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**Effects of Game-Based learning on Learners' Motivation
and Engagement in EFL Classroom**

Case of Second Year Foreign Languages Pupils in Daaloz El Hadj
Secondary School Chlef.

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Dedication

I dedicate this humble work

To the people who sacrificed many precious moments in their lives so that I could have many of them in mine. My mother and my father, no matter how much thankful I maybe, down in my heart it will never be enough. Thank you for EVERYTHING; you are the best parents in the world.

To my dear sister Thoraya and my brothers Ismail, Mohamed, and Reda, thanks for being the source of my inspiration, advice, and support. You have always believed in me to overcome any obstacle, I have come this far because of you. I cannot tell how much I am proud of being your little sister.

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To Djamal, Karima, Ahlam, and Djamila.

To the dearest and most precious friend to my heart Fatima I could not ask for a better friend, I am blessed to call you my Best Friend Forever.

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Abstract

The research at hand aims to investigate the effects of game-based learning on learners' motivation and engagement in the EFL classroom. The main problem behind this research is that many learners and especially teenagers may face many difficulties such as disengagement and demotivation in learning English as a foreign language. The present study aims at shedding light on using the game-based learning to actively engage the learners and foster their motivation to learn English. The researcher adopts a mixed methodology, which is both qualitative and quantitative using two instruments of collecting data, which are: a questionnaire and a classroom observation. The classroom observation was conducted in a high school with the second year foreign languages stream class; and the questionnaire was administered also to the pupils. The findings show that the use of educational games to teach English is a very effective method to engage the learners in the lesson and it allows them to learn in an environment full of fun, entrainment, challenges, and interest, which fosters their motivation to learn. Thus, the study confirmed the hypotheses that the use of game-based learning enhances learners' motivation and engagement in the EFL classroom. Generally speaking, learners need to be taught with an appropriate technique to foster their motivation and engagement in the English class. Therefore, the researcher recommends the teachers to use game-based learning to increase motivation and engagement in the English class.

Keywords: game-based learning, motivation, engagement, EFL classroom, Non-digital games.

List of Abbreviations

EFL: English as Foreign Language

GBL: Game-based learning

NGB: Non-digital games

NDGBL: Non-digital game-based learning

DGBL: Digital game-based learning

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General Introduction

General Introduction

Despite the variations in habits, traditions, and cultures between the different countries of the world, English has become a common and a global language among the speakers of thousands of different languages. With the growing spread of English in the entire world, teaching and learning this language has become very crucial and important; for this reason, teachers and educators are using different approaches to teach English as a foreign language, one of these approaches is the game-based learning approach.

The game-based learning has gained a lot of attention in recent decades, educators and teachers use non-digital games to reduce stress, teach complex lessons, and prevent boredom in the classroom. English language teachers also use games to enhance the four skills of language, also to teach pronunciation, new vocabulary, and to make learning English more enjoyable, fun, and easy.

Learning a foreign language cannot be an easy task especially for teenagers; motivation and engagement are considered as the most important keys of a successful learning process. Motivation, on one hand, is an important factor in learning English as a foreign language, because it can go up and down depending on the context of language learning, hence, the language learner will be successful with the right methods and tools. Engagement, on the other hand, is very crucial in learning a foreign language, because it increases learners' attention, interest, and promotes a meaningful learning process.

Learners and especially teenagers may face many problems in learning English, among these problems demotivation and lack of engagement in the classroom due to the content of the program, the instructional methods of the teachers, or due to other reasons. It is also difficult for the English teachers to teach teenagers, but what is more difficult is to teach teenagers that are disengaged and demotivated. Therefore, it is important to find a technique to help teachers and learners to overcome this problem. This study attempts to investigate the effects of using game-based learning on learners' motivation and engagement in the EFL classroom.

Through this research, the researcher aims to find out the relation between the use of non-digital games in teaching English and how it affects learners' motivation and engagement. Moreover, the investigation intends to discover the usefulness of games in fostering learners' motivation and engagement in the EFL classroom. This study also attempts to help the teachers to use educational games not only to teach complex lessons but to actively engage the pupils and to enhance their motivation to learn.

General Introduction

To explore the effects of game-based learning on learners' motivation and engagement in EFL classroom, the researcher thought of two research questions. They are as follows:

1. To what extent can non-digital games enhance learners' engagement in EFL classroom?
2. How can educational games foster learners' motivation in EFL classroom?

This study is based on two hypotheses:

1. Non-digital games grab learners' attention and can actively engage them in the learning process. Because non-digital games allow them to participate more in the class and boost their ownership to learn.
2. Educational games foster learners' motivation to learn English because of the elements of fun, interest, challenge, and the free-stress environment. These elements satisfy their learning' needs.

In the first theoretical part of the current study work, the researcher includes a general overview of the main concepts that are related to the research, which are: game-based learning approach, motivation, engagement, their types, and features that influence learners' motivation and engagement.

The second chapter deals with a theoretical description of the research methodology and the instruments used in collecting data for this research, which are classroom observation and pupils' questionnaire.

The third chapter is about the interpretation and the analysis of the data collected through the classroom observation and the pupils' questionnaire. Moreover, the researcher tries to provide some suggestions and recommendations.

Chapter one

Literature Review

1.1. Introduction

Over the previous years, learning changed a lot. Teachers of EFL are trying to motivate and engage learners, especially teenagers through adopting the game-based-learning approach. This chapter aims to present some theoretical background on using games in teaching English as a foreign language; it also tackles the two categories of GBL approach and highlights the benefits of using non-digital games in English classes. As the chapter progresses, concepts that are related to the topic like motivation and engagement will be defined and explained, their different types and theories will be also explained. This chapter additionally includes reasons for demotivation among teenagers and factors that influence learners' engagement in EFL classrooms.

1.2. Definition of Game-Based Learning Approach

Game-based learning has begun to gain popularity and attention over the previous decades. Researchers have proven that games can increase the value of learning generally, and language learning specifically. Hence, many scholars have provided different definitions for the term game-based learning.

Kamnardsiri, Hongsit, Khuwuthyakorn and Wongta (2017, p. 285) say that game-based learning is one sort of recreation that centers on learning results to combine adequacy of learning standards into diversion environments. Moreover, Benoit (2017) defines GBL as an approach to learning with a sort of game that has characterized learning results (p. 38).

Additionally, Al Fatta, Maksom, and Zakaria (2019) suggest “game-based learning is a game containing learning content derived from school curriculum or essential life skill to enhance the learning experience that is believed increased the understanding of learner upon delivered learning contents” (p. 5). Also, Qian and Clark (2016) argue that Game-based learning (GBL) portrays an environment where amusement play improves information and aptitudes procurement, and where diversion exercises include issue fathoming spaces and challenges that give players/learners with a sense of success (p. 51).

Based on the definitions above, GBL relates to enhance and facilitate the learning experience by using educational, engaging, and well-planned games when acquiring new knowledge and new skills. As Benoit (2017) indicates that game-based learning give the

learners the opportunity to create cognitive aptitudes, move forward scholastic execution, increment engagement, advance fulfillment, and reduce stretch whereas building unused knowledge (p.50).

1.2.1. Categories of GBL Approach

Despite what most people think, the GBL approach does not include only digital games, but it includes non-digital games also, because the majority of researchers in this field gave more focus to digital games, as Naik (2014) points that Contemporary investigation is based on advanced games; physical or non-digital diversions have gotten less attention (p.437). Therefore, GBL approach is divided into two main categories: digital game-based learning (DGBL), and non-digital game-based learning (NDGBL).

1.2.1.1. Digital Game-Based Learning

It is widely known as using video games to enhance the learning process; Von and Alaswad (2016) suggest Digital game-based learning can be characterized as the important utilize of computerized mechanical instruments to encourage real diversions or a collection of computerized gaming components in an instructive environment (p.7).

1.2.1.2. Non-Digital Game-Based Learning

This category of GBL focuses on using traditional games to gain new knowledge or understand it. Naik (2015) defines non-digital games as a family of games where regularly the members don't connect straightforwardly with computers or advanced gadgets and the diversion isn't overseen or interceded by electronic means (p .2).

1.2.2. Advantages of Using Non-Digital Game-Based Learning in EFL Classroom

GBL approach can be a remarkably effective method to teach EFL, promoting deep learning and enhancing students' engagement during the lesson, teenagers, most of the time they feel demotivated and disengaged. Von and Alaswad (2016, p. 5) suggest some benefits of using NDG in teaching:

- NDG are one of the best methods to customise the learning process.

- Because of the lack of computers in schools, access to technology and the use of computers are not required when using NDG.
- NDG are highly effective in enhancing verbal interaction, eye-contact, and body language

Simpson (2015, p. 3) also suggests some advantages:

- Games create a context for meaningful communication.
- Games add interest to what learners find boring.
- Games are used with all language skills.
- Games encourage participation from all learners.
- Games are learner-centered activities.
- Games offer a fun experience.

1.2.3. The Relationship Between Motivation and Games

The relationship between motivation and the use of games in teaching EFL is very crucial and important. Konetes (2010) reports that Motivation portrays the learner's intrinsic and extrinsic reasons for partaking in and getting to be locked in with the substance of an instructive recreation or game (p. 23). Games motivate learners and motivation is important to be part of the gameplay

1.3. Motivation

Every good teacher knows that the best learners are the highly motivated ones. Therefore, many scholars and researchers like Eharman, Leaver, Oxford, Brophy, Vallerand, Ryan, Deci, and many others shed the light on motivation, its types, and its importance

1.3.1. Definition of Motivation

Motivation has several definitions:

Tahidi and Jabbori (2011) mentioned that the first source of inspiration for the word 'motivation' is the Latin word 'move', which means movement (p.05). Tahidi and Jabbori (2011, p. 05) also suggest that Motivation is the constraint that causes development in human. While other psychologists argue that the term motivation in psychology may be a worldwide

concept, for an assortment of forms and impacts whose common center is the realization that a life form chooses specific conduct since of anticipated results, and the actualizes it with a few degrees of vitality, along a specific path (Heckhausen, 1991; cited in Bixler, 2006; p. 01). Additionally, Ryan and Decci (2000) describe the two terms motivated and unmotivated person, the motivated person is the one who is active and full of energy to accomplish something until the end ; while the one who doesn't move to do something or have no inspiration to act, is called unmotivated person (p. 54).

1.3.2. Learners' Motivation

Student motivation to learn as general trait refers to a permanent character to value and enjoy the learning experience while acquiring new knowledge, or developing new skills; In specific situation, motivation to learn appears when students try hard to acquire new skills, and understand specific concepts in their learning process (Brophy, 1983, p. 200).

1.3.3. Types of Motivation

Many researches have shown the importance of motivation in the learning process, so they categories motivation into two types: intrinsic motivation, and extrinsic motivation. Deci and Ryan (2000) introduce a well-detailed work on intrinsic and extrinsic motivation.

1.3.3.1. Intrinsic Motivation

As stated by Deci & Ryan (2000) intrinsic motivation “refers to doing something because it is inherently interesting or enjoyable.” (p. 55). They also argue that intrinsic motivation does not only exist within individuals, but it also exists in the nexus between an individual and the activity, because we find some people intrinsically motivated for some tasks and not others (Deci & Ryan, 2000, p. 56). Brophy (2004, p. 9) review in his book the two different intrinsic motivation theories:

- Self-determination theory.
- Flow theory.

Intrinsic motivation is extremely important in teaching EFL, because when students are intrinsically motivated they actively engage in the lesson and the activities.

1.3.3.2. Extrinsic Motivation

When it comes to extrinsic motivation, Deci and Ryan (2000) define it as a build that relates at whatever point a movement is reduced arrange to achieve a few divisible outcomes (p. 60). Extrinsic motivation is quite different from intrinsic motivation, when people are intrinsically motivated, they do the task because they want to do it and they enjoy it, while extrinsically motivated means to do the task because of its outcomes and its value.

1.3.4. Motivation theories

A number of psychologists and researchers suggest some theories; in the following lines, some influential theories of motivation will be discussed. Brophy (2004), collect and gather the different theories of motivation and put them into three main categories.

- Behavior Reinforcement Theories: these theories are extremely influenced by the behavioral theory, which suggest that humans are responsive to basic drives or needs; they talk more about control rather than motivation. Other researchers give some considerations to learners' thoughts, intentions, needs, goals, and motivation-related thinking, and they are called the cognitive models of motivation (Brophy, 2004, p.4).
- Need theories: need theories come as alternatives to behavior reinforcement theories. These theories argue that human behaviors are a response to either inborn or developed needs among different individuals. Need theories have been rejected by scientific psychologists for relying on circular logic. This circular logic fails to explain behaviors and support it with the evidence of need (ibid).
- Goal theory: these theories represent the shift from talking about needs to goals, objectives, and intended outcomes of a certain behavior. Theorists argue that goals vary in scope; they suggest that there are primitive goals and abstract goals (ibid).

Öztürk (2012) also reviews a number of motivation theories that are different from the ones that are gathered by Brophy (2004). Öztürk (2012, p. 34) shed the light on many motivation theories.

- Expectancy- Value Theory: this theory is originally based on Atkinson's (1957, 1964) expectancy-value model, it is based on the person's expectancy of success and the value that individuals give to a certain activity. It means that the human behavior is related to his beliefs

about his ability to do the task, and how much interest he shows to the activity. Therefore, the best way to motivate the learners is by enhancing their expectancies of success.

- Achievement Motivation Theory: it was suggested by Atkinson (1957), Atkinson states that individuals 'struggles and experiences to achieve their goals and good performance are very important. He proposes three main factors that are important for the motive for success, by pointing that engagement in achievement-oriented behaviours is a function not only of the motivation for success, but also of the probability of success (expectancy) and the incentive value of success (Oxford and Shearin, 1994, p. 8). It means that individuals' behavior and motivation are related to their need of achievement.
- Self-Efficacy Theory: Bandura (1989, p. 1175) defines self-efficacy as people's convictions about their capabilities to work out control over occasions that influence their lives. Self-confidence is tightly related to self-efficacy, people or students who have high self-confident means that their self-efficacy is very high, and vice versa.
- Self-Worth Theory: self-worth means to appreciate and to know the value of yourself and abilities. Self-worth theory was suggested by Covington (1992), he states that humans need to take risks and fails in order to have that personal worth and value.
- Self-Determination Theory: psychologists consider this theory as the most influential motivation theory, it is suggested by Deci and Ryan (2000), this theory divides motivation into two types extrinsic and intrinsic motivation. It also states that the individuals who are self-determinant their behaviors lead to the desirable outcomes by individuals and society.
- Theory of Planned Behavior: it is about the relation between behavior and attitudes, Öztürk (2012) states that behavior is moulded by behavioural eagerly, in which behavioural eagerly are a work of an individual's demeanour toward the behaviour, the subjective standards encompassing the execution of the behaviour, and the individual's discernment of the ease with which the behaviour can be performed (behavioural control) (p.38).

1.3.4. Reasons for Demotivation among EFL Learners

Demotivation becomes a common phenomenon among EFL learners and especially teenagers. Al-Khairy (2013) discusses a number of demotivational factors in English language learning. According to him, the textbook of English and the syllabus are one of the main reasons of demotivation, he concluded that the textbook is not interesting, in other words, it is

boring, it contains meaningless tasks, and the activities are complicated and difficult especially in terms of grammar and spelling (p. 375). While Aydin (2012) concludes that the results about of the think about uncovered six fundamental variables for demotivation within the EFL instructing handle: issues related to the: (a) educating calling, (b) educational modules , (c) working conditions, (d) understudies and their guardians, (e) colleagues and school directors, and (f) physical conditions. (p. 6).

1.4. Engagement

Engagement is considered as one of the key elements in a successful learning process, therefore, many researchers, scholars, and even teachers shed the light on students' engagement and conducted a huge number of researchers about it, and especially that disengagement becomes a well-spread phenomenon among high school students.

1.4.1. Learners' Engagement

Willms, Friesen, and Milton (2009) defines student' engagement as the degree to which students distinguish with and esteem schooling results, have a sense of having a place at school, take part in scholarly and non-academic exercises, endeavor to meet the formal necessities of tutoring, and make a genuine individual venture in learning. (p. 7). According to Olson & Peterson (2015), the term student engagement is very difficult to be understood or define due to its complexity (p. 01). While Anderson, Christenson, Sinclair, & Lehr (2004 p.97) argue that engagement includes positive student behaviors, such as participation, paying consideration, and interest in course, as well as the mental involvement of distinguishing proof with school and feeling that one is cared for, regarded, and the portion of the school environment (p. 97).

1.4.2. Types of Learners' Engagement

Fredricks, Blumenfeld, and Paris (2004) suggest three types of engagement: behavioral engagement, emotional engagement, and cognitive engagement.

1.4.2.1. Behavioral Engagement

According to Fredricks et al (2004), behavioral engagement has three ways to be defined. The first one is about following the rules and the norms of the classroom, where the good

behavior is present and the negative one is absent. Attention, asking questions, and involvement in academic activities are considered to be the main characteristics of the second definition. The third way of defining behavioral engagement is concerned with participation in academic tasks and activities (p.62). Trowler (2010) agree with Fredricks et al and argue that students who are behaviorally engaged would regularly comply with behavioural standards, such as participation and inclusion, and would illustrate the nonattendance of troublesome or negative behaviour (p. 05).

1.4.2.2. Emotional Engagement

Emotional engagement is related to the different feelings and emotions of a person. These emotions exist between the individual and what is around him. Fredricks et al (2004, p.62) define emotional engagement as the involvement of learners in school, and how attentive they are. These emotions include boredom, interest, anxiety, happiness and sadness. They also point out that The National Research Council & Institute of Medicine (2004) consider engagement and motivation as synonyms and have the same meaning, but they also argue that along the history researchers and scholars define them differently (p. 62). Thus, Fulton (2019) proposes some indicators of learners emotional engagement:

- Students give you a genuine smile.
- They greet you when they walk into your classroom. Regardless of the kind of day they may have had up to this point, they are demonstrating an enjoyment and trust in having you as their teacher.
- They establish eye contact as they receive any instructions you give.

1.4.2.3. Cognitive Engagement

Newmann, Wehlage, & Lamborn (1992) defines cognitive engagement as “student's psychological investment in an effort directed toward learning, understanding, mastering the knowledge, skills or crafts that the academic work is intended to promote.” (p. 12). Fredrick et al (2004) also propose a definition for cognitive engagement, they argue that it refers to how much students are intrinsically motivated to be part of the learning process and accomplish it until the end, even if it is challenging; it also refers to the degree that students take ownership of their learning and how often they use their cognitive strategies to rich deeper learning (p. 64). Trowler (2010) claims that cognitively engaged students would be contributed in their

education, would look for to go through the necessities, and would savour the challenge (p. 5). Uden (2004) argues that the students who are cognitively engaged, know and understand deeply the crucial role of learning and education, additionally, they realize that in order to achieve good results, they have to work hard and to put much effort in the their learning process (p.05). Uden also believes cognitive engagement is the most important tool to foster students' engagement in schools, he also recommends the teachers to focus on cognitively engage the students in the classroom (2004, p.05).

1.4.3. Factors Influencing Learners' Engagement

In the last few years, there were rising interests about students' engagement because "presumption of engagement being considered malleable" (Conner, 2011, p. 54). For this reason, many researchers and scholars start to look for the features that influence engagement in the learning process. DeVito (2016, p.18-37) suggests some factors that influence learners' engagement :

- **Partners in Learning:** teachers, parents, family, and society are the primary partners for the learners in their learning process, and they have a big influence on their engagement.
- **Family Engagement:** parents have a central part in forming their children's behavior and engagement in school. Therefore, family-teacher communication is very crucial in the learning process.
- **Learning Community:** participation between school and community permitted combining in-school and out-of-school assets to advantage the youth and increase their engagement.
- **Teacher-learner Interaction:** when learners involve in classroom learning, there is nearly continuously a few angles of the teacher's behavior that plays a part within the start and direction of the engagement.
- **Teacher's Instructional Style:** learners are more engaged in student-controlled versus teacher-controlled learning exercises. In this way, the teacher's instructional style, which encourages learners' autonomy and gives a clear structure of the learning activity.
- **Classroom Management Style:** high structure of classroom management contributes to engagement since it motivates learners to be more included in learning exercises.
- **Learners's Socio-Economic Status:** it is critical to recognize that socio-economic background may impact the way learners perform at school. Especially, learners who

grow up in destitution are at more unique chance of experiencing challenges in school adjustment.

- Implementing Technological Advances into Teacher's Instructional Style: technology in the classroom quickly grabs learners' consideration since it offers novelty, assortment, and more noteworthy functionality compared to lessons instructed in a traditional method.

1.5. Conclusion

Throughout the theoretical chapter, we aimed to supply a basic overview of the research variables. Besides that, the researcher shed the light on the main concepts used in this study, their features, and aspects in order to investigate the real effects of GBL approach on learners' motivation and engagement. The following chapter will discuss the methodology followed in this research.

Chapter Two

Research Methodology

2.1. Introduction

This chapter is devoted to give a general idea and describe the methodology followed in the present study. It consists of the description of the research settings, the target population, and the research location and timing. It eventually sheds the light on the two research tools that are used to collect data for the present work, and the aim behind choosing these tools: classroom observation, and pupils' questionnaire.

2.2. Background of the Study

“Experiences that students have as they pass through the educational system either affirm or alter their evolving motivational patterns and associations with learning” (Lumsden, 1999, p. 15). Each experience learners have either fosters or discourages a passion or interest in education and their academic growth, it motivates and engages them or not. In the last few years, the game-based learning approach has gained a lot of attention, especially in teaching English as a foreign language, teachers are using games to teach vocabulary, grammar, pronunciation, and the other language' skills.

2.3. Purpose of the Study

Every teacher knows that teaching English as a foreign language is not an easy task, but what is more difficult is to engage and motivate teenagers to learn it. Secondary school pupils are often disengaged and demotivated especially in the English class. In the last few years, many teachers start using GBL approach to enhance the four skills of the language or to teach difficult and complex lessons. And since motivation and engagement are one of the most important keys of a successful and positive learning process, teachers should focus on fostering these two main components. The objective of this study is to find out the effects and the real impact of the game-based learning approach on learners' motivation and engagement in EFL classroom, and whether it affects them positively or negatively.

2.3. Research Methodology

To find out the effects of using GBL approach in EFL classroom to enhance learners' motivation and engagement, the researcher used two data collection tools, which are questionnaire and observation. This study focuses on the learners' reactions during playing

educational games in English classes to find out the positive effects of educational games on learners' engagement and motivation inside the EFL classes.

This study is motivated by two main questions, which aim to discover if educational games fosters learners' engagement and it motivates them. The researcher hypothesis that non-digital games can enhance pupils' engagement and motivate them because it allows them to have an experience full of interest, fun, and by giving them the feeling of satisfaction.

2.3.1. Methodology

The present research is based on the explorative method as a relevant mean to represent and investigate the effects of using the game-based learning approach on learners' motivation and engagement in EFL classroom.

2.3.2. Research Instruments

Two different research tools measured the effects of the game-based learning approach on learners' motivation and engagement in EFL classroom. The results of the instruments are also used to check the validity of the research hypotheses. The tools used in this work are classroom observation and questionnaire. On one hand, Classroom observation is used to gather more specific and qualitative data and gives a good understanding of how the learners react and behave during playing educational games. On the other hand, the questionnaire is used to collect quantitative data, it is also used to measure the real impact of the game-based learning approach on learners' motivation and engagement.

2.4. The Target Population

To conduct this research, the researcher chose a population of 32 males and females as a case study. The participants in this work are the second year foreign languages pupils in Daaloz El Hadj high school in Chlef. The researcher chooses second-year high school pupils because, first-year pupils are beginners, and the third year pupils, their teachers refused because they wanted to finish the program before the baccalaureate exam; and the objective behind choosing foreign languages stream is that English is one of the fundamental subjects in this stream.

2.5. Research Location and Timing

The main purpose of this study is to find out the real impact of educational games on learners' motivation and engagement in EFL classes. To do so, the study took place in Daaloz El Hadj high school in Chlef, during the academic year 2019/2020 (This high school is a part of the process of the Algerian educational system). The classroom observation started on February 16, 2020, and finished by March 12, 2020, with 32 pupils of second-year foreign languages stream.

2.6. Classroom Observation

In order to find out the effect of educational games on students' motivation and engagement in EFL classes, and to have an in-depth view of what really happens inside the classroom, the researcher chooses observation among other tools as a data collection method. Observation is considered as highly effective and valued research method, that permits the researchers to have an insider view, and to have an extensive understanding of the research' topic.

Kawulich (2012, p.01) defines classroom observation as: "a way of gathering data by watching behavior, events or noting physical characteristics in the natural setting". She also added that observation might be an essential instrument to assist you report what is going on in that environment (ibid). In the same vein, Kawulich (ibid) expressed that In any case, methodically watching your environment, paying consideration to the exercises taking place, and composing down what you've got learned within the setting will be a critical piece of the information collection process. The researcher started his observation on February 17th, 2020, with second year foreign languages stream of Daaloz El Hadj high school. The main aim of this observation is to see to what extent educational games affect learners' motivation and engagement.

2.7. Pupils' Questionnaire

According to Abawi (2013: 03), a research questionnaire is defined as "a data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents". He also argues that a well-designed survey meets the research objectives and comes to measurably critical and solid conclusions from what a researcher is arranging to explore, primarily when assets are limited, he also says that it is

hence a good instrument that can measure both subjective and quantitative information, but is it more appropriate for quantitative data collection. In order to collect qualitative data for this work, the researcher designed thirteen close-ended questions and four open-ended questions. The questionnaire was dedicated to the pupils of second year foreign languages stream.

The questionnaire applied comprises seventeen (17) items dealing with different criteria; these seventeen questions are divided into five sections. The first section (Q1) and (Q2) is about pupils' profile (age and gender). The second one (Q3), (Q4), and (Q5) deal with what the pupils think about learning English in general and their level. The third part aims to find out what the learners think about learning English through educational games, and if they prefer to learn through games, this section includes (Q6), (Q7), (Q8), (Q10), and (Q9). Part number four was designed to collect data about motivation to find out if they really feel motivated during playing educational games. The last section encompasses four questions to find out to what extent they are engaged during the gameplay.

The questionnaire was dedicated to thirty-two students, but due to the corona virus pandemic, the questionnaire was sent online to twenty-seven and among those twenty-seven pupils only seventeen of them answered it and sent it back to the researcher.

2.8. Conclusion

This chapter was devoted to representing the sample chosen, the setting, and the timing of the research. It has also addressed the methodological procedures that shaped the design of this study To get objective information. The researcher utilized and clarified the investigation instruments, which were classroom observation and a questionnaire for the pupils.

The next chapter will be dedicated to the analysis and the discussion of the data collected for the present study.

Chapter Three

Data Analysis and Findings

3.1. Introduction

This chapter aims to present the analysis of the empirical data of this research, which plans to investigate the effects of the game-based learning approach on learners' motivation and engagement in the EFL classroom. This chapter attempts to refute or confirm the study hypotheses that are suggested by the researcher, it also provides some suggestions and recommendations concerning the use of GBL approach to enhance and foster learners' motivation and engagement.

3.2. Classroom Observation Analysis

The classroom observation is used as a main data collection tool in this research because it permits the researcher to get an insider view and observe the learners when they play games, which is a very effective method to determine the real effects of educational games on their motivation and engagement. It also allows the investigator to collect data in live situations and authentic context.

The researcher observed four sessions that included educational games with an experienced teacher at Daaloz El Hadj high school. In these sessions, the researcher focused on observing the learners' attitudes, acts, reacts, participation, body language, and interactions to find out to what extent educational games can foster students' motivation and engagement in English classes. The educational games were used in teaching Conditional (type 2 and type3), the stress in compound words, writing a short biography, and reported speech.

3.2.1. Pupils' Engagement Observation

During the four sessions of observation positive body language, consistent focus, participation, and learners' confidence were observed by the researcher to determine whether the pupils are engaged or not during playing educational games.

a. Positive Body Language

The following table shows the researcher's observation of the positive body language of 32 pupils of second year foreign languages stream during four sessions of playing educational games.

	HIGH	MEDUIM	LOW	NONE
Eyes on the teacher/ classmates during the game	01	03	00	00
Non-verbal response (nodding , moving)	02	02	00	00

Table 1: Positive body language

The table above shows that, pupils during the game play interpret very positive body language. The eye contact between the pupils and their teacher and between the pupils is higher than it is in traditional activities; also, their facial expressions (like smiles), the way they seat (sitting up straight), and their head posture (forward head posture) reflect that they are engaged.

b. Consistent Focus

The next table presents the researcher's observations of the pupils' concentration and focus during playing games.

	High	Medium	Low	None
Discussion on topic	01	02	01	00
Staying in assigned area	00	03	01	00

Table 2: Pupils' classroom focus

The results show that, pupils when playing educational games stay focused the majority of the time, they focus and listen carefully to both teacher and classmates, they concentrate with the teacher when she explains the game and its rules, and they listen to their classmates when they speak. But the researcher also observed that from time to time pupils get very excited and lose their focus for a few minutes just to talk about who is going to be the winner or they talk about the game itself.

c. Participation

The following table elicits data about the students' participation.

	High	Medium	Low	None
Volunteering appropriately	02	02	00	00
Attending to discuss	01	02	01	00
Asking f questions	00	03	01	00

Table 3: Pupils' participation

The observer noticed that the pupils during the game play attend to speak and discuss with the teacher and with the classmates, especially when they play in groups. Besides that, they ask questions more than they do in the rest of the lesson; they ask about the rules of game, sometimes before they start to play, they ask their teacher to re-explain some points of the lesson. The observer also noticed that the pupils compete with each other when they play, so every one of them volunteers to answer, even those introvert ones. It means that classroom participation is increased in playing educational games.

d. Pupils' Confidence

The next table presents the pupils' confidence while playing games in the EFL classroom.

	High	Medium	Low	None
Working independently	02	02	00	00
Self-starting	01	03	00	00
Expressing ideas and thoughts	00	01	02	01

Table 4: Pupils' confidence

The results showed that, educational games give the pupils the opportunity to work independently. Besides that, the researcher observed that the pupils during the game play become more self-starting, they ask questions, and they participate and speak voluntarily. When it comes to expressing ideas and thoughts, only few of them did.

3.2.2. Pupils' Motivation Observation

The researcher in the four sessions of observing the pupils while they play educational games in the English class tried to determine whether educational games foster learners' motivation or not. In doing so, the researcher focused on six features; the following table presents the results of observing pupils' motivation.

How many pupils	0%-25%	25%-50%	50%-75%	75%-100%
Show interest in the game	00	00	00	04
Do their best to win the game	00	00	02	02
Show enjoyment while playing the game	00	00	01	03
Show high self-esteem	00	01	02	01
Show willingness to take risks	00	01	02	01
Show physical, mental, and emotional energy	00	00	00	04

Table 5: Pupils' motivation

The table above shows that, pupils during playing games were very excited and interested to play; the majority of them were trying hard to win the game and achieve their goals. Besides that, pupils enjoyed playing games and that was reflected through their physical, mental, and emotional energy. Although, they were excited to play, the researcher observed that some pupils when playing solo games showed some hesitation.

3.3. Pupils’ Questionnaire Analysis

3.3.1. Age and Gender

The first rubric of the questionnaire includes two questions; one is about pupils’ gender and the other is about their age.

Concerning the gender, it was found out that:

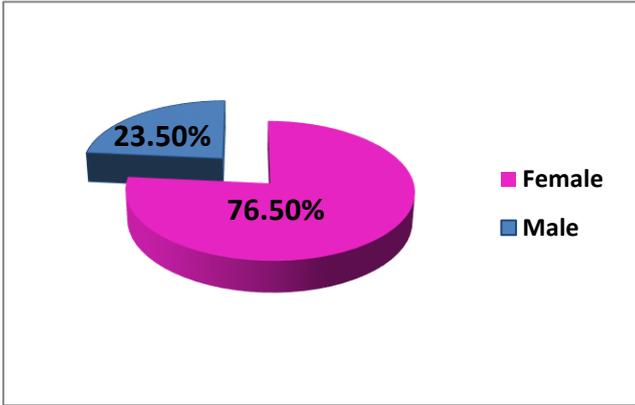


Figure 01: pupils’ gender

76,5% of the case study are females and 23,5% are males.

As far as participants’ age, the majority are between 15 and 16

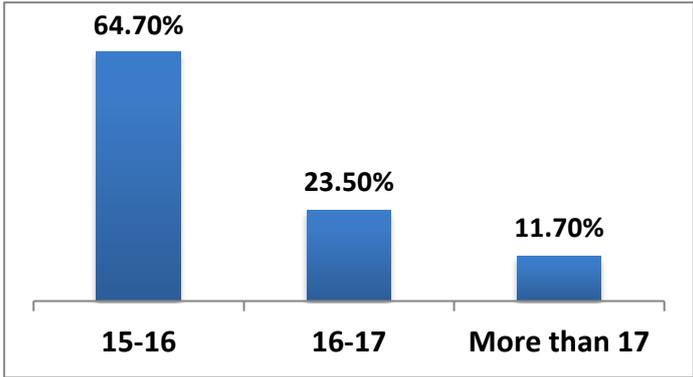


Figure 02: Pupils’ age

The majority of them, their age is between 15 and 16, 23,5% of them are between 16 and 17, while only 2 of them are above 17.

3.3.2. Participants and English Language Learning

Question three: do you think that learning English is important?

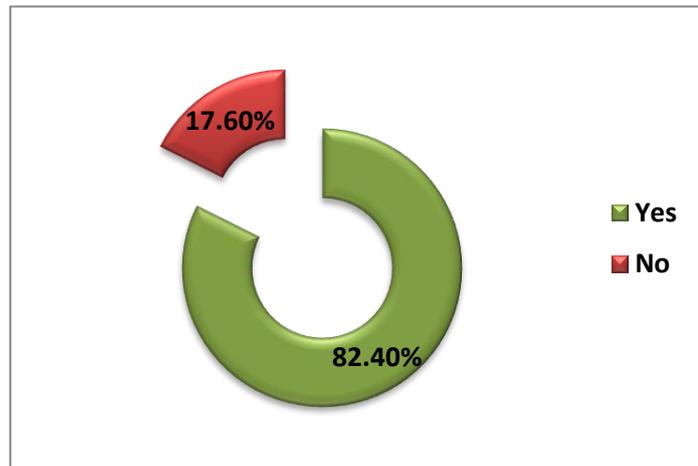


Figure 03: learners' attitudes towards English

82,4% of the participants view that learning English is important and only three of them find that it is not important to learn English. In this question, they were asked to justify their answers, the following points are the most repeated answers:

- English is a universal Language.
- It is important to communicate with other people from other countries.
- To use it in social media .

Question Four: Which skill do you think you are good at:

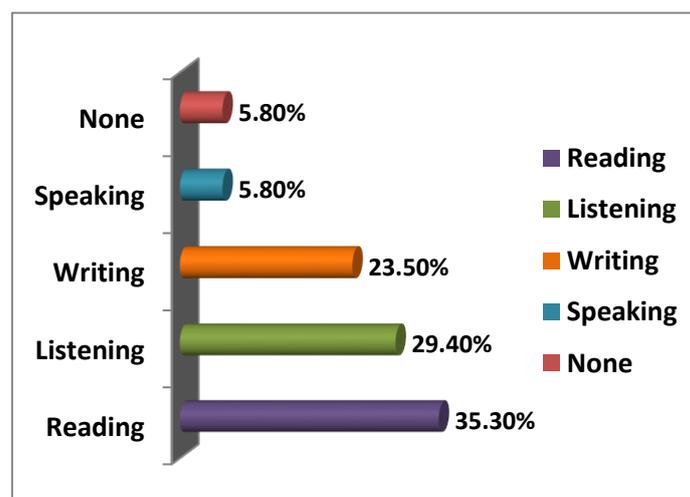


Figure 04: The participants and the learning skills

Reading, writing, and listening are the most chosen skills by the participants, 35,3% of them think that they are good at reading, 5 of them consider themselves good at listening, and 23,5% consider themselves as good writers. Only one participant thinks that s/he is good in speaking English.

Question Five: how do you consider your level in English?

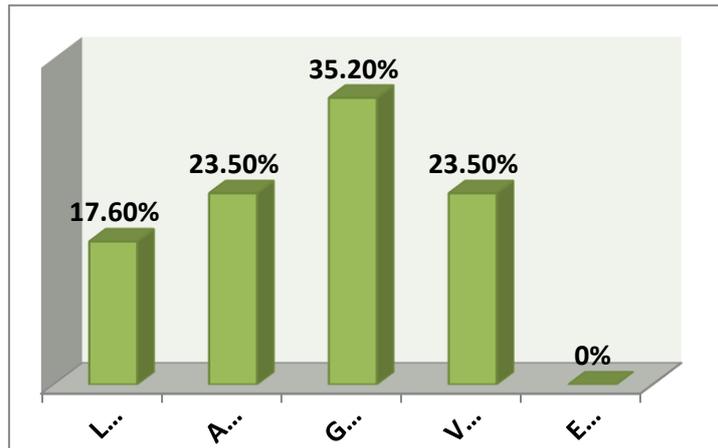


Figure 05: how pupils consider their level in English class

35,2% of the pupils consider their level in English class as good, while 23,5% is registered in both average and very good. Three pupils think that their level in English is low and none of them considers her/his level as excellent.

3.3.3. Games Attitudes and Preferences

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
6/Playing educational games in English class is interesting	0	0	2	8	7
	0%	0%	11,80%	47%	41,20%
7/ I prefer to play educational games rather	0	2	1	6	8
	0%	11,80%	5,80%	35,20%	47%

than doing tasks in the traditional method					
8/Educational games have a lot of benefits	0	0	4	9	4
	0%	0%	23,50%	53%	23,50%
9/ I am interested to play more games for learning in the future	0	1	0	10	6
	0%	5,80%	0%	59%	35,20%

Table 06: Games attitudes and preferences

The majority of the pupils find that playing educational games in English class is interesting, since 47% and 42,2% of their answers were agree and strongly agree. 11,8% of the pupils did not decide whether playing educational games is interesting or not.

Most of the pupils prefer to play games rather than doing tasks and activities, 47% of them answered that they strongly agree on plying educational games, and the option agree had 35,2%. For those who disagree are two pupils.

53% and 23,5% of the pupils agreed and strongly agreed that educational games have many benefits, while 23,5% of them did not decide whether games are beneficial or not.

All the pupils except one are interested to play games to learn English in the future.

Question Ten: How do you prefer to play games?

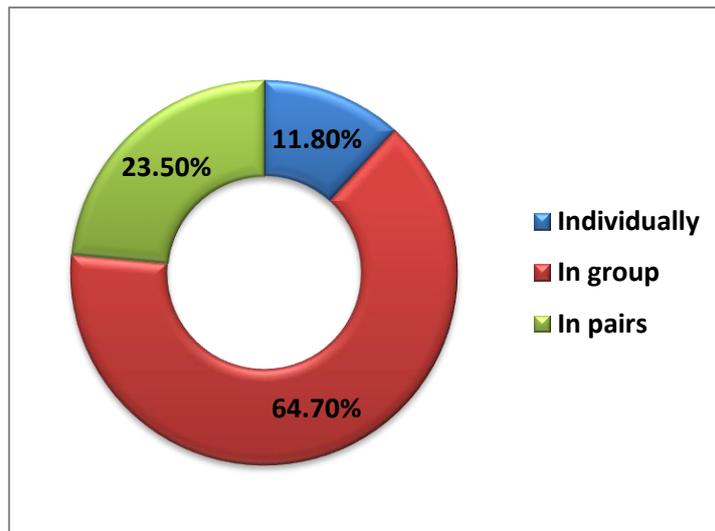


Figure 06: Pupils' games preferences

As the table indicates, 64,7% of the pupils prefer to play in groups, while 23,5% of them like to play in pairs and only two pupils prefer to play individually, it means that group work is the most preferable technique for learners.

3.3.4. Games and Learners' Engagement

Question Eleven: what do you feel when you play games in your English session?

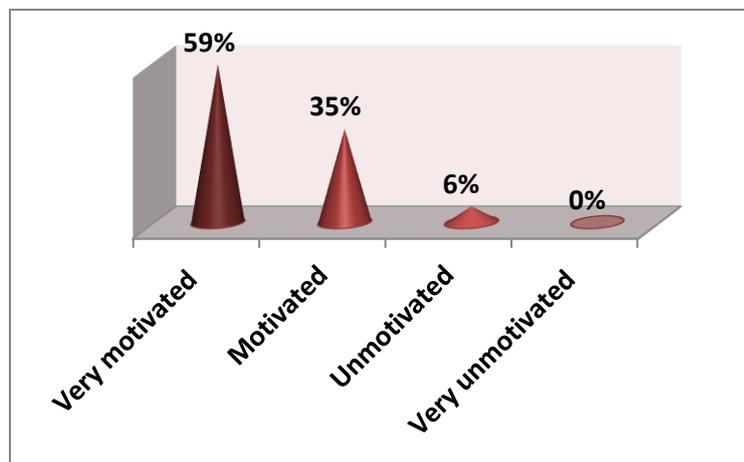


Figure 07: Motivation during the game play

59% of the pupils feel very motivated when they play educational games in English class and 35% of them feel motivated. On the contrary, 6% of them educational games do not motivate them. It means that using games in the English class make the learners more motivated and more interested to learn.

Question Twelve: Do you participate during the game play more than you do in other activities?

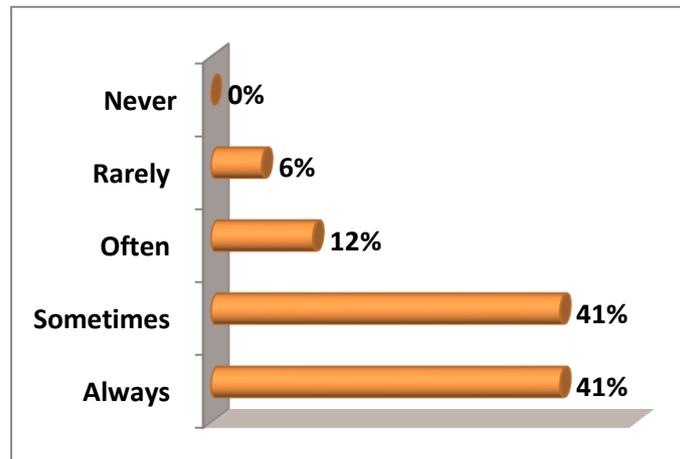


Figure 08: Participation during the gameplay

Each one of the answers always and sometimes had 41%, it means that the majority of the participants take part in games more than they usually do in other activities. 6% of them often participate and only one pupil rarely participates in games in comparison to other tasks. They were also asked to justify their answers, and here are some of the repeated answers:

- I am not afraid of making mistakes because it is just a game.
- I participate because it is fun and interesting.
- I participate because I feel excited.

Question Thirteen: when you play games in your classroom you feel that you are:

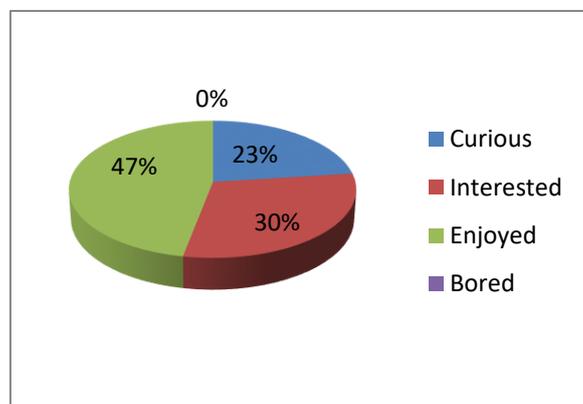


Figure 09: Psychological state during the game play

As the table above reveals, 47% of the participants feel enjoyed when they play games, those who feel interested are 30%. When it comes to curiosity, four participants feel curious during playing educational games in The English class.

3.3.5. Games and Classroom Interaction

Question Fourteen: When your teacher use games, do you consider yourself:

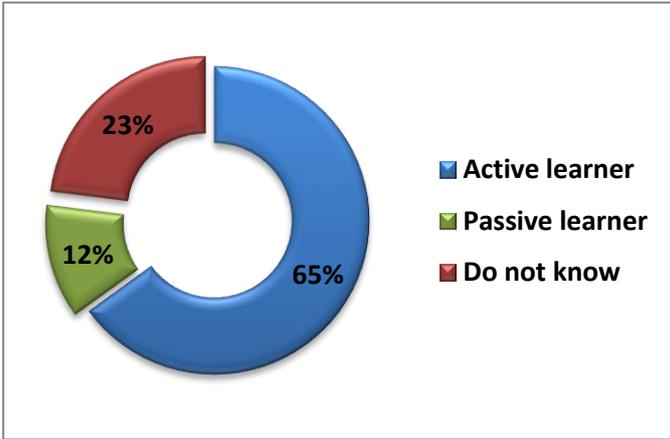


Figure 10: Active and passive learners

The majority of the participants consider themselves as active learners (65%) while 12% are passive learners, and four participants do not know what kind of learners they are.

Question Fifteen: When you play games, your interaction with your classmates is:

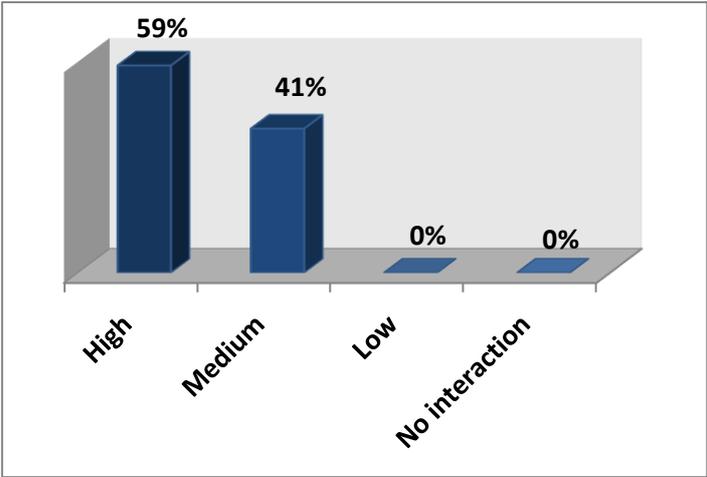


Figure 11: Learner-Learner classroom interaction

As the table above reveals, 59% of the participants consider their interaction with their classmates during playing educational games as high, while 41% have medium interaction with each other. It means that games allow the pupils to interact and talk more with their classmates.

Question Sixteen: When you play games, your interaction with your teacher is:

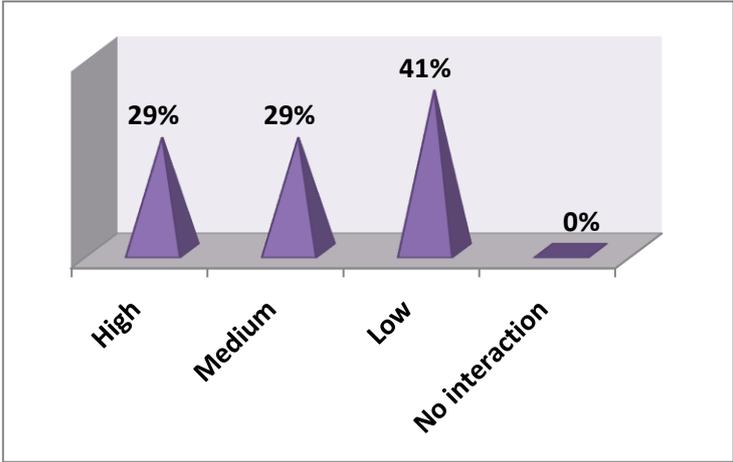


Figure 12: Learner-teacher interaction

41% of the participants consider their interaction with the teacher as low during the game play, while the answers high and medium get 29%.

Question Seventeen: You feel that you are taking owner-ship on your learning process when you play games.

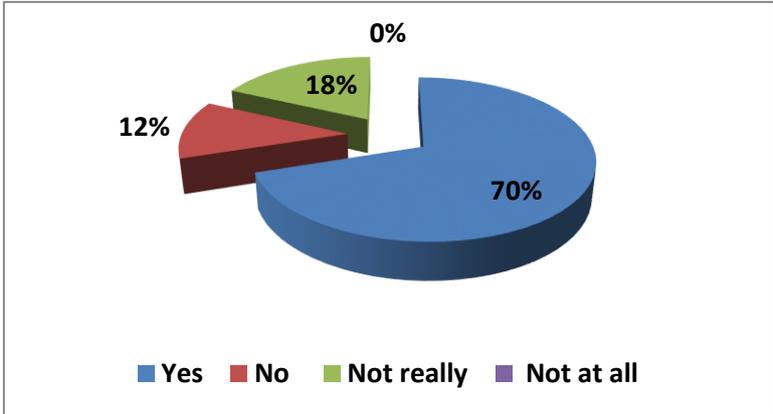


Figure13: Pupils' feelings of owner-ship on their learning

The table above shows that, the majority of the participants (70%) feel that they take ownership on their learning process during the game play. On the contrary, 18% feel that they do not really take ownership; while 12% view that, they do not take ownership on their learning process. They were also asked to justify their answers and in what follow some of the justifications:

- Games give me the opportunity to talk with our classmates and teacher more than I usually do.
- I feel independent and a part of the game and the learning.
- Because we feel that we have responsibility.

3.4. Discussion of the Findings

Based on the data analysis of the research instruments, classroom observation and pupils' questionnaire, the researcher finds and gets final and convincing answers to the present research questions; namely, the first one is: to what extent can non-digital games enhance learners' engagement in EFL classroom? Then the second one is how can non-digital games foster learners' motivation?

Starting with the first hypothesis that suggests that non-digital games actively engage the learners, the results of the first part of the classroom observation, and the results of the third and the fifth sections of the questionnaire confirm the hypothesis. The researcher finds that non-digital games make the learners more inquisitive, involved, and excited; so, they become more passionate, and more active. Therefore, the amount of the classroom participation. It means that they are actively engaged in the learning process because the educational games foster positive relationships between the classmates and the teacher, it also fosters their curiosity and interest to learn, they enjoy learning English and respond well to challenges.

The second hypothesis of this research suggests that non-digital games grab learners' attention and interest and motivate them to learn English due to the fun element. Based on the results of the second section of the classroom observation and section three and four of the pupils' questionnaire, non-digital games motivate the learners. Besides the element of fun and enjoyment, the games permit them to take ownership on their learning process, and it allows them to interact more effectively and positively with both teacher and classmates, the games help them to build positive relationships, which is very necessary to enhance learners'

motivation. It is also worth noting that non-digital games reduce stress and negative feelings so they become learners that are more active.

The data obtained through the classroom observation and the pupils' questionnaire answer the two research questions and confirm the research hypotheses.

3.5. Limitations of the Study

The study has a number of limitations. The major ones are identified as follows:

- It was difficult to find enough references and resources related to the research topic.
- Corona pandemic and the unplanned long vacation prevented the completion of the classroom observation.
- Only 17 pupils answered the questionnaire and it was supposed that 32 pupils answer it, because due to the corona pandemic the questionnaire was answered online.

3.6. Recommendations

The results acquire from the research instruments show that the game-based learning approach has a very positive effect on learners' motivation and engagement in EFL classroom.

3.6.1. For Teachers

Language teachers should not focus only on promoting the language skills, they also should work on enhancing learners' engagement and motivation, because without engaged and motivated learners, the learning process will not be successful and beneficial.

The use of educational games in EFL classroom fosters the learners' energy, interest, interaction, motivation, and engagement; because it provides a fun and stress-free environment. Hence, the learning process becomes more beneficial and successful.

Motivating teenagers to learn English and using games to engage them in the lesson is very beneficial for both teachers and pupils; because the it facilitates the learning process and it helps both teachers and learners to reach their goals and objectives.

3.6.2. For Future Researchers

Due to the limited sample size, it would be better to conduct a similar study with a larger population, providing a sample size bigger than the one used in this study would provide a stronger statistical analysis.

Incorporating this study to a broader scope of participants by including more high schools would make the findings more generalizable.

3.7. Conclusion

The objective of this research work was to investigate the effects of game-based learning on learners' motivation and engagement in EFL classroom. The researcher in this chapter tried to provide a review about the situation by analyzing data using the pupils' questionnaire and the classroom observation, and by analyzing those data using both methods that are the descriptive and analytic methods. Based on research findings, it was found that game-based learning fosters learner's motivation by giving them the feeling of satisfaction and it actively engages them in the learning process. And the researcher also tried to give some recommendations.

General Conclusion

General Conclusion

With the growing acceptance of using educational games to teach English as a foreign language, the current study highlighted the effects of using game-based learning approach on learners' motivation and engagement, especially that many teenagers feel demotivated to learn English and feel disengaged during the lesson.

High motivation and engagement have consistently been connected to increased levels of learners' interest and success in learning English. However, keeping teenagers interested, engaged, and motivated to learn a foreign language are challenges that reveal themselves year after year. Therefore, promoting learners' motivation and engagement in EFL classroom is necessary for a successful learning process.

The main objective of this research was to find out if the use of educational games affect positively or negatively on learners' engagement and motivation. Another aim of this study is to help English teachers to find the appropriate way and method to increase engagement and motivation in their classes,

This study is motivated by two questions, which are:

1. To what extent can non-digital games enhance learners' engagement in EFL classroom?
2. How can educational games foster learners' motivation in EFL classroom?

To make the study systematic, the researcher suggested two hypotheses. The hypotheses suggest that the use of educational games helps the teachers to engage the lessons and decrease the disenagement among EFL learners; they also suggest that games offer a learning environment full of fun, interest, and beneficial challenges, which actively motivate the learners.

The present research is a total of three chapters. First, the researcher began with the theoretical part and it has the aim of reviewing and describing the literature of the three main variables that comprise this study, namely; game-based learning, motivation, and engagement, it also dealt with the main concepts related to them.

After gathering the information and reviewing the previous literature that is related to the main concepts of the study, the researcher moved toward chapter two. The second chapter dealt with the description of the methodology used to gather data for the research. It also

General Conclusion

tackled the instruments used in collecting data, which are the classroom observation and a questionnaire for the pupils. The researcher chose the second year foreign languages stream pupils of Daaloz El Hadj secondary school in Chlef as a case study for this research.

After collecting the data necessary to complete this research, the researcher devoted the third chapter to the analysis of the data and the discussion of the findings. All in all, the obtained findings from the research instruments showed that the use of game-based learning approach in teaching English has a positive effect on learners' motivation and engagement. According to what the researcher observed in the classroom and the answers of the pupils on the questionnaire, Non-digital games actively engage the pupils in the learning process. Because 65% of the participants said that playing non- digital games make them feel that they are active learners, and 70% of the participants agreed that games allow them to take ownership on their learning and increase their classroom participation. 59% of the participants feel very motivated when play games in the English class. Which means that using game-based learning approach in teaching English as a Foreign language motivate the learners because of the elements of interest, fun, stress-free environment, and enjoyment. Furthermore, the pupils find that educational games very interested and enjoyable because it allows them to interact more with both classmates and teacher. They also prefer to play games than doing other traditional activities.

These results confirm the hypotheses that the use of non-digital games is a very effective method in teaching English, especially for teenagers because it promotes their engagement and motivation to learn. Games grab learners' attention and interest, it also highly motivates them to learn because it allows them to learn in an atmosphere that is full of fun, challenge, and without stress, and it means that they learn in a funny and interested way. The researcher recommended teachers give more attention to pupils' engagement and motivation and use effective method to increase them, and also recommended them to use game-based learning to engage the learners in the lesson and motivate them to learn English. For future researchers, the researcher recommended them to conduct the study with a larger population.

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Appendices

Appendix One

Effects of Game-based Learning on Learners' Motivation & Engagement in EFL Classroom

Classroom Observation Checklist

Course Title:

Instructor:

Length of Course:

Length of Observation:

Observer: Larabi Neserine

Date:

Subject Matter of Lesson:

I) Pupils' Engagement Observation

Positive body language

	HIGH	MEDUIM	LOW	NONE
Eyes on the teacher/ classmates during the game				
Non-verbal response (nodding , moving)				

Consistent focus

Discussion on topic				
Staying in assigned area				

Participation

Volunteering appropriately				
Attending to discuss				
Asking questions				

Pupils' confidence

Working independently				
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Self-starting				
Expressing ideas and thoughts				

Notes:.....
.....
.....
.....
.....
.....

II) Pupils’ Motivation Observation

How many pupils	0%-25%	25%-50%	50%-75%	75%-100%
Show interest in the game				
Do their best to win the game				
Show enjoyment while playing the game				
Show high self-esteem				
Show willingness to take risks				
Show physical, mental, and emotional energy				

Notes :
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Richard D. Jones, "Engagement Teacher Handbook". The International Center for Leadership in Education.

Appendix Two

Pupils' Questionnaire

Dear pupils, you are kindly invited to fill in the following questionnaire. This questionnaire aims to gather information about the effects of game-based learning on learners' motivation and engagement in EFL classes. Please keep in mind that the data you provide is completely anonymous and confidential.

Please answer the following questions by ticking the appropriate box or marking full answers if necessary:

Section one: pupils' profile

1/ Gender:

Male

Female

2/ Age:

15/16

16/17

More than 17

Section two: Learning English

3/ Do you think that learning English is important: Yes No

For what purpose

.....

.....

4/ Which skill you think you are good at

Reading

Writing

None of them

Listening

speaking

5/ How do you consider your level in English?

Low Good Excellent
 Average Very good

Section three: learning through non-digital games

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
6/ Playing educational games in English class is interesting					
7/ I prefer to play educational games rather than doing tasks in the traditional method					
8/ Educational games have a lot of benefits					
9/ I am interested to play more games for learning in the future					

10/ How do you prefer to play games

Individually
 In group
 In pairs

Section four: Motivation

11/ What do you feel when you play games in your English session:

Motivated Very motivated
 Unmotivated Very unmotivated

12/ Do you participate during the games more than you do in other activities:

Always Often Never

Sometimes

Rarely

Justify your answer

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

13/ when you play games in your classroom you feel that you are:

Curious

Interested

Enjoyed

Bored

Other:

Section five: Engagement

14/ When your teacher use games, do you consider yourself:

Active learner

Passive learner

Don't know

15/ When you play games, your interaction with your classmates is:

High

Medium

Low

No interaction

16/ When you play games, your interaction with your teacher is:

High

Medium

Low

No interaction

17/ You feel that you are taking owner-ship on you learning process when you play games

Yes

No

Not really

Not at all

Explain

.....
.....

Thank you for cooperating!