsible for it (Feng & Zhong, 2024, p. 3581; Keller, 2010, p. 46).

All together, gamification can enhance learning motivation by integrating the principles of the ARCS model. It can capture attention through interactive elements such as challenges, establish relevance by connecting activities to pupils' goals and interests, build confidence with progressive achievements, and foster satisfaction through meaningful rewards. Together, these elements can make learning more motivating and enjoyable.

1.11. Motivation in Education

This section explores the various dimensions of motivation and their impact on educational outcomes.

1.11.1. Observable Characteristics of Motivation. There are many observable characteristics showing the pupil is motivated. They are mainly listed in Azim, Hussain, Bhatti, and Iqbal's work (2021) as follows:

a) **Behavioral Observable Signals of Motivation:** These signals are associated with the language learners' behavioral characteristics. There is a list of them, including "around 100 percent attendance," "arrival on time," "smiling face," "completing classroom tasks quickly," "completing home assignments rigorously," "facial expression of interest," "nodding," "bringing textbooks." Other ones include: "bringing notebooks," "bringing pens or pencils," "personal hygiene," "listening and following instructions," "energetic," "attentive," "taking notes," "positive hand movement," "careful listening," "asking probing questions," "asking questions to clarify," "raising hand to participate," and "asking questions as volunteers." Certain observable signs, such as "studying material in advance," "completing the given task keenly," "having a good sense of

humor," "enjoying learning," "learning through total physical response," "being confident while performing," "volunteering themselves for role plays," " "enjoying learning," and "curiosity for knowledge," "smiling face," "passing a smile," "attend the classes regularly," "hundred percent attendances," "come regular," and "regular attendance." (pp. 53-54). The mentioned behavioral signals, as documented in the work of Azim et al., (2021), provide a comprehensive list of actions and expressions that can indicate a pupil's motivation level. These characteristics include both in-class behaviors such as punctuality, attentiveness, and active participation, as well as out-of-class efforts like studying in advance and completing assignments diligently. Such observable signals are crucial for educators to recognize and foster, as they can directly influence the effectiveness of teaching and learning processes.

b) **Emotional Observable Signals:** These signals are associated with the language learners' relationships with their teachers and classmates. This also included the pupils' general mindset on language acquisition. "Helping class fellows in classroom activities," "Love and respect their teachers," "enjoy pair activities," "enjoy group activities," "become friendly," "assist teachers in gathering and distributing notebooks," "ready to share their work," "praising teachers," "sharing their work," "feel happy in the class," and "active and productive participation" were among the signals that many participants recognized. (p. 54). Recognizing these behaviors can help teachers foster a supportive and collaborative learning environment, enhancing pupils' motivation.

c) **Cognitive Observable Signals:** These signals are associated with pupils' "self-regulation," "investment in learning," and "being strategic." They include "suggesting topics to teachers," "asking for extra resources like books and websites," and "ready to take challenging tasks," "ask and value feedback," "take mistakes positively," "submit

extra work," "work independently," and "develop good plans to accomplish tasks." Additionally, "asking about their progress" and "bringing new and interesting topics to the classes" are also indicators. (p. 54-55). By recognizing these behaviors, educators can create opportunities for pupils to further develop their cognitive skills and maintain a high level of motivation in their learning journey.

1.11.2. Lack of Motivation. According to Hao and Huong (2021, p. 1092), learners might face various challenges when there is a clear absence of motivation. Without a strong desire to learn, achieving effective learning outcomes becomes more difficult. Additionally, Dişlen Dağgöl (2013, p. 37) highlighted that both patience and commitment are crucial elements for learning a language. Lack of self-esteem, anxiety, educators' hostile behaviors, and a difficult atmosphere in schools are some of the causes that lead to a loss of motivation among many pupils.

Teachers are the first determining factor that directly affects pupils' motivation. Ekiz and Kulmetov (2016, p. 22) state that the teacher and the instructional strategies backed by appropriate direction have a direct impact on motivation. They emphasize that using fully established strategies, combined with sufficient and appropriate guidance, greatly impacts learning. Trong Tuan (2012, p. 432) added that teachers influence motivation by selecting effective methods and assisting pupils in using them, while pupils feel more motivated when teachers monitor their performance and personal growth. Additionally, teachers should inspire pupils at the start of lessons, introduce varied tasks and activities, and avoid predictable routines to keep pupils motivated (Trong Tuan, 2012, p. 432). However, pupils lose motivation when teachers are unsupportive or negative, as Dişlen Dağgöl (2013, p. 43) explained. Wright (2011) also pointed out that repetitive teaching strategies, the absence of

instructional resources, and poor relationships with teachers negatively impact pupils' motivation.

Social aspects significantly influence motivation as well. Ekiz and Kulmetov (2016, pp. 23–24) emphasize the role of parents, stating that family is where learning begins. Butler (2015, as cited in Ekiz & Kulmetov, 2016, p. 23) views family as a critical factor influencing pupils' achievement and motivation. Additionally, peers influence pupils' attitudes toward learning, as motivation increases when peers enjoy language learning (Ekiz & Kulmetov, 2016, p. 23).

Environmental factors also play a crucial role in motivation. Ekiz and Kulmetov (2016, p. 24) and Trong Tuan (2012, p. 432) highlight that physical conditions, such as classroom size, desk organization, lighting, and resources, have a big impact on learning. Trong Tuan (2012, p. 432) explains that favorable physical conditions enhance learning, while overcrowded and poorly lit classrooms hinder it. Dişlen Dağgöl (2013, p. 43) agrees that creating welcoming and supportive environments prevents pupils from disengaging from their learning, while negative environments suppress motivation.

Low motivation can stem from various causes. Kulmetov and Ekiz (2016, p. 24) mention that repeating the same material in multiple lessons and assigning homework unrelated to grades also lead to a decline in motivation. Wright (2011) adds that pupils' perception of their inability to complete tasks, lack of confidence, and poor communication with teachers further reduce motivation.

Applying this to the context of middle school pupils, motivation depends heavily on teachers using engaging methods and monitoring progress, as this age group is highly sensitive to support and variety in learning. Parents and peers influence their confidence and

attitude, while organized and welcoming classrooms foster their focus. Conversely, negative environments and repetitive tasks can quickly demotivate them, making tailored guidance essential.

1.11.3. Importance of Motivation in Language Learning. The efficacy of language acquisition is affected by various factors. One of the essential reasons that can enhance pupils' educational and individual growth is their excitement to learn a language and apply it in real life (Elmahdi et al., 2024, pp. 127-129). According to Hao and Huong. (2021, p. 1092), motivation plays a crucial role in learning a language, as it provides pupils with a path to pursue.

Besides this point, Hanus and Fox (2015, p. 153) confirmed that the primary objective of learning is to help pupils focus and engage with the content, which is primarily achieved through motivating them. Moreover, Elmahdi et al. (2024, p. 134) declared that motivation influences pupils' desire and readiness to participate in the language acquisition process.

Alongside what Hanus and Fox (2015) mentioned, Filgona et al. (2020, p. 16) agreed upon this idea, claiming that the effectiveness of teaching is determined by whether the pupils are significantly excited or not. Additionally, according to Gilakjani et al. (2012, p. 9), without pupils' motivation, the class lacks excitement and energy.

To elaborate, motivation is widely considered a core element in language learning. Pupils who show a high degree of motivation and enthusiasm tend to achieve higher levels of performance and aim to complete their tasks more effectively compared to their peers.

Motivation is one of the primary determinants of foreign language learning achievement, and it is crucial in the context of learning English as a foreign language because pupils are geographically and psychologically isolated from the target culture (Thohir, 2017, p. 20). The

motivations of language learners frequently influence the success or failure of English language learning. As Thohir (2017, p. 21) stated, EFL teachers must take care of their pupils' motivation, excite their interest in learning, and sustain this level of arousal since motivation is vital to learning English as a foreign language. According to Thohir (2017, pp. 26-27), given the crucial role of motivation in achieving success in learning a foreign language, teachers must work to maintain their pupils' engagement. Language instructors directly influence motivation in three key areas: learning environment, goals and goal planning, and engaging classes. Enhancing self-directed learning and providing constructive feedback in a cheerful and positive tone are equally essential. Additionally, teachers can foster learner autonomy by organizing collaborative learning and encouraging self-assessment. As recommended by Thohir (2017, pp. 26-27), teachers should focus on positive extrinsic motivation while minimizing negative extrinsic motivations in order to enhance intrinsic motivation.

In addition, Ollero Ramírez (2014, p. 707) emphasized the importance of maintaining a positive relationship with pupils to enhance their motivation. Establishing a good rapport with pupils, both intellectually and emotionally, is equally essential. Moreover, teachers can increase classroom enthusiasm by providing practical and authentic resources, engaging assignments, and a conducive learning environment. The passage underscores the critical role of motivation in EFL learning, which is crucial for middle school pupils who need engaging, supportive environments. At this sensitive stage, fostering a positive relationship, providing engaging resources, and encouraging collaboration are key to maintaining their interest and enhancing their motivation.

Conclusion

The literature review has provided a comprehensive overview about the research variables. This chapter is divided into two sections. In the first section covers gamification's theoretical underpinnings, historical context, and elements are also discussed, highlighting both its advantages and disadvantages. The second section focuses on the conceptual frameworks of motivation, examining its types, theoretical foundations, and its significance in language learning. Additionally, it reviews studies connecting gamification to motivation. This chapter provides insightful perspectives for educators and researchers aiming to apply gamification techniques to enhance pupils' motivation.

Chapter Two: Field Work

Introduction

This chapter is devoted to detailing the fieldwork conducted as a part of the overall research. It outlines the study design, describes the population and sample, identifies the core variables explored through observation, and explains the instruments and procedures for data collection and analysis. To answer the research questions and the assumption, this chapter provides the analysis and interpretations of the obtained data adopting the qualitative analysis and ends up with instructional implications, limitations, and research recommendations.

Section One: The Methodological Framework

2.1. Research Design

For many reasons, it is advisable to use a qualitative research design to examine how gamification can increase middle school pupils' motivation. This method is highly effective in obtaining a deep and detailed knowledge of a phenomenon under investigation (Oranga & Matere, 2023, pp. 2-8), as well as it allows for in-depth comprehension of experiences, phenomena, and context. Furthermore, this research design enables researchers to comprehend human behaviors that cannot be easily quantified (Cleland, 2017, p. 61).

According to Maxwell (2013), qualitative research design is a "do-it-yourself" rather than an "off-the-shelf" process, one that involves "tacking" progressively between the different components of the design, examining their implications for one another (p. 18). Our study is particularly well-suited to this flexible, adaptive procedure since it enables us to improve our observational techniques and adapt to new trends in middle school pupils' reactions to gamified learning settings.

Qualitative research, with its emphasis on context, existence, experience, perspective, meaning, and subjectivity, offers a unique lens through which to explore and interpret the complexities of social phenomena (Lim, 2024, p. 2). This means that by exploring pupils' real-world experiences in a classroom context, we can determine not only if gamification influences motivation but also how and why it does so.

Oranga and Matere (2023) stated that the primary goal of qualitative research is to investigate and provide a more thorough, comprehensive, and detailed description of phenomena from non-numeric data (p. 1). Notably, relationships, personal experiences, and social norms are all described and explained by qualitative research. This thorough descriptive power enables us to record not only the measurable results of gamified activities but also the complex interactions between social dynamics and personal experiences that influence pupils' motivation in the setting of our study.

Cleland (2017) further emphasized that because qualitative research answers the "how" and "why" research questions, it is crucial in the field of education (p. 61). This makes it possible for us to develop analytical techniques that have a strong foundation in middle school pupils' actual experiences with gamification.

In addition, Ugwu and Eze (2023) noted that qualitative research is developed to gather non-numerical data to produce insights; it is not statistical and is either semi-structured or unstructured. Moreover, It is based on data gathered using a research methodology that answers the why. Qualitative research is concerned with emotions, thoughts, or experiences. The main goal of data collection is to find insights that can result in testable hypotheses, and this is often done in narrative form. Educators use qualitative research to find patterns or new perspectives during the exploratory phases of a study (p. 20).

This description highlights the significance of employing qualitative approaches to record pupils' spontaneous emotional responses, behavioral patterns, and social interactions while they engage in gamified tasks, which aligns exactly with our study. In addition to gaining a thorough understanding of motivation as a lived experience, concentrating on in-context observations provides the groundwork for future studies and useful educational interventions.

In conclusion, this study is better to adopt a qualitative design. It may reveal the complex effects of gamification on pupils' motivation because of its adaptability, depth, and commitment to capturing contextual and subjective factors. This method guarantees that the present research is sensitive to the continually shifting and complex nature of learning environments, which will ultimately aid in the creation of more engaging and effective teaching techniques.

2.2. Variables

The independent variable in the present study is gamification, which consists of the gamified activities introduced in the classroom, varied by type. The dependent variable is motivation, representing the effect of the gamified pedagogical tasks. It will be measured qualitatively through direct classroom observation. By systematically observing specific aspects, including active participation, voluntary involvement, sustained focus, curiosity, enthusiasm, energy, positive emotional reactions, attentive listening, confidence, and willingness to confront challenges, the study can assess the nuanced ways in which gamification influences pupil motivation.

2.3. Population & Sample

The target population for this study covers middle school pupils in Tebessa, Algeria. At this developmental stage, academic aspects are crucial for overall pupil growth. Specifically,

the sample includes first-year middle school pupils. According to their teachers, first-year pupils frequently engage in gamified pedagogical activities because they are beginners and need them for better motivation and learning. The goal of the sample selection is to understand the impact of gamified activities during tutorial sessions (TS) on pupils' motivation.

Two middle schools in Tebessa were chosen: Boudiaf Mohammed and Badri Abd El Hafidm, encompassing a total of 227 pupils (135 from Mohammed Boudiaf + 92 fromBadri Abd El Hafid) and involving three English language teachers. These schools were selected because their tutorial sessions (TS) do not overlap with each other, which allowed for efficient data collection without conflicts. In contrast, other schools had overlapping TS, making simultaneous gathering data impractical. Each selected school consists of four distinct first-year classes.

A purposive sampling method was used to target first-year middle school pupils who met the specific criteria aligned with the research objectives. As Van Haute (2021) noted that the researcher determines the traits of the population to be studied and chose units that fit these traits to be included in the sample (p. 218). Additionally, it is stated that the appropriateness of the methodology, instrumentation, and sample strategy used determine whether a piece of study is considered effective or not (Cohen et al., 2018, p. 202). According to Thomas (2022), purposive sampling, also known as judgment sampling, is a technique used to quickly and efficiently reduce the number of possible participants (p. 2). This carefully planned sampling strategy, based on purposive selection, follows key principles of research methodology, ensuring that the data accurately reflects the targeted population's experiences and strengthens the study's overall credibility.

2.4. Piloting

Before starting the main inquiry, the first step of the research process was conducting a pilot study. As part of this procedure, we decided not to inform the teachers about the topic to ensure the data collected was authentic and unbiased. The pilot study refers to a small initial investigation of limited size that helps in refining it (Anupama, Chaudhary, & Lakshmi, 2023, p. 33). It is carried out before the study begins in order to assess the validity of an instrument (Creswell, 2009). Based on the knowledge obtained from the pilot, researchers typically modify any unsuitable parts of the proposed method. These changes may include clarifying rules and addressing causes influencing undesirable actions (In, 2017, p. 601-602).

In this phase, two piloting sessions were conducted on February 9th, 2025, with two different classrooms, both completed on the same day. The researchers ensured that this sample reflected the same one as the principal study, consisting of first-year middle school pupils. We checked the effectiveness of the classroom observation checklist, which includes aspects such as pupils' participation, curiosity, confidence, and enthusiasm in the gamified pedagogical classrooms with the piloting groups (35 pupils). The feedback collected from the observers indicated that the checklist was clear, relevant, and suitable for the research objectives and effectively capturing the necessary data. Both piloting sessions were successful, confirming that the checklist was comprehensive and effective for collecting the desired data. Consequently, no changes or modifications were needed, and the classroom observation checklist was ready for use in the main study with the whole population.

2.5. Data Collection Instruments

The data collection instrument used in this study was classroom observation. A checklist was designed and used for gathering data to cover the topic under investigation. The

observation took place in two academic settings: Boudiaf Mohammed and Badri Abd El Hafid middle schools.

2.5.1. Classroom Observation. We are innate observers of our daily surroundings, and our interactions are fundamental because we are alive (Merriam & Tisdell, 2016, p. 138). Observation is considered as one of the most appropriate and natural tools used in research under inquiry (Satapathy, 2019, p. 152).

Classroom observation is an instrument in which structured observation is conducted, and the activities that occur in the classroom are recorded (Ya-nan, 2023, p. 58). This type of observation serves as a data collection tool, crucial for analyzing the behaviors of others in educational settings. By using classroom observation, a vast amount of information can be collected about the current actions of individuals, without considering their past behaviors (Satapathy, 2019, p. 160). Moreover, one of the merits of this data collection tool is that it prevents bias and subjectivity (Kothari, 2004, p. 96).

Being a good observer requires being attentive to the environment and noticing details that might seem unimportant. This promotes the development of observational skills. Personal biases can influence the observer's views and perceptions, so it is crucial to remain objective and neutral, avoiding delivering criticism. Additionally, knowing the importance of slowing down is essential, as rushing can cause the observer to neglect vital details (Satapathy, 2019, p. 157).

In this research, we used non-participant observation, in which the observer records data and takes notes after the informed consent of all pupils and teachers, as well as with permission from the schools' administration (appendix I+J),without telling the teachers about the topic of the study. Furthermore, we used structured observation, in which a well-planned

checklist was used for taking notes about what was being observed. Thus, the researchers knew in advance what to observe.

To serve the main objective of our research, the checklist bridged the correspondence between the theoretical framework and the practical part. Moreover, it ensured consistency across observations by addressing different points such as pupils' engagement and enthusiasm. A standardized observation was used to ensure that data collection was systematic and consistent across all the sessions, focusing on multiple elements such as pupils' participation, their focus, curiosity, positive energy during gamified sessions, and their attentive listening to the teacher's instructions.

2.5.2. Procedures. The data collection process followed a list of steps executed to gather relevant information for the phenomenon under investigation. After testing the effectiveness of the checklist through the piloting sessions, we began classroom observation, having agreed that it was the most appropriate and only instrument for this research, aimed at validating assumptions regarding the use of gamification to enhance EFL motivational level. This commenced after receiving approval from both middle schools administrations.

In this study, we attended twenty sessions in two different middle schools, with three English teachers, from February 9th to March 12th. We designed observation checklist (appendix A) in which we recorded any detail that ensured the effectiveness of our data. This checklist served as a basis to ensure content and construct validity. Afterward, we began the piloting phase, conducting the testing sessions with two classes of first-year middle school pupils. The success of the sessions and the consistency of the checklist led us to start recording data and taking notes based on the checklist, we had designed.

We sat at the back of the classroom, making sure we did not skip any details that might be crucial for our observation, ensuring that each observer sat separately from her partner. At the end of each session, the researchers reviewed the checklist to ensure all data was accurately recorded. Finally, all the gathered data was securely stored to maintain both integrity and confidentiality.

Section Two: Analysis of the Results

This part looks at how gamification affects the motivation and interactions of first-year pupils during tutorial sessions. Participants study the English lesson during regular sessions, which are considered somehow boring, according to teachers from both schools. As a result, the majority of the tutorial sessions' pedagogical activities are gamified in order to motivate participants and foster a more joyful and inspiring learning environment. During these sessions, the class has to be divided into two groups. While one group studies French, the other studies English. The groups switch places in the upcoming week. Utilizing information gathered from two middle school classrooms, the analysis is based on their involvement as shown in a structured classroom environment.

2.6. Data Collection & Analysis

In this study, classroom observation is the only method to gather information about the impact of gamification on first-year middle school pupils' motivation and involvement. By observing pupils during TS, the researcher was able to systematically document their interactions and behaviors in real time. This approach proved to be straightforward and effective, as it capture small yet significant details about pupils' involvement, collaboration, and reactions to educational games that could not be adequately conveyed through other tools.

Observing pupils in their natural classroom setting provided valuable insights into how gamification influenced their learning experience. The structured classroom observation checklist served as a framework for documenting specific indicators, including levels of motivation, enthusiasm, and collaboration during gamified activities.

2.6.1. Analysis of Classroom Observation of the First School. The researchers conducted fourteen observation sessions at the first selected middle school. Across these sessions, they closely monitored how gamified activities affect first-year pupils' motivation, and how they interacted with these activities and recorded their engagement levels and responses, as shown in the following table:

Table 2.1.

*Classroom Observation Dates, Timing, and Level of Boudiaf Mohammed Middle Schoo*l

Sessions	Date	Time	Level
Session 01	9th Feb 2025	10:00/11:00	1MS 1
Session 02	9th Feb 2025	11:00/12:00	1MS 4
Session 03	12th Feb 2025	10:00/11:00	1MS 2
Session 04	12th Feb 2025	15:30/16:30	1MS 3
Session 05	16th Feb 2025	10:00/11:00	1MS 1
Session 06	16th Feb 2025	11:00/12:00	1MS 4
Session 07	23rd Feb 2025	10:00/11:00	1MS 1
Session 08	23rd Feb 2025	11:00/12:00	1MS 4
Session 09	26th Feb 2025	10:00/11:00	1MS 2
Session 10	26th Feb 2025	15:30/16:30	1MS 3
Session 11	9th Mar 2025	10:00/10:45	1MS 1

Session 12	9th Mar 2025	10:45/11:30	1MS 4
Session 13	12th Mar 2025	10:00/10:45	1MS 2
Session 14	12th Mar 2025	14:00/14:45	1MS 3

A. **Session 01:** The first session is considered the initial one of the piloting phase (appendix B); it was held on February 9th, 2025, from 10:00 to 11:00 am. The 1MS1 class consists of 38 pupils with each TS group comprises of 19 pupils. The teacher used a gamified exercise called *"Find Your Match"*, that was designed to help the participants gain a good understanding of different jobs. Participants were divided into two groups and the teacher instructed each team to make a line, when she said *"go"* the first team members ran to find their match which is the one who has the flashcard that contains a character indicating the job they have, the first three winners received chocolates as rewards.

1. **The active participation:** Pupils were so active and engaged all over the session in order to complete their task.
2. **Voluntary participation:** Participants actively encouraged their classmates in order to participate. For example, one pupil said, "*Hurry up, hurry up, show me your flashcard."*
3. **Focusing on the task:** They were focusing throughout the session, especially when the teacher was explaining the instructions of the game they have to follow.
4. **Expressing curiosity:** Curiosity was displayed through asking many questions. For example, a pupil wondered, *"Miss, what do we mean by match, and do we have a limited time?"*another one inquired, *"are we free?"*

5. **Enthusiasm indicators:** During the session, most pupils displayed a high level of energy, and they were so excited. This was shown in statements like, *"I found my match! It is the doctor! Yes, I win! I win, miss!"*
6. **Positive emotions:** Pupils were so happy and celebrated each other's success through clapping their hands for the winners. This created a positive environment full of happiness and motivation.
7. **Following the teacher's instructions:** They adhered to the rules and the instructions provided by their instructor. This made the activity go smoothly.
8. **Confidence clues:** Their confidence was proven through the physical actions like, running to find the match as soon as possible during all the game, this reflected their determination.
9. **Pupils' desire for challenges:** When the game has finished, most of the pupils showed their eagerness for playing more, such as the first winner was guiding his peers, saying, *"Go there; you did not check the flashcard of that pupil."*

Through using this kind of pedagogical games, the teacher successfully motivated her pupils with rewards, including chocolates and the positive reinforcement by clapping. This has contributed effectively to raise their enthusiasm and engagement. Additionally, the dynamic nature of the gamified exercise positively influenced the participants' extrinsic motivation, while the social connection inside the classroom further contributed to enhance their motivation.

B. Session 02: During the second session of piloting (appendix C),the teacher used the same game as in the first session. It was conducted on February 9th, 2025, from 11:00 am to 12:00 pm, with the 1MS 1 class, which contains 31 pupils, while the TS group consists of 16 ones.

1. **The active participation:** Most pupils were active during the session; they were following the teacher trying to win, and searching quickly for their matches.
2. **Voluntary participation:** Participants supported their teammates, demonstrating their initiative nature. The first two achievers inspired their classmates to keep trying without getting tired, even if they were not finding their matches.
3. **Focusing on the Task:** They concentrated on the task in order to find their match and get rewards.
4. **Expressing curiosity:** During the activity, all the participants revealed high levels of energy by moving among their peers to find the correct match, which indicated their curiosity to discover who had their match.
5. **Enthusiasm indicators:** Pupils moved rapidly while engaging in the game and interacting with each other, creating a lively and a vibrant atmosphere inside the session.
6. **Positive emotions:** Once the first three winners were announced, the remaining others celebrated and cheered for them, making a joyful mood.
7. **Following the teacher's instructions:** The participants followed the teacher's instructions by standing up, forming a line according to their teacher's guidelines and methodically looking for the correct matches.
8. **Confidence clues:** They were so confident through their quick moves and determination while finding the correct flashcards.
9. **Pupils' desire for challenges:** After the rewards were awarded, participants asked for additional activities, with one saying, *"Miss wallah, I will win next time."*

The "Find Your Match" task had a strong effect on pupils' motivation. The competitive concept of the game also enhanced their motivational level since they wanted to secure their

own accomplishments. In addition, the teacher's encouragement for pupils to ask questions freely when facing difficulties improved their curiosity and their problem solving skills.

C. **Session 03:** The third session took place on February 12th, 2025, from 10:00 to 11:00 am. The same task was conducted again, with slight modifications to the rewards, adding positive feedback and extra points, in addition to chocolates. This time, the class was 1MS 2, it consisted of 32 pupils, with 17 ones in the observed group.

1. **The active participation:** The active participation of the participants was displayed through their interaction, cooperation and searching curiously to find their matches.
2. **Voluntary participation:** One of the pupils declared, *"I will be the first winner,"* indicating a high level of motivation and readiness.
3. **Focusing on the task:** Focus and attention was ensured when the participants' searched carefully for their matches.
4. **Expressing curiosity:** The pupils' desire to understand the task was shown through different signs like the question posed by a learner:

- Pupil: *"Miss, can I ask you a question, please?"*
- Teacher: *"Yes, of course. Go ahead."*
- Pupil: *"I did not get how this game works?"*

5. **Enthusiasm indicators:** All pupils were engaged and active, creating a dynamic atmosphere.
6. **Positive emotions:** The winners who received the rewards, expressed happiness, cheering and making the classroom full of positive energy.
7. **Following the teacher's instructions:** Throughout the whole session, all the rules that were explained by the teacher like running, making a straight line, and being fast were highly respected by the pupils.

8. **Confidence clues:** Fast, confident movements indicated pupils' high levels of self-assurance.
9. **Pupils' desire for challenges:** Even the non-winners showed a strong desire to gain extra points and rewards, with some of them asking for another gamified task, displaying their desire for more challenges.

The effect of the activity participants' motivation was so clear during the third observed session. In addition, the teacher's use of rewards had a clear significance on boosting pupils' motivation. Their persistence and self-directed engagement was encouraged throughout the session by using this gamified task, which effectively enhanced their intrinsic and extrinsic motivation.

D. Session 04: This tutorial session was the fourth one conducted in the first middle school. It took place on February 12th, 2025, from 15:30 to 16:30 pm, using the same activity applied in the previous three sessions. This session was done with the class of 1MS 3 that contained mainly 34 participants and 17 of them were in the observed group.

1. **The active participation:** The participants showed clear engagement in the activity, they tried to find their matches as rapidly as possible and this reflected their activeness and interest.
2. **Voluntary participation:** Although pupils were forced by the teacher to play the game, but they were so interested, as it was indicated through statements like, *"come on, let's play!"*
3. **Focusing on the task:** The participants stayed concentrated throughout the gamified task until the end. In addition, they tried to avoid distractions. For instance, one pupil asked his friend about the time, and he replied by, *"I do not know."*

4. **Expressing curiosity:** Pupils had many inquiries about the task, seeking a better understanding. One of the pupils asked the teacher, *"Where will I go when I find my match?"*
5. **Enthusiasm indicators:** Participants exhibited enjoyment while doing the activity. Both their body language and the words they spoke indicated their excitement, such as the moment when a pupil hugged her friend when she found the match first.
6. **Positive emotions:** The classroom was filled with positive vibes, laughter, and happiness. Pupils celebrated their friends' achievements, they clapped for each other, and the winners shook hands.
7. **Following the teacher's instructions:** The participants paid attention to the game's rules that the teacher provided, and they repeated them for each other. For example, a participant assisted her friend to respect the designated line, saying: *"do not exceed this line until miss finishes counting."*
8. **Confidence clues:** The pupils expressed no hesitation, they believed on their abilities. Another pupil informed his friend, *"I told you, it is an engineer,"* ensuring assurance and decisiveness.
9. **Pupils' desire for challenges:** Because of the time of the session, the pupils seemed uninterested to do further games; possibly due to fatigue.

The rewards given by the teacher effectively enhanced the pupils' enthusiasm and participation in the gamified session, ensuring they will voluntarily participate in the future gamified ones. The game design enhanced both their intrinsic and extrinsic motivation, making the participants have the desire to continue playing the task due to its interactive and competitive nature.

E. Session 05: The fifth session was observed on February 16th, 2025, from 10:00 to 11:00 am. The teacher used a new gamified exercise called *"Unscramble Words,"* that was

designed to enhance pupils' understanding of negative forms. Participants were divided into two groups, the teacher wrote some unordered words 2in the board, and the participants had to reorder them to form correct negative sentences. When the teacher said, *"go"*, the chosen pupil from each group ran to the board, and the one who reached it first could answer and get an extra point to his team. The observed group covered 19 pupils while the whole class included 38 ones.

1. **The active participation:** Pupils were highly active. They tried to cooperate and rearrange the sentences as the teacher told them.
2. **Voluntary participation:** They were displaying initiative through their work together and hurrying to answer correctly when the teacher say "*go*"
3. **Focusing on the task:** They were concentrating in order to make the correct grammatical form of sentences.
4. **Expressing curiosity:** During the task, four pupils have expressed uncertainty and curiosity whether to use "do" or "does" before the verb or after because they did not practice well in the regular session.
5. **Enthusiasm indicators:** Energy and excitement to make a correct answer and win were obvious.
6. **Positive emotions:** The correct answers made each team happy, encouraging them to help each other in reordering the sentences correctly.
7. **Following the teacher's instructions:** All the participants followed the instructor's guidelines and rules throughout the task.
8. **Confidence clues:** Most of them hesitated about the correct placement of *"do"* and *"does."* Correct answers increased the pupils' confidence.

9. **Pupils' desire for challenges:** After completing the task, one pupil asked the teacher if she could tell her a sentence from her own, saying, *"you do not like cooking,* "which expressed their desire to do more sentences.

The "Unscramble Words" task effectively ensured the group's active participation through teamwork. Pupils' focus on the teacher as they waited her announcement from the beginning of the game was elevated when she declared that this gamified pedagogical activity assured them applying what they had learned, and this would be repeated in another session. This information helped in increasing their energy and motivation. Moreover, this game also enhanced their linguistic and grammatical awareness.

F. Session 06: It was on February 16th, 2025, from 11:00 am to 12:00 pm. The teacher used the same task with same content. The 1MS 4 class included 31 participants while the observed ones were 15.

1. **The active participation:** When the teacher said, "go," the chosen pupil ran actively to the board, indicating the high level of engagement and motivation.
2. **Voluntary participation:** Pupils of both teams were self-organized and showed initiative by choosing the one who would respond on their behalf.
3. **Focusing on the task**: The pupils were paying attention to the teacher and cooperated with each other in order to ensure the grammatical accuracy.
4. **Expressing curiosity:** In this session, most of the pupils asked many questions in order to get a clear understanding for the task. Such as, on pupil asked "*Miss, can you come for a second, please*?" This was followed by the question of another one saying, *"Miss, what do we mean by 'sky'*?"
5. **Enthusiasm indicators:** They were so excited to answer correctly and make their team win during all the tasks, expressing their enthusiasm.

6. **Positive emotions**: They were celebrating each other's success and clapping their hands when gaining extra points for the correct answers, which boosted their happiness and motivation.
7. **Following the teacher's instructions:** The teacher's rules were clearly understood and well followed throughout the whole session.
8. **Confidence clues:** Pupils were encouraging their peers in order to reduce their uncertainty and gaining correct answers, which helped them to improve their confidence.
9. **Pupils' desire for challenges**: Most of them asked the tutor to repeat the game in the following classes. For example, one of the participants spoke up, "*Miss, can we play this in normal sessions too? Because it is so funny. Please, please*!"

This creative gamified pedagogical task (*Unscramble Words*) made the participants successfully engaged and enhanced pupils' motivation. The given rewards (extra points), which are competitive elements, have increased their excitement and involvement. The diversity of the questions indicated the participants' sincere interest and willingness to learn more. Further, peer's support to their mates was highly essential to boost confidence level.

G. Session 07: This gamified session was on February 23rd, 2025, from 10:00 to 11:00 am. The teacher asked her pupils to transform the digital time to a handmade clock. This was done after a race between two pupils; the one who touched the clock first would be the winner. The class was 1MS 1, which consisted of 38 pupils, and the TS group had 19 pupils.

1. **The active participation:** Participants hurried to complete the exercise first. They were so engaged, even when they were not chosen to race.

2. **Voluntary participation:** Pupils asked their teacher to select them. A pupil said, *"Miss, me please."*
3. **Focusing on the task:** All participants were focused and silent, watching each other race. Some pupils informed their friends about how to move the clock hands, asserting, *"Miss told us the small hands are for the hours, and the big ones for the minutes."*
4. **Expressing curiosity:** Pupils asked some questions, showing that they were curious about the task, such as, *"Miss, how can we differ between past and to?"*
5. **Enthusiasm indicators:** Participants showed their enthusiasm through clapping their hands before starting the race and they encouraged each other while waiting for the teacher to select them.
6. **Positive emotions:** All pupils were smiling when they watched their classmates' race.
7. **Following the teacher's instructions:** Participants listened to the teacher's instructions and respected them throughout the game.
8. **Confidence clues:** Pupils who succeeded in reaching the clock first immediately started transforming the time without hearing other answers and suggestions.
9. **Pupils' desire for challenges:** The participants knew there was no enough time to play, but they requested to play the game again.

This gamified pedagogical task helped the pupils recall how to make time on a clock in a very interesting way, enhancing their understanding of the difference between the use of "past" and "to" when both saying and writing time.

H. Session 08: This session was the eighth in the first school (appendix D). It was conducted on February 23rd, 2025, from 11:00 am to 12:00 pm. The teacher selected two pupils to race, the one who touched the clock transformed time from digital

numbers to clock time. This session was held with 1MS 4, which contained 31 pupils, and this TS group consisted of 16 pupils.

1. **The active participation:** During this clock race, pupils effectively took part in the game, they tried their best to complete the challenge, and find the right way to transform time.
2. **Voluntary participation:** Participants raised their hands, asking for a turn before the teacher started selecting who would race.
3. **Focusing on the task:** Pupils stayed focused on the clock with wide eyes, as well as they concentrated even on the distance between them and the desk.
4. **Expressing curiosity:** One single participant asked about who made the clock and how.
5. **Enthusiasm indicators:** When one of their friends reached the goal, pupils encouraged their achievements. Their body language indicated they were excited, like clapping hands and running. Furthermore, their words maintained their excitement; for instance, a learner told her friend, *"I will be the winner."*
6. **Positive emotions:** Several participants laughed about the way their classmates ran, creating a very positive atmosphere. For example saying, *"That was great."*
7. **Following the teacher's instructions:** The pupils did not start racing until the teacher informed them. Moreover, they followed the teacher's instructions about both the race and the way to change time.
8. **Confidence clues:** The participants trusted their understanding of the lesson, as they adjusted time without hesitation.
9. **Pupils' desire for challenges:** Pupils expressed interest in playing this game again.

This session combined physical activities (race) and learning, creating an exciting classroom where everyone was engaged and looked forward to playing once more. The

teacher's support through clapping and celebrating the pupils' achievements boosted their engagement and enthusiasm throughout the session.

I. **Session 09:** The session was from 10:00 to 11:00 am, it took place in the classroom on February 26th, 2025 (appendix E). The teacher used the "Hopscotch" game, in which pupils were asked to jump and answer the teacher's questions about their names, their father's names, and ages. Each jump required a correct answer until the end of the hopscotch. The teacher rewarded the participants by giving them chocolates. There were 32 pupils in the classroom of 1MS 2, and only 17 of them were observed.

1. **The active participation:** Participants answered the teacher's questions promptly and they did not absorb information without engagement.
2. **Voluntary participation:** Pupils were not forced by the teacher, but they asked her to play.

- The teacher asked, *"Who can be the first?"*
- All participants responded, *"Me, Miss! Me, Miss!"*

3. **Focusing on the task:** The participants did not pay attention only when they were answering questions; rather, they focused on their classmates' answers and movements, with one pupil said, *"Look, Miss! He skipped a square."*
4. **Expressing curiosity:** Three pupils inquired:

- A pupil said, *"What does it mean, hopscotch?"*
- Another one questioned, *"Why are there these papers on the ground?"*
- Some of them raised questions about the rules of the game.

5. **Enthusiasm indicators:** Participants played the game with positive energy, as they clapped when the teacher selected them to be part of the game.

6. **Positive emotions:** Pupils watched their classmates and clapped for them. Additionally, they were so happy and laughing while participating.
7. **Following the teacher's instructions:** The participants followed their teacher's instructions systematically from the beginning to the end of the game.
8. **Confidence clues:** The pupils answered the questions confidently. One of them effectively switched between languages to show his understanding, he answered the question about his father's age, saying, *"He is sixty,"* and then said again *"Soixante."*
9. **Pupils' desire for challenges:** The participants engaged well with the game, but at the end, they did not show any desire for other games and challenges.

The session helped the pupils by experiencing a familiar pedagogical game in a fun educational way, allowing them to apply their knowledge in an engaging and memorable manner. The positive atmosphere motivated the participants to take part in this game. Additionally, the reward of chocolates at the end increased their pride for answering correctly.

J. Session 10: This session was the tenth one; it was conducted on February 26th, 2025, from 15:30 to 16:30 am (appendix F). The teacher introduced a new game in which she divided the pupils into four teams and gave them numbers. After that, she asked them to choose a representative for their team for each round to write the numbers in letters on the board. The winners were those who correctly wrote the number. If more than one pupil wrote the numbers correctly, the teacher determined the winner based on who finished first. The winners had an extra point. This game combined spelling, teamwork, and even speed in a very engaging way. The 1MS 3 class had 34 pupils, and the TS group was composed of 17 pupils.

1. **The active participation:** Pupils consulted among themselves to choose a participant who represented the team each time they played. They were physically involved by moving to the board to solve the task; they showed eagerness to take another round. In

addition, they maintained eye contact with the teacher and the pupils who wrote on the board.

2. **Voluntary participation:** The participants did not wait the teacher until she told them to select one pupil from the team; they willingly chose after hearing the instructions and all of them agreed about that specific person.
3. **Focusing on the task:** The pupils paid attention to correctly write the numbers in the correct way without hesitating and being distracted by the members of the other teams.
4. **Expressing curiosity:** The pupils did not ask questions because they understood the game well. Their clear understanding allowed for a smooth game.
5. **Enthusiasm indicators:** Each team encouraged his representatives by clapping and shouting their name.
6. **Positive emotions:** The participants celebrated their team achievements; they laughed. Besides the beautiful atmosphere of the classroom, the pupils showed happiness when they won by hugging each other.
7. **Following the teacher's instructions:** Pupils followed the rules of the game through selecting the team representatives. Moreover, they made sure not to come to the board until the teacher asked them to do so.
8. **Confidence clues:** Confidence appeared when the participants wrote the numbers without fear and without erasing the letters.
9. **Pupils' desire for challenges:** When the pupils continued the activity, they did not exhibit any desire to have difficult tasks, and there were no participants asking for another round.

This creative game enhanced pupils' learning in a competitive way, as the participants practiced spelling words. It helped them stay confident and focused on their answers. The added

point made the pupils work more seriously, and they were excited to win by writing all the numbers correctly.

K. Session 11: The eleventh session was conducted on March 9th, 2025, from 10:00 to 10:45 am, in the classroom. The teacher introduced a game named "Match the Activity," in which the pupils were asked to pair leisure or weekend activities with their appropriate tools. The class was 1MS 1, which was composed of 38 pupils, the TS group included 19 pupils.

1. **The active participation:** Through matching the activities with their suitable tools or items, pupils actively engaged in the game. They showed eagerness to complete the task; they asked questions and kept trying to find the correct answers until the end of the session.
2. **Voluntary participation:** Participants showed voluntary involvement by suggesting answers, asking to take the next turn, encouraging classmates, and coming to the board without being called. One of the participants added, *"Painting needs colors, teacher; can I match them?"*
3. **Focusing on the task:** Pupils maintained concentration on the instructions of the game, they did not need repetition from the teacher. They answered quickly, showing that they were not just watching, but they were mentally present.
4. **Expressing curiosity:** Participants demonstrated curiosity by interrogating about the unfamiliar items and their uses.

- One of them inquired, *"What do we need for hiking?"*
- Another one asked, *"What does it mean, ski?"*

5. **Enthusiasm indicators:** Excitement and energy appeared when pupils cheered and clapped for their classmates. They used enthusiastic language; for instance, a pupil exclaimed, *"Let me try!"*

6. **Positive emotions:** Participants seemed happy when solving the task; they showed friendly behavior like high-fives, they cheered and clapped when they succeeded.
7. **Following the teacher's instructions:** Pupils attentively listened to the teacher's instructions for the game. They carefully followed them by not speaking until the teacher allowed them.
8. **Confidence clues:** Confidence increased as pupils matched the activities correctly. Even when they faced unfamiliar terms, such as *"Ski,"* they asked the teacher for clarification.
9. **Pupils' desire for challenges:** Pupils expressed interest in continuing the activity and requested more challenging leisure activities. For example, one of the participants suggested, *"Can we do more with harder words next time, teacher?"*

The session provided an excellent opportunity for pupils to improve their vocabulary related to weekend and leisure activities by matching the activity with the appropriate tool or item. The game helped the pupils to test their understanding in an engaging and playful way.

L. **Session 12:** The twelfth session was implemented on March 9th, 2025, from 10:45 to 11:30 am. The teacher gave her pupils a new game called "Match the Activity," in which she challenged them to match specific weekend and leisure activities with the relevant tool or object. A total of 31 pupils made up the class of 1MS 4, and the observed group consisted of15 participants.

1. **The active participation:** The pupils actively discussed answers and demonstrated active involvement by taking part in the game, sharing ideas, asking questions, and helping peer.
2. **Voluntary participation:** The participants hurried to the board when they knew the answer without being stressed. A pupil raised her hand, saying, *"Bicycles is the match of riding."*

3. **Focusing on the task:** The pupils remained concentrated on matching the elements and shared ideas to avoid answering incorrectly.
4. **Expressing curiosity:** The participants asked about the meaning of some unknown words, for instance, *"chess"* and *"hiking."*
5. **Enthusiasm indicators:** The classroom was energetic as pupils clapped for their team when they got correct answers.
6. **Positive emotions:** Throughout the game, pupils had smiling faces, especially when they correctly matched the activities.
7. **Following the teacher's instructions:** Before starting the game, pupils focused the teacher's guidelines and followed them. One learner asked the teacher to change her place, asserting, *"Teacher, can I move closer, please?"*
8. **Confidence clues:** As the game progressed, the participants asked the teacher to explain unfamiliar words. After their educator's explanation, they felt more confident and capable of answering correctly.
9. **Pupils' desire for challenges:** The pupils requested playing the same game with harder activities. Like saying, *"I want to try difficult leisure activities more than these."*

This session assisted the pupils in practicing what they had learned in a gamified pedagogical task. The structure of the activity encouraged the pupils' critical thinking as they matched leisure activities, discussed answers, asked questions, and collaborated with each other. Thus, the session created a positive environment where all the pupils practiced the vocabulary of weekend and leisure activities while having fun.

M. Session 13: On March 12th, 2025, from10:00 to 10:45 am. The game that has been used in the thirteenth session was Gesture Game: Weekend Activities. The teacher brings the participants to the schoolyard and they were divided into two groups, each time a

member from one team picked a slip of paper and acted out its activity while their teammates guessed the correct activity. This group included 15 participants**.**

1. **The active participation:** They were so engaged and actively participated throughout the session.
2. **Voluntary participation**: They were raising their hands initiatively in order to participate, calling out, *"Me miss, me miss*!"
3. **Focusing on the task:** They were concentrating all the game and observing their teammates' gestures. For instance, one pupil was focusing on her classmate and rapidly guessed the cooking action.
4. **Expressing curiosity:** Pupils were making collaborative discussions in order to interpret the gestures and asked each other many questions like "*what does it mean this gesture*?" After that, she added, "*maybe it is a fishing rod*".
5. **Enthusiasm indicators**: After guessing an activity correctly, pupils were clapping their hands. For example, when a participant acted out listening to music; all the team guessed it enthusiastically and clapped their hands.
6. **Positive emotions**: The game has built a joyful atmosphere, with the winning pupils celebrating and cheering for each other.
7. **Following the teacher's instructions**: Each time before guessing the actions, learners were raising their hands as the teacher told them.
8. **Confidence clues**: Each time they guessed a correct gesture, their confidence grew up.
9. **Pupils' desire for challenges**: They wanted to play the same game another time with adding the time limit, like the remark of one pupil saying, "*Teacher, please set a time limit the round*."

The thirteenth session has proved that the used game has motivated the pupils, especially through participating in the outside context that makes them excited and happy.

N. Session 14: The last session in the first school was conducted on March 12th, 2025, from 14:00 to 14:45 pm. The teacher has used the same activity of the previous session. The observed group contained 17 pupils.

1. **The active participation**: As long as the teacher explained the game, the participants became motivated and more active because they liked its concept.
2. **Voluntary participation**: At the beginning of the game, the teacher asked the pupils, "Who wants to start?" Nearly all of them raised their hands and yelled "*Me, me, miss*!" One of them enthusiastically declared, "*I really love this kind of games*!"
3. **Focusing on the task**: They remained focused while guessing the actions. For instance, when a pupil was pretending swimming, her teammates were attentive and guessed it tight away.
4. **Expressing curiosity**: Their curiosity was displayed through their seek for clarification on difficult actions during the game. Such as, when a participant chose "watering plants" but he did not understand, he asked the teacher for assistance in order to get a full understanding.
5. **Enthusiasm indicators**: Their enthusiasm was proved through their celebrating and cheers, like when one of them declared "*Yes, I got it, it is cleaning the floor*!" This has motivated their team.
6. **Positive emotions**: They were so happy and celebrating their guesses, creating a happy and lively atmosphere. "*This is so funny*", a participant commented.
7. **Following the teacher's instructions**: Pupils were listening carefully to the instructor's regulations, through waiting their turn and raising their hands before responding.

8. **Confidence clues**: As the game advanced, participants gained more confidence. A girl was initially struggling with "watering plants," but after the teacher guidance; she performed more confidently.
9. **Pupils' desire for challenges**: They had the eager to play more games, with a participant asking, "*Can we play it again with new lessons next time, please*?"

The 'Gestures Game' has successfully motivated pupils and inspired them through its captivating nature. Their cooperation and curiosity has created a lively mood. They had a continuous interest for learning more, and this was shown through their desire to repeat the activity another time.

2.6.2. Analysis of Classroom Observation of the Second School. The researchers conducted five observation sessions at the second selected middle school. As shown in the following chart:

Table 2.2.

Classroom Observation Dates, Timing, and Level of Badri Abd El Hafid Middle School

Sessions	Date	Time	Level
Session 01	17th Feb 2025	10:00/11:00	1MS 1
Session 02	17th Feb 2025	11:00/12:00	1MS 3
Session 03	19th Feb 2025	09:00/10:00	1MS 2
Session 04	24th Feb 2025	10:00/11:00	1MS 1
Session 05	26th Feb 2025	09:00/10:00	1MS 2
Session 06	10th Mar 2025	10:00/10:45	1MS 1

A. **Session 01**: The first session has been conducted on February 17th, 2025, from 10:00 to 11:00 AM, this session was based on their prior understanding of the family tree. The game used called the crossword that focuses on family members. Pupils were split into two teams to identify 12 words. This class (1MS 1) consists of 31 participants and the number of those in the observed group was 17.

1. **The active participation**: Participants actively engaged with the crossword puzzle, collaborating to find the correct words.
2. **Voluntary participation**: They worked together making suggestions and searching for words. Two pupils volunteered to distribute papers of the crossword between pupils, displaying initiative.
3. **Focusing on the task**: They were concentrating and collaborating in order to find the words.
4. **Expressing curiosity**: Participants demonstrated their high level of curiosity through many inquiries like, "*Listen to me please, we want to find an 'o' after the letter 'm'*."
5. **Enthusiasm indicators**: It was evident when pupils applauded their peers and celebrated their accomplishments through clapping their hands.
6. **Positive emotions**: Their applause boosted happiness and joy throughout the activity.
7. **Following the teacher's instructions**: They have followed and respected every rule given by the teacher.
8. **Confidence clues**: Confidence was shown, when group two have recognized the teacher's trap of putting double 't' in the line of the word "aunt", the first group crosses it "auntt" but the second one crossed only one 't' and this made them win.
9. **Pupils' desire for challenges**: They were enjoying the game and expressing their interest in further games.

This pedagogical family based game has a well established role in encouraging learners to interact with each other and be motivated. The gamification of the learning process created a funny and engaging atmosphere that promoted both mental and active engagement. Working together to overcome difficulties showed confidence in the pupils' skills which enhanced their motivation.

B. Session 02: This session held on February 17th, 2025, from 11:00 AM to 12:00 PM, the teacher has repeated the same game of the last session. The observed group covered the whole 1MS 3 class (32 participants) because the French teacher was absent so they studied all together.

1. **The active participation**: They were so active and engaged with the crossword puzzle, cooperating in order to find the correct word
2. **Voluntary participation**: They collaborated with each other through asking suggestions and sought answers. A pupil exclaimed, "*Yes, I used to play this on my mother's phone! It is so simple*!"
3. **Focusing on the task**: They were so concentrated in order to find the 12 words, without interrupting each other.
4. **Expressing curiosity**: Participants queried, like asking about the meaning of "grandpa."This demonstrated their curiosity and interest.
5. **Enthusiasm indicators**: They were asking for harder versions of the game, with one of them saying, "*Teacher please repeat it, but in a harder way*", "*Miss. We like it; it was quite simple.*"
6. **Positive emotions**: Satisfaction was highly observed throughout the activity with pupils asking for other harder versions.

7. **Following the teacher's instructions**: Pupils paid a close attention to the game and have strictly adhered to its instructions.
8. **Confidence clues**: Solving the first words helped them to gain more confidence.
9. **Pupils' desire for challenges**: They expressed a strong desire to repeat the same exercise with greater difficulty level.

The crossword game puzzle successfully provoked pupils' attention, awareness, and it increased their motivational level. Their excitement not only proved that they were engaged, but it also showed that they were naturally driven to study and succeed.

C. **Session 3**: The third session was carried out at the Second Middle School, from 9:00 to 10:00 AM on February 19th, 2025, with a total of 15 participants in 1MS 2 group. The teacher instructed his pupils to do two different tasks, the first one called *"Do Not Cross the Lines,"* where they challenged to match similar pictures of family members without crossing lines. In the second game, the teacher divided the pupils into three groups, each consisted of five members, and he introduced a game called *"Find the Ciphered Word"*. He gave his pupils two papers: the first(appendix G) one presented a family tree with different shapes placed next to each family member, while the second one(appendix H), contained which was after the first one contained a set of symbols each one related to a specific letter. By using both cards, participants tried to decode and identify the names of the family members. At the end of these games, the teacher rewarded the winners giving them extra point.

1. **The active participation:** All participants were fully involved, not just watching. They moved around easily because of the space between them and the board and matched the similar pictures in an interactive way. They stood up from their seats, looking forward to matching the similar pictures. In the second game, pupils were

fully engaged, moving around to compare the family tree and the ciphered letters. They discussed the correspondence between the shapes and the letters, as well as decoding the names with their teammates which indicates their active collaboration.

2. **Voluntary participation:** In both games, pupils did not wait for their turn; they raised their hands to participate in the game. Furthermore, pupils during the second game immediately volunteered to decode the next name without waiting to be called, some of them took the lead to encourage their group mates.

- One pupil in the first game said, *"Teacher, teacher, me please."*
- A group of pupils requested, *"Can I decode the next family member?"*

3. **Focusing on the task:** Participants maintained their attention and stayed focused throughout the first exercise and in the second task without being distracted by others' speech and conversations outside the gamified activity.
4. **Expressing curiosity:** The questions the pupils asked indicated their eagerness throughout the two different games.

- A considerable number of participants inquired about the rules, like saying, *"Teacher, we match only the same pictures?"*
- One pupil raised a question about the first game saying, *"How can I match the images without crossing the lines?"*
- In the second game, several pupils asked about the possible cases where two shapes corresponded to the same letter, while others interrogated whether they could use the same letter more than once when decoding names.

5. **Enthusiasm indicators:** Participants competed with each other to find the way to match the pictures. Moreover, several pupils kept trying to find the right way even after losing many times. Furthermore, participants in the *"Find the Ciphered Word"* cheered when they correctly decoded a word, as well as the teams competed to finish

the decoding process firstly even after several unsuccessful attempts. Additionally, excitement was clearly shown through some pupils who escaped from the other TS just to study English.

6. **Positive emotions:** Pupils showed friendly competition throughout the two games; they were smiling and felt proud when they completed matching pictures in the correct way, as well as finished finding the ciphered words.
7. **Following the teacher's instructions:** Participants focused on what the teacher told them about the rules of the games before starting it and they followed them gradually.
8. **Confidence clues:** Pupils did not hesitate when matching the images. They were confident about their answers. Several pupils said while were answering, *"This picture will be matched with that one."* In addition to these clues, confidence was observed in the second game when the participants confidently shared their answers and took the turn to decode the names in the board.
9. **Pupils' desire for challenges:** After the first round, participants asked their teacher to match more pictures and find other ciphered words.

- One pupil said, *"Can we match more difficult pictures, teacher?"*
- A group of participants asked, *"Can we get more ciphered words?"*

These games created a challenging atmosphere where pupils effectively thought about the right ways to match the pictures without crossing lines, as well as finding the ciphered words and the correspondence between the shapes and the letters. Thus, the first and second games helped develop pupils' analytical and thinking skills by engaging them in problem-solving and decoding activities**.** Additionally, the teacher's use of social reinforcement (claps), besides the extra points, encouraged the participants to have additional rounds for each game.

D. Session 04: This session was held in the classroom on February 24th, 2025, from 10:00 to 11:00 AM. In this session, the teacher gave his pupils a game called "Find the

Right Pictures," where they were asked to find pictures of family members' names. This task was great and served as a way to enhance pupils' comprehension of all family members. This session consisted of 14 pupils.

1. **The active participation**: Pupils actively engaged in the game by trying to find all the pictures of family members mentioned on the board, with a pupil asserted, "*This is the grandmother*."
2. **Voluntary participation:** The participants willingly engaged in the task and started finding the pictures directly after the teacher announced the beginning of the game.
3. **Focusing on the task:** Both teams remained focused; they were not distracted by other participants. Moreover, they remained attentive until all rounds were completed.
4. **Expressing curiosity:** There were two pupils who wanted to ask the teacher:

- A participant asked, "*Can I find more than one picture for one person?"*
- A boy interrogated, "*Teacher, does the team that finds the pictures first win?"*

5. **Enthusiasm indicators:** The participants clapped when their team won; they were eager to play even before starting the game.

- One pupil spoke: "*Come on, teacher, let's play!"*

6. **Positive emotions**: Happiness was shown when participants clapped and cheered for the winners.
7. **Following the teacher's instructions:** The pupils did not skip any instructions given by the teacher; this appeared when participants knew exactly what to do.
8. **Confidence clues:** The participants' understanding of all family members was observed when they answered correctly.

- One learner told her teammates, "*I am sure, this is the mother*."

9. **Pupils' desire for challenges:** The pupils requested additional rounds of the game and more difficult pictures.

The pedagogical game highlighted pupils' understanding of the lesson and their ability to connect it with the gamified activity. It encouraged teamwork and collaboration among participants. The teacher's support, like clapping, helped enhancing the pupils' confidence.

E. Session 05: This is the fifth session in the second school. It was delivered from 9:00 to 10:00 AM, on February 26th, 2025,where the teacher presented a new game. After the teacher divided the whiteboard into two parts, "*do*" and "*does*", he instructed the pupils to make a line standing one behind the other. Then, the teacher gave them nouns or pronouns and they must jump to the correct side depending on the given noun. Pupils who made a mistake were eliminated; the last pupil was the winner. This session contained 14 pupils.

1. **The active participation:** Pupils were eager to play the game, they were contributing to the activity, all of them took turns jumping from one side to another("do" or "does") based on the given noun or pronoun.
2. **Voluntarily participation:** Participants stood up from their seats when the teacher announced the beginning of the game. Their eagerness in taking turns to jump indicated their interest.
3. **Focusing on the task:** To avoid elimination, pupils exhibited concentration to the nouns and the pronouns given to decide which side to jump to.
4. **Expressing curiosity:** The eliminated participants inquired about some nouns.

- One asked:" *why did we use "does" instead of "do" with the word everyone?"* The teacher clarified that the word everyone is a singular indefinite pronoun, so it takes a singular verb.

5. **Enthusiasm indicators:** Pupils' excitement to avoid elimination by focusing well on the given nouns demonstrated enthusiasm. Furthermore, pupils cheered when their friends jumped rapidly and answered correctly.
6. **Positive emotions:** Participants were happy and excited. The eliminators were encouraging the remaining pupils.
7. **Following the teacher's instructions:** The game ran smoothly because the pupils played the game as the teacher instructed them, for instance, they jumped all in one time.
8. **Confidence clues:** The participants showed clear confidence while jumping to the appropriate side; this indicated their understanding of "*do*" and "*does".*
9. **Pupils' desire for challenges:** Pupils completed the main game and they asked for additional challenges with more difficult nouns and pronouns.

The teacher's encouragement played a key role in creating a supportive and engaging learning atmosphere. Moreover, the game reinforced the understanding of the grammatical rules through repetition. This game helped pupils to learn from mistakes, and it captures their attention.

F. Session 06: The session was implemented on March 10th, 2025, from 10:00 to 10:45 AM. The teacher introduced an engaging game called "Act the Activity," in which pupils took turns to act out different leisure activities without speaking while their classmates tried to guess the activity. The game created an energetic atmosphere where pupils used their body language, and they remembered the vocabulary through playing. This TS group had 17 participants.

1. **The active participation:** Each pupil was eager to act the activity or to guess its name. Their involvement as clearly shown in their reaction to the actor's gestures.

2. **Voluntary participation:** All the participants wanted to guess the activity or to act it out, even those who were not selected.
3. **Focusing on the task:** The pupils who guessed the activities remained focused; they paid attention to every single movement.

- A pupil guessed the activity saying, "*It is reading stories; I knew it when you moved your eyes like someone trying to read a book."*

4. **Expressing curiosity:** The participants were curious to know the unfamiliar words. For instance, a pupil asked about the meaning of the word "*rope*," and another questioned about the word "*ski*."
5. **Enthusiasm indicators:** The pupils clapped for good performances. They were so excited to guess the activities, and did not lose interest throughout the game.
6. **Positive emotions:** All the participants smiled, even the shy ones. They enjoyed the challenge and appreciated their classmates' efforts.
7. **Following the teacher's instructions:** Pupils followed the teacher's instructions; they remained silent while acting and gave each other a chance. Their behavior reflected respect for all members of the group.
8. **Confidence clues:** The pupils were unsure about their answers, showing some doubt.

- A pupil said: *"I am not sure, is this painting?"*

9. **Pupils' desire for challenges:** During the session, several participants asked for more games and challenges.

- One pupil stated, *"Miss, can we play more?"*

The game fostered collaborative learning, as pupils worked together to guess the correct activities, building both confidence in their answers and their communication skills. This game effectively aided the pupils in reinforcing their understanding of leisure activities vocabulary in an interactive way. Additionally, it encouraged critical thinking, as pupils had

to interpret their classmates' body language to recall the appropriate activity. The energetic environment kept all pupils engaged and excited for both guessing and acting out the activity.

2.6.3. Analysis of all the Sessions

Throughout all the observed sessions, pupils displayed a high level of participation and motivation. They exhibited eagerness to connect with their classmates and solving the problems they faced in order to complete their tasks. They were often volunteering to participate without waiting for their teachers' order. In most of the gamified pedagogical activities, participants were physically involved through jumping, moving around, raising hands and competing, these enthusiasm indicators were because of the movement-based gamified activities that were used.

An important motivational sign that was also observed in most of the sessions was their ability to maintain focus throughout the task. They paid close attention to the teachers' instructions. Even in the competitive tasks, they remained concentrated, ensuring that they followed the rules while identifying correct answers in order to attain the goal. Their focus demonstrated that gamified pedagogical tasks helped in increasing the overall classroom engagement.

Curiosity was another observed feature that indicates pupils' motivation and interaction. In most of the sessions, The participants actively sought clarifications about meaning of some difficult words, understanding some rules and strategies. Their large number of questions can be interpreted by their inner desire to develop thinking and comprehension. Indeed, the high level of curiosity indicated the role of gamification in keeping pupils curious and more engaged during the assigned tasks.

Gamification has also an influence on the emotional and social level of participants that we consider them as aspects of motivation. Pupils were cheering, clapping their hands for their

teammates and encouraging them, creating a positive and happy atmosphere and of course raising the level of motivation because of the friendly competition and group success. This indicated the gamification ability to enhance collaborative works while maintaining the learning atmosphere funny and enjoyable.

Building confidence was another motivational aspect that gamification has an effect on. Engaging participants each time in tasks and after answering correctly helped to grow their confidence. Between each activity phase and the next one, their answers become quicker and their willingness to take risks improved. Pupils have also expressed their strong desire for more gamified pedagogical exercises through requesting harder and more complex version of the given tasks. This is another sign that indicated gamification has the ability also to assist pupils overcome their hesitation and doubt and fostering their intrinsic motivation.

To sum up, including gamified pedagogical tasks in tutorial sessions after a large number of regular sessions can help teachers maintain collaborative interactions, boost motivational level of their pupils and improve their relationships.

Section Three: Discussion of the Results

2.7. Restating the Research Problem

In EFL classrooms, maintaining pupils' motivation is often a challenge, particularly in environments where pupils struggle with engagement and interest. This issue is notably present in Tebessian middle schools.

Through the inclusion of different innovative teaching approaches, gamification has gained attention as an effective approach to address motivational challenges by integrating game elements into the learning process. Despite the fact that, other researches highlighted the merits of gamification in increasing pupils' motivation, its effectiveness within the Tebessian

context remains largely unexplored. The present research seeks to answer both research questions:

1. Does gamification affect first-year middle school pupils' motivational level during English classes?
2. How do first- year middle school pupils of English interact in gamified learning environments**?**

2.8. Summary of the Results

The collected data suggest that gamification enhances first year middle school pupils' motivation in both motivational levels (intrinsic and extrinsic). On the one hand, extrinsic motivation techniques such as small gifts, bonus marks and positive feedback had a pivotal role in enhancing their participation and encouraging them to work hard and stay focused during the sessions as observed in games like "*Unscramble Words*" (session 5 and 6).

In addition, the competitive nature of the used pedagogical games like declaring winners based on their engagement and speed has added a sense of urgency and enhanced their motivation. On the other hand, their intrinsic motivation displayed when participants were showing their high level of enthusiasm, curiosity and strong desire to participate during the gamified tasks like "*Find Your Match*" and "*Unscramble Words*". Most participants were voluntarily participating showing their inner desire to do those tasks other times, asking many thoughtful questions and encouraging their teammates. Their internal desire was apparent also in their enjoyment of the learning process.

The used activities enhanced the cooperative interactions between participants. Pupils where collaborating in order to solve the given tasks and answer correctly. They were supporting and encouraging one another like helping teammates to understand the rules more and complete the activities. Additionally, they were cheering and laughing in most of the activities. Through solving the gamified pedagogical activities; they were also engaged in

healthy competition and celebrating their peers' accomplishments. Their intrinsic motivation to learn through playing has fostered teamwork, collaboration and encouragement of the others, as observed in sessions 1, 4 and 19. The group and individual benefits of gamification are well reflected through the pupils' interaction and mutual support. Healthy challenge was displayed in most of the sessions because of the rewards such as in session 17.

2.8.1. Answering the First Research Question

The first main objective of the conducted classroom observation seeks to answer the first research question, “Does gamification affect first-year middle school pupils’ motivational level during English classes?” Based on the gathered findings from twenty classroom observations, which aimed to explore nine different indicators of pupils’ motivation, which are: the active participation, voluntary participation, focus on the task, expressing curiosity, enthusiasm indicators, positive emotions, following the teacher’s instructions, confidence clues, pupils’ desire for challenges, the following conclusions state:

The data asserted that the gamified EFL classrooms support the main three necessities of Self-determination Theory (SDT), which are autonomy, competence, and relatedness. Pupils displayed autonomy through their intrinsic motivation and asking questions, their desire for additional challenges, besides their voluntary participation, and excitement during tasks like “Find Your Match” and “Unscramble Words.” Moreover, pupils displayed high focus and engagement when participating in pedagogical tasks such as “*Writing Numbers*,” “*Find Your Match*,” “*Transforming Time*,” and “*Unscramble Words*,” which offered a clear opportunity for pupils to understand the lesson being taught earlier and to answer the activities reflecting their competence.

Indeed, these competitive games allowed the participants to feel capable of correctly answering the pedagogical gamified tasks, particularly when external rewards such as points

reinforced their efforts, in addition to increasing both their extrinsic and intrinsic motivation. While relatedness was evident during teamwork-gamified tasks such as "*Find Your Match*," where the participants encouraged each other and they presented enjoyment in a collaborative way. The gamified pedagogical tasks boost their social interaction, in addition to their connection and sense of belonging to their teams, in which all pupils feel part of the group and their desire to participate increases.

In addition to the SDT's necessities, the theory of B.F. Skinner focuses on the role of rewards in shaping behavior. Moreover, pupils' high motivation when they received external rewards such as chocolates, marks, clapping hands, and thanking closely aligns with Skinner's theory of operant conditioning, which reflects pupils' extrinsic motivation. Furthermore, participants' engagement in the gamified activities reflects the role of reinforcement in enhancing EFL pupils' motivation.

The ARCS model also helps in interpreting the results of this current research by focusing on four elements: attention, relevance, confidence, and satisfaction. Initially, attention was shown through pupils' interest and engagement in the competitive games like "Unscramble Words," in which the pupils played the time-limited task with full concentration. Furthermore, pupils' knowledge of the main purposes of the gamified tasks enhances their engagement. The relation between the gamified pedagogical activities and their learning objectives made the tasks more meaningful, such as in the "*Find Your Match*" task. In addition, pupils'correct answers during the gamified tasks helped them to be more confident; this aligns with confidence in the ARCS model. Moreover, gamification builds pupils' confidence, which is crucial for motivation. Finally, satisfaction was demonstrated through the pupils' enjoyment and their happiness in completing tasks; the latter reflects the intrinsic satisfaction. Besides, the external rewards such as marks and chocolates' offers reflect the participants' extrinsic satisfaction.

To conclude, the findings and the discussed theories show that gamification effectively enhances EFL pupils' motivational level. It increases both their extrinsic and intrinsic motivation through fulfilling the three core needs of SDT and the inclusion of the reinforcements and the four components of the ARCS model. These might well indicate that gamification plays a crucial role in motivating first-year middle school pupils in Tebessa and creating an engaging learning environment.

2.8.2. Answering the Second Research Question

The second main objective of the conducted classroom observation was to answer the second raised research question, "How do first- year middle school pupils of English interact in gamified learning environments? "Based on the data analysis, the following conclusions state:

The Skinner's operant conditioning principles (pp.22-23) can be considered as the basis that contributes to clarify how the positive reinforcement and the gamification elements used (extra points) shape the interaction among the observed participants. Pupils' interaction during the gamified pedagogical tasks was demonstrated through the given rewards especially when they were working in groups, their interaction displayed through brainstorming together like in the game of crosswords and supporting one another during solving the tasks. This aligns with the principle stating that positive reinforcement strengthens desired behavior. In our study's context, teamwork can be considered as the desired outcome because it shows their collaborative interaction driven by the given rewards. The Skinner's idea that states reinforced behavior is likely to be imitated and repeated can be demonstrated through their widespread cooperation like pupils who were helping their teammates and guiding the group discussion were observed by their peers who were engaged to replicate their behavior.

Our findings align also with John Keller's model that explains how the instructional design can enhance engagement and interaction. Activities that include challenging requests (Inquiry Arousal) and unexpected events (Perceptual Arousal) have encouraged dynamic discussions among participants. Such as in the pedagogical game of "*Number Writing*" the challenging tasks like writing numbers quickly in words enhanced the group discussions between each team members and led to shared problem- solving behavior. This corresponds with the idea that states grapping participants' attention promotes their active engagement and interactive behaviors. In addition, games that have a link to the pupils previous knowledge and experiences (relevance) as the "*Crossword puzzle*" that connects the pedagogical activity to their familiar experiences have led to meaningful group discussions, made them work collaboratively in order to indentify given words.

Further, the idea of confidence and satisfaction can reinforce the collaborative behavior stated by this model has been shown after answering correctly and gaining winning points as a group and achieving the collective goals that built learners' confidence, encouraging their active participation and conversation among each other.

Our results also fit the three psychological needs of the Self-Determination Theory (autonomy, competence and relatedness). First, the concept of relatedness was shown through the group-based exercises like "Gesture Game" made participants cheering to their teammates, encouraging them and celebrating their group success collectively. Second, after achieving the goal, the sharing sense of success boosts their cooperative interactions during the tasks. Also, autonomy as an SDT component encourages the decision-making among each team. Participants who were having the ability to choose their roles and voluntarily participating have engaged in many conversations to discuss, choose their roles and distribute them among each other, were showing their interactions through expressing their preferences and agreements. Third, the competence concept in which pupils construct their confidence

through doing collaborative challenges was displayed when skilled or advanced learners frequently helped their less skillful teammates and explained the given instructions for them.

To sum up, the findings and the analyzed theories demonstrate that first-year middle school pupils show different interactions during the gamified English tutorial sessions. Since using gamified pedagogical tasks help in increasing their active involvement, fostering peer collaborative work and consistent involvement confirms the concepts we have discussed earlier. These insights also reflect the interactive nature of the learning environment during the gamified tasks since pupils were showing a strong social connection and interaction.

Based on the answers obtained from both research questions, the research assumption that states "Gamification enhances motivation and increases interaction among first year middle school pupils through providing a more engaging learning atmosphere" is well supported. As gamified pedagogical tasks effectively enhances motivation and interaction among first-year middle school pupils by creating a more engaging pedagogical environment.

2.9. Comparing the Results with Previous Studies

The most interesting finding in our study was that gamified pedagogical activities effectively boost first year middle school pupils' motivation, as displayed by their active participation, high level of enthusiasm and happiness during their TS sessions. This matches the findings stated previously by Covrig et al., (2023), who conclude that during gamified learning students motivation has a positive correlation with their willingness to learn. Likewise, Hardianti (2024) has stated also that incorporating game elements increase participants active involvements, which resonate with our study's findings, in which incorporating gamification elements like points, rewards and feedback made them more motivated. Our findings also agree with Infante-Parades et al., (2024) conclusions that emphasize how rewards as gamification elements can enhance performance and motivation in

both the individual and group levels. Zioud (2024) and Aouimeur et al., (2024) conclusions coincides with ours as they stated that gamified learning atmospheres can enhance social interaction, group work and feeling of belongingness, this aligns with the observed behaviors like enthusiasm during group work and peer encouragement.

Whereas the study's findings contrast with Boudour's (2023) ones as ours indicate that instructors have successfully integrated gamification during their lessons, while the compared study indicated that teachers have faced some difficulties with implementing their gamification designs. This contrast is crucial for understanding that the instructor has to know how to implement it in order to motivate the FL pupils.

2.10. The Study Limitations

Some limitations are worth to be mentioned in relation to the present study as follows:

- Due to the small sample size, it is difficult to generalize the results to a larger population of EFL pupils.
- The English tutorial sessions in most of the Tebessian middle schools were conducted in the same timing so we cannot observe many sessions in the same day, which is why we spent much time searching for appropriate schedule.
- The exams of the second-trimester interrupted our journey.
- The spring holidays also delayed the observation process.
- Some sessions where in the evening and some pupils where expressing signs of fatigue so it affected their engagement level.
- The long distance between both schools also was a challenge especially when there are two sessions in the same day.

2.11. Implications of the Study

Based on the obtained results, the researchers propose the followings as pedagogical implications:

- Middle school English teachers are invited to depend on gamification also in the ordinary classes rather than using them occasionally in tutorial sessions.
- English teachers have to consider adjusting the tutorial sessions timing and do not make them in the afternoon in order to ensure high level of engagement and motivation.
- Educators have to instruct tasks that include asking questions and based on problem solving in order to enhance their pupils' curiosity.
- As we have observed, the teachers' instructions lead to better understanding. Thus, they were invited to focus on explanation of exercises well before their pupils start doing them.

2.12. Recommendations of the Study

Based on the results obtained and the study limitations, we suggest a set of recommendations for future research as follows:

- The effect of gamification can be examined through a comparative study between the morning and the afternoon sessions when pupils become tired.
- Studies should be conducted on larger population and sample in order to ensure generalizability of findings, such as the impact of gamification being investigated across different regions and many schools.

- The long-term effect of gamification has to be established by future studies, like depending on experiments to gain a deeper understanding about whether its impact enhances sustained motivation or it diminishes over time.
- Another research tool, such as interviews, questionnaires, or implementing the aspect of tool triangulation in order to strengthen validity can be included in avenues for future research.

Conclusion

To conclude, the second chapter undertakes three main sections. The first section is devoted to the research design and methodology including the description of data collection tools, procedures and sampling. The second section deals with the analysis and interpretations of the collected data while the third section was devoted to discussion of the findings.

General Conclusion

Motivation represents an interesting challenge among English language instructors in general and the ones of middle schools in particular. One effective approach to keep pupils' high motivational level is gamification. By including elements such as rewards, points, and feedback, tutors create an interactive learning environment where pupils are highly motivated.

This study seeks to explore the role of gamified pedagogical tasks in enhancing pupils' motivation, as well as their interaction within gamified learning contexts at Boudiaf Mohammed and Badri Abd El Hafid middle schools in Tebessa.

This study is structured into two main chapters. The first chapter represents the theoretical framework; including two sections display an overview about the variables under investigation, gamification and motivation. Furthermore, the second chapter covers the field work which is divided into three main sections. The first section outlined the research methodology, detailing the procedures and used instrument. Thus, a structured observation was applied to answer our research questions about the impact of gamification on first-year middle school pupils' motivation and how they interact in gamified sessions. Section two is devoted to the data analysis and interpretations while section three extends to the discussion of the results in relation to the earlier stated research questions and assumption. Finally, the same section is concluded by mentioning the limitations of the current research, its implications, and recommendations for future research.

The findings of this study reveal that gamified tasks increase first-year middle school pupils' motivational level and encourage their participation inside the classroom, alongside their enthusiasm while answering gamified pedagogical tasks. The pupils exhibited focus during the game, teamwork, and adherence to their teachers' instructions, reinforcing the idea that integrating games can significantly improve both pupils' motivation and their learning experiences.

This research will provide valuable insights into the field of EFL, particularly into the role of gamification in enhancing motivation and classroom interaction among first-year middle school English pupils. By recognizing the benefits of gamification in EFL contexts specifically the integration of gamified tasks into regular sessions not just tutorial ones, which keeps the pupils consistently engaged and motivated. Moreover, it is important for instructors to ensure that gamified pedagogical tasks are thoroughly explained before pupils begin answering, to improve learning effectiveness.

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Appendices

Appendix A

The Observation Checklist

Date: **Time:** **Class:**

Research Questions:

1. Does gamification affect first-year middle school pupils' motivational levelduring English classes?
2. How do first- year middle school pupils of English interact in gamified learning environments**?**

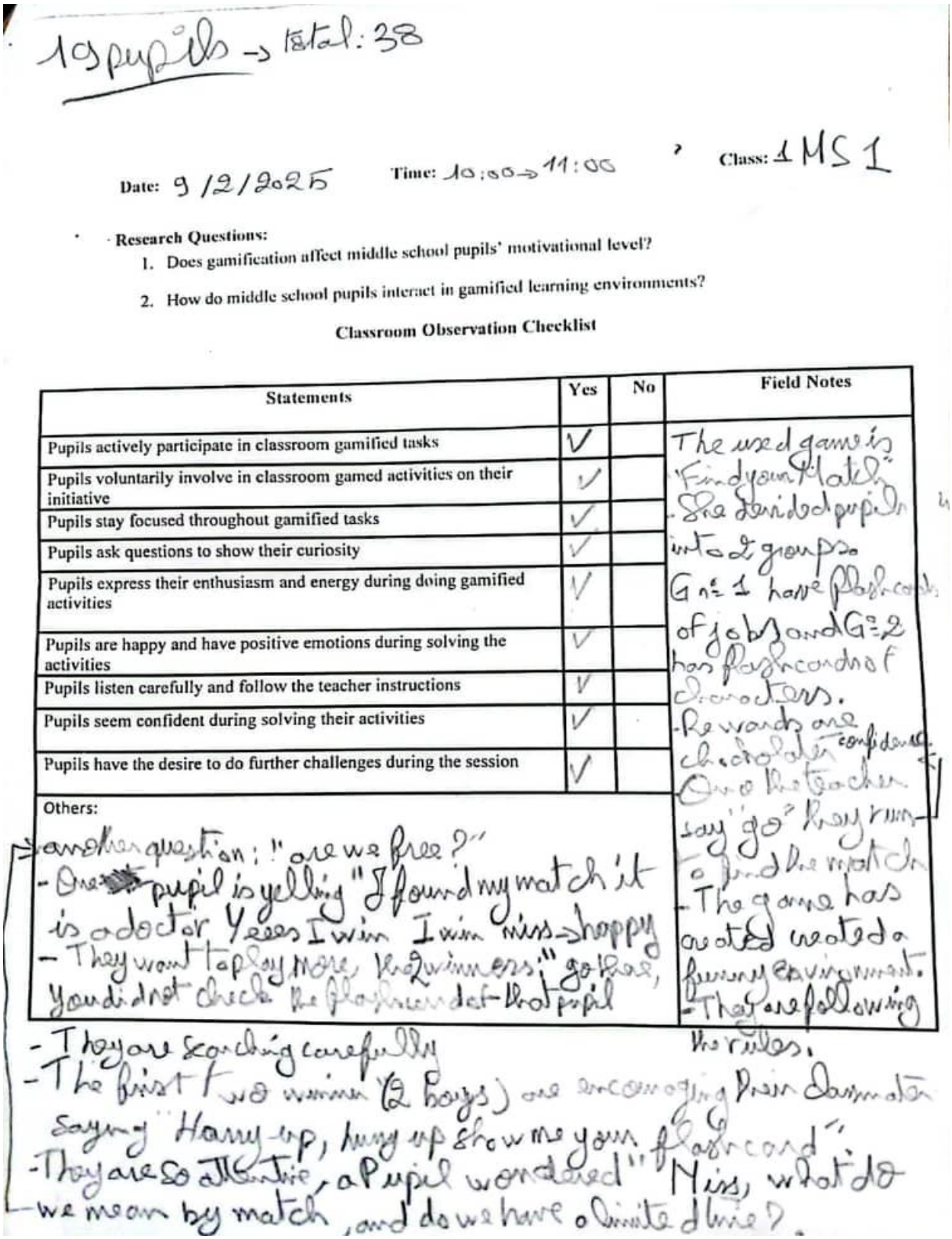
Classroom Observation Checklist

Statements	Yes	No	Field Notes
Pupils actively participate in classroom gamified tasks			
Pupils voluntarily involve in classroom gamed activities on their initiative			
Pupils stay focused throughout gamified tasks			
Pupils ask questions to show their curiosity			
Pupils express their enthusiasm and energy during doing gamified activities			
Pupils happy and have positive emotions during solving the activities			

Pupils listen carefully and follow the teacher instructions			
Pupils seem confident during solving their activities			
Pupils have the desire to do further challenges during the session			
Others:			

Appendix B

Observation Checklist of the First Session of Piloting



19 pupils → total: 38

Date: 9/2/2025 Time: 10:00 → 11:00 Class: 1 MS 1

- Research Questions:
  1. Does gamification affect middle school pupils' motivational level?
  2. How do middle school pupils interact in gamified learning environments?

Classroom Observation Checklist

Statements	Yes	No	Field Notes
Pupils actively participate in classroom gamified tasks	✓		The used game is "Find your Match" - She divided pupils into 2 groups. G n°1 have flashcards of jobs and G n°2 has flashcards of characters. - Rewards are chocolates. - When the teacher say "go" they run to find the match. - The game has created a funny environment. - They are following the rules.
Pupils voluntarily involve in classroom gamed activities on their initiative	✓		
Pupils stay focused throughout gamified tasks	✓		
Pupils ask questions to show their curiosity	✓		
Pupils express their enthusiasm and energy during doing gamified activities	✓		
Pupils are happy and have positive emotions during solving the activities	✓		
Pupils listen carefully and follow the teacher instructions	✓		
Pupils seem confident during solving their activities	✓		
Pupils have the desire to do further challenges during the session	✓		
Others: another question: "are we free?" - One pupil is yelling "I found my match it is a doctor Yeees I win I win miss → happy - They want to play more "no winners" "no loser, you did not check the flashcard of that pupil - They are searching carefully - The first two winners (2 boys) are encouraging their classmates saying "Hurry up, hurry up show me your flashcard". - They are so attentive, a pupil wondered "Miss, what do we mean by match, and do we have a limited time?			

Appendix C

Observation Checklist of the Second Session of Piloting

16 pupils → total group: 31 pupils

Date: 9/12/2025 Time: 11 → 12 Class: 1 MS 4

Research Questions:

1. Does gamification affect middle school pupils' motivational level?
2. How do middle school pupils interact in gamified learning environments?

Classroom Observation Checklist

Statements	Yes	No	Field Notes
Pupils actively participate in classroom gamified tasks	✓		The teacher divide the pupils into 2 Gs, the teacher ask them to go to the back of the classroom each team forms a line opposite to the next one. The teacher distribute the flashcards contain the name of the job and the character. She count 1, 2, 3, go. - They run to find their match "Find Your Match". The first 3 winners will get the cookies
Pupils voluntarily involve in classroom gamed activities on their initiative	✓		
Pupils stay focused throughout gamified tasks	✓		
Pupils ask questions to show their curiosity	✓		
Pupils express their enthusiasm and energy during doing gamified activities	✓		
Pupils are happy and have positive emotions during solving the activities	✓		
Pupils listen carefully and follow the teacher instructions	✓		
Pupils seem confident during solving their activities		✓	
Pupils have the desire to do further challenges during the session	✓		
Others: -			

instructions

- They are so active, they followed all the instructions
- The winners are inspiring their mates to keep searching, they are searching very quickly.
- The boy said "Miss, Wallah I will win the next time
- They are concentrating

Appendix D

The Eighth Session of the First School

Date: 23/2/2025 Time: 11:00 – 12:00 Class: 1MS 4

Research Questions:

1. Does gamification affect middle school pupils' motivational level?
2. How do middle school pupils interact in gamified learning environments?

Classroom Observation Checklist

Statements	Yes	No	Field Notes
Pupils actively participate in classroom gamified tasks	✓		- The teacher shows the pupils a clock and she tells them the game is going to be as a race She puts the clock on the desk, after selecting two pupils they race, the one who touches the clock the first is going to do the the time on the clock. He/she transforms the time from digital numbers to the time in the hand-made clock. → 34 pupils (total num) → 16 pupils (this gro
Pupils voluntarily involve in classroom gamed activities on their initiative	✓		
Pupils stay focused throughout gamified tasks	✓		
Pupils ask questions to show their curiosity	✓		
Pupils express their enthusiasm and energy during doing gamified activities	✓		
Pupils are happy and have positive emotions during solving the activities	✓		
Pupils listen carefully and follow the teacher instructions	✓		
Pupils seem confident during solving their activities	✓		
Pupils have the desire to do further challenges during the session	✓		
Others: • pupils' body lge indicates that they are excited like clapping hands, they run rapidly just to win... • pupils show enthusiasm by words saying: I will be the winner • Some pupils even ask about who made the clock and how.			

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Appendix E

The Ninth Session of the First School

Date: 26/2/2025 Time: 10:00 - 11:00 Class: 1MS2

Research Questions:

1. Does gamification affect middle school pupils' motivational level?
2. How do middle school pupils interact in gamified learning environments?

Classroom Observation Checklist

Statements	Yes	No	Field Notes
Pupils actively participate in classroom gamified tasks	✓		Hopscotch game is used. - the teacher asks the pupil about his/her name, father's name, age, and each time the pupil answers correctly he jumps. Till He reaches the end of the hopscotch!
Pupils voluntarily involve in classroom gamed activities on their initiative	✓		
Pupils stay focused throughout gamified tasks	✓		
Pupils ask questions to show their curiosity	✓		
Pupils express their enthusiasm and energy during doing gamified activities	✓		
Pupils are happy and have positive emotions during solving the activities	✓		
Pupils listen carefully and follow the teacher instructions	✓		
Pupils seem confident during solving their activities	✓		
Pupils have the desire to do further challenges during the session		×	

Others:

- pupils effectively switch between lges to clarify their answer and to show that they understand for example: pupil answers the Qst about his father's age saying that: He is sixty after that he said again soixante (He uses both English & French).
- Pupils did not show any desire for further challenges.

→ 32 pupils
→ 17 (In this group)

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Appendix F

The Tenth Session of the First School

Date: 26/2/2025 Time: 15:30 - 16:30 Class: 1MS3

Research Questions:

1. Does gamification affect middle school pupils' motivational level?
2. How do middle school pupils interact in gamified learning environments?

Classroom Observation Checklist

→ 34 pupils as total
→ 17 pupils (group

Statements	Yes	No	Field Notes
Pupils actively participate in classroom gamified tasks	✓		- The teacher devide the pupils into 4 teams. she tells them the numbers and she asks each team to write the num after that they select one of them to present the team these pps come to the board and they write the numbers in letters the one who write the word correctly he will win and if more than one pupil write it correctly the T sees who finish first, the winner wi
Pupils voluntarily involve in classroom gamed activities on their initiative	✓		
Pupils stay focused throughout gamified tasks	✓		
Pupils ask questions to show their curiosity	✓		
Pupils express their enthusiasm and energy during doing gamified activities	✓		
Pupils are happy and have positive emotions during solving the activities	✓		
Pupils listen carefully and follow the teacher instructions	✓		
Pupils seem confident during solving their activities	✓		
Pupils have the desire to do further challenges during the session	✓		

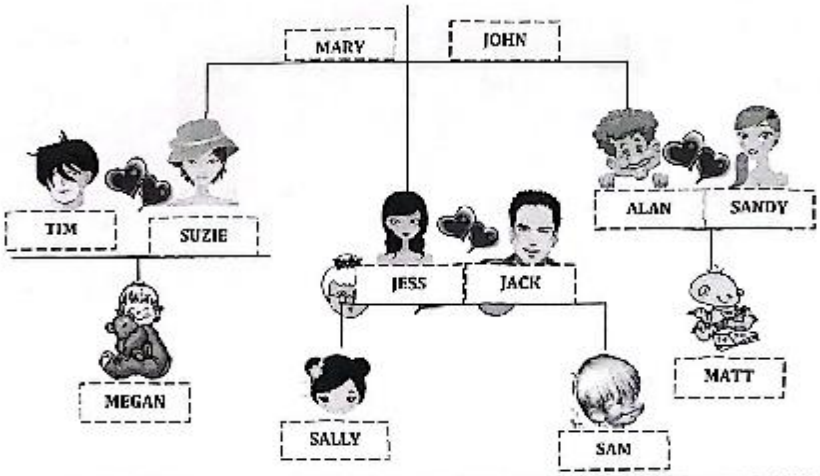
Others:
- pupils consult among themselves to choose a student who represent their team each time they play.
- pupils provide feedback to their teammates during the group game.
- pupils celebrate their achievements, they're happy bcs they get extra points.

get extra point to his / her team.

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Appendix G

Find the Ciphered Word" Exercise



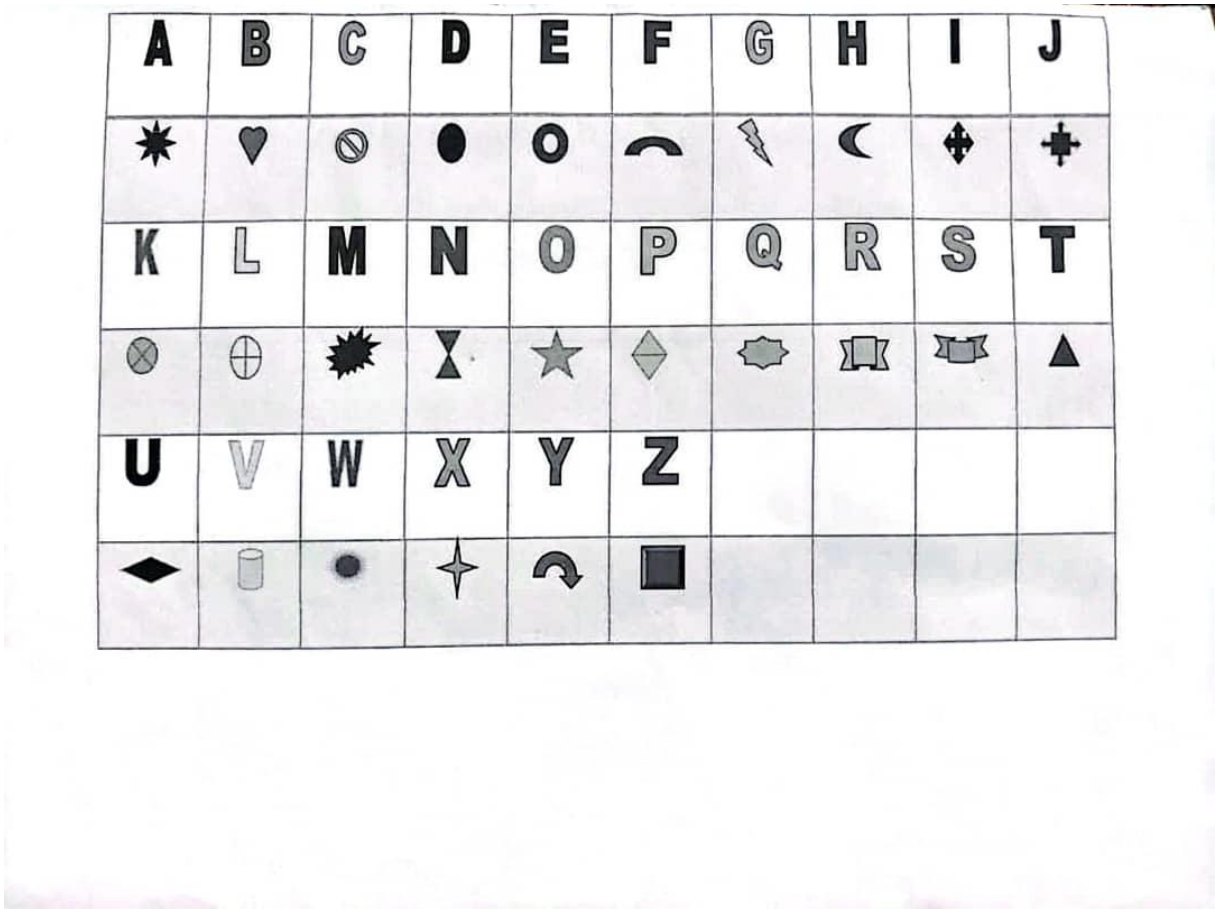
1. Jess is my .....
2. John is my .....
3. Suzie is my .....
4. Alan is my .....
5. Sam is my .....

6. I'm Sam's .....
7. My ..... are Megan and Matt.
8. My ..... is Jack.
9. My ..... is Mary.
10. My ..... are Jess and Jack.

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Appendix H

Symbol Key for the "Find the Ciphered Word" Exercise



Appendix I

Admission to enter the First Middle School



متوسطة محمد بوضياف
المدية الوارد
رقم 2251423
بتاريخ 06 ماي 2021

وزارة التعليم العالي والبحث العلمي

جامعة الشهيد الشيخ العربي التبسي – تبسة-

كلية الآداب واللغات

قسم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير متوسطة محمد بوضياف - تبسة -

الموضوع: طلب إجراء تربص ميداني

بعد التحية و الإحترام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم الآداب و اللغة الإنجليزية

يرجى منكم السماح للطلبة الآتية أسمائهم:

- عتيق نور الهدى
- بعلوج رحيمة

وذلك بغية التحضير لنيل شهادة الماستر

وفي الأخير تقبلوا منا فائق الإحترام و التقدير

تبسة في: 22/05/2021

تبسة في: 27/05/2021

الأستاذ المشرف

رئيس القسم

المؤسسة المستقبلة

مدير المتوسطة
بكاي أحمد المنير

رئيس قسم الآداب واللغة الانجليزية
د. عبد رسي لمين

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Appendix J

Admission to enter the Second Middle School



وزارة التعليم العالي والبحث العلمي

جامعة الشهيد الشيخ العربي التبسي – تبسة-

كلية الآداب واللغات

قسم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير متوسطة

بدري عبد الحفيظ - تبسة -

الموضوع: طلب إجراء تربص ميداني

بعد التحية و الإحترام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم الآداب و اللغة الإنجليزية

يرجى منكم السماح للطلبة الآتية أسمائهم:

- ختيل...نور..البقيت
- ..بعلوج..رحيمة

وذلك بغية التحضير لنيل شهادة الماستر

وفي الأخير تقبلوا منا فائق الإحترام و التقدير

تبسة في: 2025.02.05

الأستاذ المشرف

تبسة في: 2025/02/10

رئيس القسم

رئيس قسم الآداب واللغة الانجليزية

المؤسسة المستقبلة

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Résumé

Enseigner l'anglais au niveau moyen est une difficulté remarquable, particulièrement pour les élèves débutants. A vrai dire, les enseignants de l'Anglais langue étrangère (ALE) essaient toujours de motiver leurs apprenants en s'appuyant sur des nombreuses méthodes comme la ludication (l'apprentissage par le jeu), en essayant de transformer les classes traditionnelles, où l'enthousiasme des élèves est souvent manquant, vers des approches plus engageantes et interactives. Ce travail de recherche actuel a une nature exploratoire qui repose sur une approche qualitative, visant à examiner le rôle de la ludification en tant qu'approche innovante pour améliorer le niveau de motivation des élèves. L'observation en classe a été appliqué comme le seul outil de collecte de données afin d'obtenir des informations approfondies sur la manière dont la ludification améliore la motivation des élèves de première année du cycle moyen pendant les séances de tutoratet comment ils interagissent lors de la résolution des tâches pédagogiques ludifiées. Elle a été appliquée lors de 20 séances dans deux différents établissements. Le premier été Boudiaf Mohammed, le deuxième est l'établissement de Badri Abd le Hafid, avec 227 élèves qui ont été sélectionnés selon une méthode d'échantillonnage intentionnel. Les résultats obtenus ont révélé que la ludification augmente la motivation extrinsèque et intrinsèque des élèves de première année. Elle a également aidé ces élèves à devenir plus interactifs et engagés pendant les cours d'Anglais. Finalement, un ensemble de recommandations est proposé pour de nombreux travaux futurs, comme réaliser la même étude avec une population plus large afin de pouvoir généraliser les résultats.

Mots clés: Anglais langue étrangère, les apprenants de première année du cycle moyen, ludification, motivation, séances de tutorat, Tébessa.

الملخص

إن تعليم اللغة الإنجليزية في المرحلة المتوسطة يمثل تحديا ملحوظاً خاصةً لدى التلاميذ المبتدئين. في الواقع يسعى مدرّسو اللغة الإنجليزية باعتبارها لغة أجنبية (EFL) دائما إلى تحفيز تلاميذهم من خلال الاعتماد على العديد من الأساليب مثل التلعيب، محاولين بهذه الأخيرة تحويل الفصول الدراسية التقليدية و المعتاد عليها، التي غالبا ما يعاني فيها التلاميذ من نقص في التحفيز، إلى بيئات أكثر تفاعلاً و جاذبيةً. تتمتع هذه الدراسة بطبيعة استكشافية، تعتمد فيها على منهج نوعي. تعد ملاحظة الفصول الدراسية الأداة الوحيدة المستخدمة في جمع البيانات بهدف الحصول على رؤى معمقة حول مدى تأثير التلعيب على تحفيز تلاميذ السنة الأولى في المدارس المتوسطة و كيفية تفاعلهم عند حل التمرينات التربوية المخصصة بطريقة اللعب أثناء الحصص التعليمية. تم تطبيق أداة جمع البيانات هذه خلال 20 حصة في متوسطتين في ولاية تبسة. المتوسطة الأولى هي بوضياف محمد، أما الثانية كانت متوسطة بدري عبد الحفيظ، وهذه الدراسة تمت من خلال مشاركة 227 تلميذا تم اختيارهم وفقا لتقنية العينة الهادفة. كشفت النتائج أن أسلوب التلعيب يعزز كلا من التحفيز الخارجي والداخلي لدى تلاميذ السنة الأولى، كما أن هذا الأخير ساعدهم على أن يكونوا أكثر تفاعلا وانخراطا خلال حصص اللغة الإنجليزية. في نهاية المطاف، تم اقتراح مجموعة من التوصيات لمجموع الأبحاث المستقبلية تمثلت في إجراء نفس الدراسة على أكبر عدد ممكن من التلاميذ لضمان تعميم النتائج.

الكلمات المفتاحية : اللغة الإنجليزية كلغة أجنبية، تلاميذ السنة الأولى متوسط في ولاية تبسة، التلعيب، التحفيز ، الحصص التعليمية.