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**The Impact of Blended Gamified Learning on Fostering
Learners' Motivation in Higher Education**

**Case Study of First Year EFL Students at Abdelhafid Boussouf Mila
University Centre**

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Abstract

The present study aims at investigating the effectiveness of blended gamified learning in promoting students' motivation. It explores the students' and teachers' attitudes and experiences towards using gamification and technology in the field of education. The research study sample was chosen from Abdelhafid Boussouf Mila University Centre. In order to collect data and answer the research questions, What are teachers and students perceptions towards blended gamified learning in fostering students motivation in higher education?. a mixed research method was employed; it included an online students' questionnaire and a teachers' interview. The results of the questionnaire and the teachers' interview have answered the research questions and confirmed the effectiveness of blended gamified learning in promoting students' motivation and engagement. There was a statistically significant acceptance of using blended gamification. The research findings showed that students and teachers have positive perceptions towards using gamification in onsite learning; Both students and teachers face hitches in online learning but they believe that gamification is an effective tool in education. In light of these findings, the researchers have suggested some pedagogical implications for both teachers and students in order to improve students' level of motivation for creating enjoyable learning experiences and recommend them to adapt their teaching and learning styles.

Key words: Blended gamified learning, gamification, motivation, EFL students/ teachers, higher education.

Dedications

Ms. Chabbi Dalal,

I would like to express my profound gratitude to Allah for giving me the strength to complete this dissertation.

I dictate this work to

I would like to thank myself for every single moment for doing all this hard work. I want to thank my self for believing in me and never giving up on my dream, even their struggles. Now I can say I deserve it.

The most important stars in my life whose love always strengthens my will and makes my success possible. My beloved sympathetic father and thoughtful mother for supporting me in everything I do toward achieving my dreams

My beloved Siblings ,my sister Ines and my brothers Abd Almoumane, Mohamed Saleh and Mounder.

*To all my Uncle Hamza, and Aunts for supporting me all the way to fulfill this thesis
Dear grandmother Yamina, I will start with saying thank you for being the rock that holds our whole family together*

To myr grandfathers who passed away.i wish you are here with me.

To my loveliest partner, bestie Rayane, thank you for your support and for your cooperation with me to accomplish this work. wish you all the best in your coming days

To my dear friends Meryem, Mouna and Souad thank you To that special friends who has always been there for me, for whatever and whenever I needed to.

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At the end, I want to thank everyone who has helped me and supported me through my journey.

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LIST OF ABBREVIATIONS

COI: Community of Inquiry

EFL: English as a foreign Language

ESL: English as a Second Language

EVT: Expectancy-Value Theory

GBL: Game-Based Learning

MUC: Mila University Center

SDT: Self- Determination Theory

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GENERAL INTRODUCTION

1-Context of the Study

Due to the COVID-19 pandemic, which has imposed social isolation in many nations, educators across the board including those in universities have had to adapt new pedagogical approaches and, in part, change the way learning environments are structured. Through web-based learning activities, Algerian institutions are currently transforming their learning environments into a mixed structure that combines online and face-to-face learning.

As the primary focus in an educational setting, motivation can pose significant challenges to students' outcomes, particularly during the adoption of a new educational strategy like blended learning. This is because a lack of motivation can lead to a lack of confidence, self-esteem, autonomy, and even the ability to choose one's own learning style. For this reason, a number of teaching strategies have been developed to support students' academic success during the COVID-19 pandemic and the new learning style, with the goal of maximizing students' knowledge acquisition by enhancing motivation, self-efficacy, and engagement (Hartnett, 2016; Hsu et al., 2019; Chiu et al., 2021).

Gamification has been used in both on-site and online learning environments; it refers to the use of games or game elements in non-entertainment contexts or environments to support and aid in learning (Deterding et al., 2011; Dichev and Dicheva, 2017). In the period of COVID-19, this approach has generated positive aftereffects (Nieto, and Roldán 2021). In the context of education, gamification enhances blended learning motivation (Landers et al. 2015; Muntean 2011). Users are encouraged to interact with gamified applications on a regular basis (Hamari et al. 2014).

On gamification and blended gamified learning, there aren't many comprehensive studies and researches of the literature available. Since blended learning in higher education is

an important topic in these recent years, the present study concentrates on a few gamification research (Hamari et al., 2014; Surendeleg et al., 2014; Dicheva et al., 2015; Seaborn and Fels, 2015; Albertazzi et al., 2019). Lister emphasized that when gamification is used, learning profiles must be carefully taken into account.

Furthermore, in the process of creating a gamification plugin for a well-known eLearning platform in a university course, Domínguez et al. (2013) gathered both quantitative and qualitative data. Additionally, the incentive system had a great social and emotional impact while fostering creativity, enjoyment, and encouragement. By gamifying training and manual labor processes, Sailer et al. (2017) provided empirical evidence on the development of motivation and competences in the setting of intra-logistics. When they looked at manual order selecting labor performance, they found that the gaming group performed noticeably better than the control group. The goal of gamification is to give the learner an unforgettable educational experience.

The objective of this study is to evaluate the impact of gamified blended learning to improve learner success by increasing motivation and engagement to stimulate a positive outcome for the delivery of blended learning courses.

2-Statement of the Problem

Instruction techniques have been developed overtime. In the last few decades, blended gamified learning has arisen as a new tool or a pedagogical methodology in the most significant educational trends. Traditional methods of learning were hesitant, which are not suitable for digital natives now who prefer new learning styles. However, traditional lessons are long and lack creativity; so, it affects learners' attention and motivation. Moreover, the primary challenge for EFL students and teachers is motivation; then, finding ways to encourage students to participate actively either onsite learning or online learning. Students struggle to hold

engagement in English due to their lack of motivation. In addressing this challenge, this study explores new methods that can help students and teachers to boost their students' motivation and improve their abilities, skills and adapt learning through an enjoyable journey for keeping them interested effectively while implementing blended gamified learning in higher education EFL classes.

3. Research Questions

In order to investigate the effectiveness of blended gamified learning in fostering students' motivation in higher education (EFL context), this research seeks to answer these questions:

1- What are Teachers and students perceptions towards blended gamified learning in fostering students' motivation in higher education?

2-What is the effectiveness of online games and onsite games in promoting EFL students' motivation in higher education?

3-To what extent blended gamified lessons develop the learning and teaching process?

4-How to employ blended gamified learning in order to foster students' motivation in higher education (EFL context)?

4. Aims and Significance of the Study

This study aims at investigating the positive impact of blended gamified learning either face to face or online to promote students' EFL motivation to learn in a suitable and joyful manner. It also seeks to explore the influence of the gamification elements in fostering students' motivation and engagement to achieve desired outcomes, shed light on the effectiveness of

using this new tool in instructions to create healthy and enjoyable learning and foster students' motivation, engagement, productivity and interest.

5-Research Methodology

The current research necessitates a mixed methodology that consists of quantitative and qualitative data elicitation techniques, through a questionnaire and an interview at Abdelhafid Boussouf University Centre of Mila. At first, a questionnaire was assigned online and answered by (102) first year EFL students. Then, the interview was conducted with eight (08) EFL teachers to collect and explore their experiences, perceptions and views about the impact of blended gamified learning in fostering students' motivation in higher education.

6-Structure of the Study

This dissertation consists of two chapters: The theoretical and the practical parts. The first chapter is divided into two sections; the first section deals basically with the impact of blended gamified learning in fostering EFL students' motivation in higher education. It mentions the different theoretical views towards this new tool and its advantages in the learning teaching process. However, the second section investigates and explains the role of motivation as a key factor to keep students interested in their studies through motivational theories. In addition, it focuses on the integration of blended gamified learning to boost students' motivation. The second chapter, on the other hand, is the empirical study. It consists of the methodology section and the section of the analysis, interpretation and discussion of the results obtained from the students' questionnaire and the teachers' interview.

CHAPTER ONE

The Impact of Blended Gamified Learning in Fostering Students' Motivation in Higher Education.

Introduction

This chapter reviews the literature related to the present study and is mainly devoted to talk about the effectiveness of blended gamified learning in boosting students' motivation in higher education. It is divided into two sections. The first section is related to Blended gamified learning . In the first section some key points were mentioned in order to describe how blended gamified learning interferes and make in the EFL environment easy and fresh to the students to perform better. Concerning, the second section is devoted to explain the ways in which psychological education and motivational theories can be linked to blended gamification and their benefits in promoting students' motivation. Since motivation has been a major concern in the field of education and has a fundamental role in the process of teaching/learning English, It describes how blended gamification can be utilized to enhance students' motivation, engagement and make hedonic experience while learning to develop the learners' language skills and performance.

Section one: Blended gamified learning

The first section is about blended gamified learning. It will describe three main notions: gamification, games, and blended gamified learning.

1-Gamification

Gamification as an effective tool, it has a vital effect on different areas such as blended learning to promote learning through increasing engagement, and most important fostering motivation. This operational definition will be used throughout this dissertation.

Gamification has been defined in a variety of ways one of the most used definitions that is used in academic context which is stated by deterdind et al (2010) "The use of game design elements in non game context". Werbach (2012) defined this term as The process of making activities more game-like. Sangkyun, Kibang, Barbara and John (2018) stated that gamification is a set of activities and processes to solve problems, van grove (2011) claimed that gamification is to change something that is not a game through a game or its elements. Kapp (2012) added that, "gamification is using game-based mechanism, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems From these definition some key characteristic that can be notified through these definitions is that using games in non game context motivate and engage people to solve problems in a pleasant atmosphere .

1.1. Gamification Categories

Ole(2019) classified gamification into two categories,the first one is: extrinsic reward-based gamification and the second category is meaningful gamification. Extrinsic reward-based gamification techniques mainly involve the application of some Gamification elements and mechanisms which are points, badges, and leaderboards. Extrinsic reward-based gamification can be a preferable motivator because it caters to people's desires for reward, achievement, and

competition (Bunchba2011)). Nevertheless, not all students may find reward-based gamification satisfactory. Nicholson (2012) introduced the notion of meaningful gamification that not only uses game mechanics to provide extrinsic incentive but also seeks to apply student-centered activities to make a course meaningful to students. One way to accomplish the latter is through the use of self-determination theory of motivation (Deci Ryan, 2004), which assumes that all individuals regardless of gender, age, or culture possess three fundamental psychological needs that move them to act or not to act – the needs for autonomy, relatedness, and competence. When these needs are fulfilled, students will find the tasks meaningful and continue to participate in them, as opposed to people whose needs for autonomy, mastery, and competence.

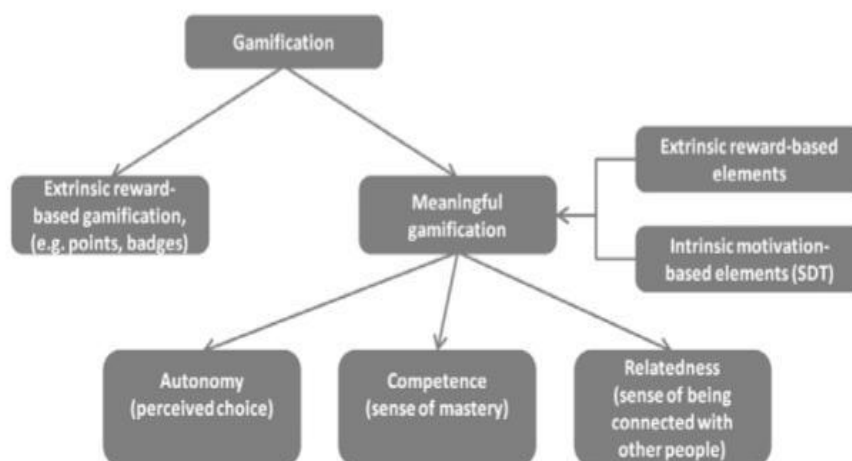


Figure 01:Reward-Based Gamification versus Meaningful Gamification

1.2.Gamification Elements (Mechanism)

Gamification as described in the definitions found in relevant literature, gamification involves incorporating elements into non-game contexts. Various studies on gamification have identified key elements used in gamified environments, including points, badges, goals, leaderboards, rewards, profiles, difficulty levels, and challenges(Koivisto & Hamari, 2019; Cuhadar & Akgun, 2018; Subhash & Cudney, 2018).

In order for players to understand their actions and motivations in games (Marczewski, 2015), clear goals are established within games (Kapp, 2012). Consequently, in a gamified setting, it is essential to clearly define each element of gamification, the goals, missions, and the overall functioning of the gamified environment.

Points play a significant role in monitoring progress, managing awards, earning badges, and competing on leaderboards in gamified environments (Marczewski, 2015), with students being rewarded accordingly (Kapp, 2012). Experience points also serve as a feedback tool (Aldemir, Celik, & Kaplan, 2018), highlighting and rewarding individuals' progress in the gamified environment.

The leaderboard is a crucial feature that allows players to instantly view their standings in gamified environments (Marczewski, 2015, and Mert & Samur, 2018), playing a key role in enhancing learning and motivating learners (Zichermann & Cunningham, 2011). Participants' experience scores evolve through points, enabling them to track their experiences within a gamified environment (Kapp, 2012; Werbach & Hunter, 2012). Awards can also influence individuals' behaviors from a behaviorist perspective (Werbach & Hunter, 2012).

Badges are icons displayed on participants' profiles upon completing assigned missions (Werbach & Hunter, 2012) and are often used as virtual rewards to indicate their positions in gamification environments (Zichermann & Cunningham, 2011). Additionally, badges represent virtual rewards earned through effort or achievement rather than being freely distributed (Zichermann & Cunningham, 2011).

Feedback is another valuable tool in gamified environments that can guide students toward desired behaviors (Werbach & Hunter, 2012; Zichermann & Cunningham, 2011). Feedback tools are commonly employed in gamified settings to assess the accuracy or

effectiveness of specific behaviors (Kapp, 2012). Elements like experience points, levels, and progress bars can be utilized to provide feedback in gaming environments.

1.3. Gamification vs Game-Based Learning

To Make the difference between gamification and game-based learning, one can tell that this research is considered with gamification and has nothing to do with game-based learning.

Between game-based learning and gamification Gamification and game-based learning are comparable in that they both encourage learning engagement and sustained motivation. Both approaches have been proven to enhance learning outcomes and boost student engagement. However gamification and game-based learning can also be usefully separated, and they vary in terms of how deeply games are integrated and their primary focus.

Gamification refers to the process of incorporating game elements, such as badges, leaderboards, and point systems, into "traditional" educational activities with the goal of boosting motivation and participation as it is defined by Dicheva et al., 2015 "Gamification involves incorporating elements like points, badges, feedback and leaderboards from games to motivate and engage students in non-game environments". On the other hand, game-based learning entails designing, and creating learning exercises that incorporate both game elements and principles into the exercises themselves. (Arnab et al., 2012) stated that "Game-based learning utilizes games as the main instructional tool , with the games themselves designed to teach specific concepts and skills".

In short , game-based learning designs learning activities that are inherently game-like, while gamification adds game components or a game framework to already-existing learning activities.

2. Games

Unarguably, games are considered a type of play, regardless of when, where, how, and what the situation is. Games provide an environment in which game players can learn about themselves and interact with other people and develop certain types of social skills that are useful in both nongame and game contexts to gain mental maturity..(Ole, 2019). Game is widely defined as "a structured form of the play, generally undertaken for enjoyment and often used as an educational tool" (Fuscard 2001). Research shows that "games have a special role in building learners' self- confidence" and "they can reduce the gap between quicker and slower learners" (Fuscard 2001).

Games have many benefits, the best is their use in the classroom to help students review what they already know about a subject or topic; games can help them relate the topic to enjoyable learning experiences and important study skills; and finally, games can be used prior to formal and informal assessments” (Gareth, harvey, Stuart 2011).

Additionally to Gareth, Harvey, Stuart 2011 added that “we feel that the use of games can make learning more memorable, fun, and successful.”.(Gareth, Harvey, Stuart 2011). Games divided into two significant types:

2.1. Online Games

Richard and Mayar (2014) stated that there are many online language games that help learn new words, sentences, improve pronunciation, reading and listening skills as well and the most important thing is to promote motivation. They add that some language games cover all of these aspectsI In teaching English as a second language, one of the simplest ways to engage students in gamified learning is to try a web resource called Kahoot, Quizizz, and Duolingo. Teachers can encourage student motivation and engagement in blended learning environments by utilizing this variety of online games and platforms. Several well-liked choices consist of:

2.1.1. Kahoot

Ryan(2015) defined kahoot as a tool that lets teachers design interactive tests, polls, and discussion topics for students. With leaderboards and point systems, it has a competitive aspect that encourages participation from students and keeps them engaged in the learning process.

2.1.2. Quizizz

Quizizz is a tool that works similarly to Kahoot in that it allows teachers to make and distribute tests to their students. It has features like music, avatars, and memes to help kids study more effectively and enjoyably.(Yan Ju, Zalika 2018)

2.1.3. Duolingo

This language learning app employs gamification features like badges, points, and levels to encourage students to practice and advance their language abilities. It provides students with an engaging and dynamic approach to learning languages. These are just a few examples of blended learning settings that instructors can employ to encourage student motivation through online games and platforms. Teachers may provide students a more dynamic and engaging online learning experience by adding game-like components to their sessions.(Duy, Long,& Hiroyuki 2016).

2.2. Onsite games

There are several games and techniques that teachers use in order to foster motivation in the onsite learning, these games support to create positive feedback, engagement, interaction with team work and try to fulfill the desired outcomes, which can aid make learning experience motivating, interesting and funny, these games are as follow:

2.2.1. Storytelling

Storytelling is an effective game for students to enhance their understanding, and the core skills such as: listening, speaking, reading and writing. That fosters students' motivation. However, storytelling supports students to speak and write about their own experiences, thoughts and orientation. Thus, to engage with the audience and develop their skills especially critical thinking, through lesson stories students become more confident and participate in collaborative work, at the end, storytelling it's an effective game that is used to improve students' learning.(Kress & van Leeuwen, 2006).Furthermore, storytelling can be effective in improving students' oral language skills as it encourages them to use descriptive language, engage their audience, and practice their communication skills (Kress & van Leeuwen, 2006). However, it can be considered as an important game to foster students' motivation and create funny experiences to keep them interested.

2.2.2 Role play

Role-playing is a highly effective game for improving students' oral language skills, as it provides opportunities for them to practice their conversational skills and act out real-life scenarios, improving their fluency and accuracy (Vygotsky, 1978). Is an effective game for enhancing language learning skills as well as motivation and engagement.

2.2.3. Discussions(Debates)

Debates are the most effective game that help students to be more creative and productive as well as boost self-confidence. Additionally, discussions and debates are highly stimulating to accept other points of view. Thus, it helps to improve public speaking abilities, critical thinking and how to defend and listen to others (Blair, 2013).

2.2.4.Interviews

Through interviews students strive to improve their language skills and performance, for instance in EFL classes students make interviews such as collecting information about other cultures. Thus, this game is used in order to increase the importance of communication skills through game lessons and try to create a suitable atmosphere for the learning process (Blair, 2013).

To conclude, all these games are effective for improving students' 4th skills, linguistics items. Then, it encourages students to use their thinking, fluency and participate more in the team work, communicating in an enjoyable experience.

3.Blended Learning

There are two blended learning definitions that are most frequently cited in education. These have been suggested by Graham (2006), and Garrison and Kanuka (2004). Graham (2006) defines blended learning as follows: "Blended learning systems combine face-to-face instruction with computer-mediated instruction" . Garrison and Kanuka (2004) define blended learning as "the thoughtful integration of classroom face-to-face learning experiences with online learning experiences" . Thus, we can conclude that there is general agreement that the key ingredients of blended learning are face to face, struction or online learning. Another definition was added by Allen and Seaman (2010). They define a blended learning course as follows: "Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings" . The definition is quite like the definition proposed by Graham (2006) The use of the term blended learning can be used interchangeably to hybrid learning (Graham 2009: Watson 2008). Similarly to the reviewed blended learning definitions,

a hybrid learning environment has been described as combining face-to-face education with access to online learning tools (Hall and Davison 2007).

4. Blended Gamified Learning

Gamification in education involves the creation of interactive educational games that help students grasp concepts and solve problems in an enjoyable and engaging manner. It encourages students to actively participate and interact in both online and face-to-face classes. Duolingo is a prominent example of how gamification can make learning fun and captivating.

Blended learning offers numerous advantages in educational programs. By leveraging technology, it expands the physical confines of the classroom, grants access to learning materials and resources, and enhances educators' ability to monitor students' progress. It also facilitates various forms of communication, collaboration, interaction, and personalized learning. In contemporary learning environments, a prevalent issue is the lack of motivation among students at different educational levels. Dull learning settings can stifle creativity and hinder student engagement (Farrell, G 2018, Holley D, Oliver M 2019, and Rossett A, Frazee RV 2006.) . Recognizing the numerous benefits that gamification brings to learners and its role in enhancing the enjoyment and effectiveness of the learning process, it has become a widely adopted approach in the field of education (Dicheva D, Dichev C, Agre G, Angelova G. 2015). In the context of blended learning, the physical classroom setting is utilized to facilitate students' access, boost their motivation, and foster interaction among peers through in-person activities, while various gamification online tools serve the same purposes in virtual settings (Hoic-Bozic, Dlab & Mornar, 2016). Another instance is Moodle, commonly used at Mila's university, and Duolingo, as previously mentioned, which also promotes interaction and engagement among students, between students and course content, and with instructors (Lonn, Teasley & Krumm, 2011; Moore, 1989).

5.The Effectiveness of Gamification in Blended Learning

Research conducted over the past few decades has focused on enhancing the efficacy of online and blended learning, with the Community of Inquiry (CoI) model being a key framework in this area. This model, as proposed by Garrison, Anderson, and Archer (2010) and further explored by Golding (2015), emphasizes the importance of fostering online learning through collaborative and constructive approaches to improve outcomes (Arbaugh et al., 2008). According to the CoI model, learning is facilitated through the interaction of social, cognitive, and teaching presences (Garrison, Anderson, & Archer, 1999).

Numerous studies have investigated the indicators of the CoI model, with findings suggesting that gamification plays a beneficial role in enhancing learning experiences. Scott, Sorokti, and Merrell (2016) highlighted the positive impact of gamification on learning outcomes, while Yildirim (2017) emphasized the favorable effects of gamification-supported blended learning on students' attitudes toward their lessons. Additionally, Dicheva, Dichev, Agre, and Angelova (2015) underscored that gamification in blended learning courses is a significant focus in existing research.

To evaluate the effectiveness of gamification in blended learning environments, it is essential to consider these three key elements – social, cognitive, and teaching presence – along with the corresponding indicators associated with each element.

Section two: Motivation and Blended Gamified Learning

1.Motivation

Motivation as a major focus of this study, motivation is considered to be the key factor of success which can promote students' curiosity, interest and engagement to achieve certain goals. However, there are such various viewpoints toward defining motivation, it is so important to understand what it is motivation since it is the core of this dissertation, and try to explore motivation within EFL context and investigate the positive impact of blended gamified learning in fostering students' motivation in higher education.

Gariss, et al., 2002 stated that; motivation is demonstrated by an individual's choice to engage in an activity and intensity of effort or persistence in that activity.then,Motivation is shown through a person's decision to participate in an activity and the level of effort or determination they put into that activity.Originally, motivation can be defined as" why people engage in different activities at various degrees of interests and involvement (Hartt et al, 2020.p591); this demonstrate that, Motivation is the driving force behind why individuals choose to participate in various activities with varying levels of interest and commitment.Additionally, Ryan & Deci,(2000.p54):" stated that when someone is motivated this person is energized or activated toward and end". This illustrates that When someone is motivated, they are energized and driven towards a specific goal or outcome.. Also whiteley (2002) put forward that: "motivation is mainly about the person's confidence which lets them behave in a specific way". That's to say motivation is largely influenced by an individual's confidence, as it shapes their behavior and actions in a particular manner. So, motivation plays a crucial role in learning EFL context as Gradner (2010) explained that EFL motivation to learn a language can be driven by the satisfaction one derives from the activity. It can be understood as an individual's internal drive to engage in an action with a specific goal in mind " the extent

a person strives to get a language due to the satisfaction experienced in the activity. However, motivation can be conceptualized as the individual's internal desire to perform an action with special purpose" Thus, motivation is the drive that internally forces people with the purpose of achievement. Harmer (2001). This shedlight that motivation is the internal force that compels individuals to strive for success.

Moreover, according to Hussin, Maarof and D'cruz(2001):" teachers need to find creative ways to teach the language and increase the students' motivation to learn the language and to eventually appreciate the language". However, teachers should employ creative teaching methods to enhance students' motivation and foster an appreciation for the language they are learning .To better understand motivation, as it is the essential part of the dissemination of the potential benefits of gamification through blended learning.

Furthermore, it's so important to shed light on blended gamification lessons as an appropriate strategy to optimize learners motivation as well as developing learning and teaching context with putting new insight on education. Many researchers find that motivation is indeed a core element of gamification. Then, white applying blended gamified learning in higher education serves as the most effective tool for motivating EFL learners and keeping them more motivated, engaged and interested to learn and also make enjoyable, hedonic experiences to reach the desired goals.

2. Motivation Theories that Support Blended Gamified Learning in Higher Education

Numerous theories of motivation have been developed, each offering valuable insights into the nature of motivation and its impact on learning and personal satisfaction and fulfillment (Dörnyei & Skehan, 2003). Moreover, in this section introducing a range of theories to motivation which are more associated with gamification, there have been a huge number of studies about human motivation in educational context like this thesis's outline the effectiveness

of blended gamified learning in fostering students' motivation in higher education . Although these theories have some key differences, there are similarities which make them interesting to discuss and understand how to apply game lessons in learning onsite or online in order to promote EFL students' motivation.

2.1. Self-Determination Theory (SDT)

Self Determination theory, hence SDT , was developed and introduced for the first time by (Ryan & Deci.,2000). STD basically interprets the crucial factors of motivation both intrinsically and extrinsically. This theory was named self determination theory because of the fact it aims to classify behaviors as self determined ones which are internal and highlight individuals choices and control, one which is about external aspects such as rewards etc. However, the SDT helps in a deep understanding of human motivation .

SDT suggests three main intrinsic needs that human beings are motivated by meeting these psychological needs: Autonomy, competence and relatedness (Rigby & Ryan, 2018).Autonomy is linked to freedom of choice to make a determination of being more responsible for one's action. Competence might be close to motivation to gain success as well as to overcome and achieve challenges. Also it implies a feeling of satisfaction about the skill level and to carry out an activity. Relatedness is concerned with social status and about individual wish and desire to interact in a group in order to fulfill a sense of belongingness (Deci & vansteenkinst,(2004).Thus, this sheds light on the crucial role of the collaborative work tasks and the interaction and the respect between the students.

2-1-1-Types of Motivation

Then, to get deeply in this theory, intrinsic motivation and extrinsic motivation are mainly preferred in foreign language learning and EFL classes also in this study the students highly appreciate the intrinsic motivation more than extrinsic motivation that's to say, they are

enjoying to learn and gain motivated by them to reach certain goals and master their skills (self confidence, self regulation, self awareness...);(Deci & Ryan), who distinguished two types of motivation intrinsic and extrinsic.

2.1.1.1. Intrinsic Motivation

Firstly, intrinsic motivation means that an individual performs and does an activity for personal pleasure, curiosity or achievement. Since, intrinsic motivation is related to internal factors that push to be motivated like i enjoy learning English so this make me more closely contribute and achieve certain purposes.(Ryan & Deci 2000,p. 56) stated that:" intrinsic motivation is the doing of an activity of inherent satisfaction rather than for some separable consequences" .Individuals who are intrinsically motivated exhibit self-motivation and enthusiasm for challenging tasks due to their internal desire to learn. That's to say People who are intrinsically motivated do things because they enjoy them and want to learn, not just because they have to. However, when intrinsically motivated the person is moved to act for an enjoyable or achievement of challenge.

2.1.1.2. Extrinsic Motivation

Second type extrinsic motivation is closely combined to the external factors such as rewards, gifts, points. Then, extrinsic motivation students have intention to learn and are prone to put in the minimum efforts needed to receive the promise(Arnold,2000). Moreover, According Hartt et al,(2020,p,.59) stated that: "extrinsic motivation is induced from external sources such as: rewards, grades."; Extrinsic motivation makes reference to a desire to attain a reward or to avoid punishment not directly linked to the task itself including marks, stickers...(Leeper, 1988). This means, extrinsic motivation refers to the drive to achieve a reward or avoid punishment that is not inherently connected to the task at hand. This can include incentives like grades, stickers, or other external factors. Furthermore, when the teacher

removes the rewards and punishment directly students will not show any desire or interest toward learning so this makes them demotivated and engaged to reach the task and and lose their attention to carry out the activity.

Overall, SDT is considered as the most relevant theory to blended gamified learning as it insists on the significance of autonomy, competence and relatedness in motivating students. Thus, gamification in learning can often provide students with autonomy to make their own choices, give them a wide range of opportunities to develop their competence to master their skills through feedback, challenges and competition that foster the collaborative work and mutual interaction that promote a sense of relatedness. However, by combining the element of SDT and gamified learning can enhance intrinsic and extrinsic motivation, and encourage the students to reach a certain purpose like "master their skills level " and successfully achieve it.(Kapp.2012,p.12) insists that gamification can support these needs by providing students with the sense of autonomy through choice and control over their learning experience.Competence through the achievement of game-like goals and competitions and relatedness through social interaction and collaboration with peers and instructors.

2-2-Flow Theory

Flow theory was proposed by psychologist Mihaly Csikszentmihalyi in his book flow known as "the psychology of optimal experience" in 1990. It's a psychological concept that denotes a state in which the students complete engagement and involvement to achieve an activity. Csikszentmihalyi argued that people feel motivated when they are fully engaged in a task that is challenging. In addition, this flow state is when students experience participating in a task with deep focus and engagement as well as their feeling also will be more motivated to learn and fulfill a task. Also, flow state requires the activity that includes a clear sense of goal and feedback.

Moreover, Csikszentmihalyi (2000) was interested in understanding all the conditions that lead to optimal experience and performance. Thus, he believed that happiness was the result of three main factors: self esteem, self efficacy and flow. This means flow occurs when students are fully engaged in activity and there are a balance between their skills and challenges of the task. Flow state is often highly associated with the sense of joy, creativity and peak performance. Then, Flow occurs when learners have more self esteem, self confidence to engage and achieve goals like participation to reach an activity. With the same psychologist demonstrating that flow is a state in which students are fully involved in doing tasks and make an optimal experience which is more enjoyable, this optimal experience could lead to a great fulfillment, creativity, productivity and happiness. That's to say, flow theory is linked to positive outcomes and it helps to promote motivation in learning.

Furthermore, Egbert (2003) describes four dimensions of flow theory in EFL context; these dimensions are important aspects that are found in games in education context. The first dimension is challenge and skills, it refers to the balance between challenge of the task and the students skills or comprehension, which is so important in gamification lessons. The second dimension is the attention that's to say focused attention is crucial achievement of flow (Egbert, 2003); A game highly requests the attention and deep focus of the student to reach desired outcomes. The third dimension is interest, an interesting activity might keep students easier to become deeply engaged in the learning process. The final dimension is control, which is mentioned in flow theory as the core aspect of fostering motivation. Control is keeping you engaged, enjoying learning through hedonic experience.

To conclude, flow theory introduced four main principles in EFL context and it combined to gamified learning: challenge and task, attention, interest and control. In gamification the existence of flow theory was designed to facilitate as well as provide students with a balance of challenges and competitions that help to master their skills degree. Also, it

explained how this theory applied in educational context can aid in promoting learning through games even online or face to face. Hence, the main aim for using gamification is making the activities and lessons fun and motivating students to be still engaged and interested in their learning with the instructor until the end of the session.

2-3-Expectancy-Value Theory (EVT)

Expectancy-value theory hence of EVT is an important theory concerning motivation, it conveys that motivation is determined by two main aspects of beliefs (Eccles & wigfield, 2002,p.110). Expectancy beliefs and value beliefs .Expectancy refers to the students beliefs about their interest and ability to achieve certain goals like to perform and solve a task successfully, while value refers to the students beliefs toward the task and it's significant to their goals and interest. EVTargued the crucial emphasis on students to believe in their ability to succeed. Besides, give them the space and the opportunity to communicate and use language, hence this method helps in creating a healthy and smart learning atmosphere that promotes the students' motivation toward their abilities, beliefs, and the value of their choices and interests.

Moreover,(Eccles & wigfield, 2002), stated that EVT has been used to explain a wide range of educational phenomena, including students' academic motivation, engagement and achievement expectancy-value theory aimed at promoting students motivation and academic success. However, EVT keeps students more motivated to contribute in various competitions, challenges and tasks. Thus, based on their expectations of gaining desired outcomes.

Furthermore, in the context of gamification; blended gamified learning serves to motivate students by providing them with tasks that are a familiar part of their daily life, this makes students more confident about their ability to fulfill a task. Also, giving all the students the opportunities to utilize and participate in the activity, could feel familiar and this increases motivation to engage in the task (kapp, 2012). This means providing all students with the

chance to take part in the activity can create a sense of familiarity and boost their motivation to participate in the task.

Overall, the main outcome of EVT is the positive learning environment when setting clear goals, appropriate choices or giving positive feedback can enhance students self-confidence, self-efficacy and self-awareness toward their learning. As well as belief in their abilities to succeed, demonstrating the value of learning context, and highlighting the beneficial impact of game lessons in fostering motivation.

3-Reasons Demotivating EFL Students

Several reasons can make EFL students Demotivating towards their learning language as well as decrease the engagement and contributions in activities, Also reduce chance to gain the desired outcomes and success. Here are some reasons that cause Demotivation:

3.1. Negative Feedback

Overall, critical feedback from teachers or peers can destroy self-confidence, self-esteem. Then, students will be afraid to receive any negative judgment which results in demotivation and discouragement between EFL students.(Gao, 2018)

3.2. Anxiety

Many EFL students experience feeling fear and anxiety when speaking in public such as presenting a project, this leading to avoidance, Demotivation less participating in activities with the team work(Gao, 2018).Also,may the negative atmosphere affect the performance and increase the level of anxiety.

3.3. Nothing Inspires for Learning

Nothing inspires learning cause of Demotivating students are the lack of opportunities for practice. Hence, the lack of giving students a chance to participate. According to Gao (2018). Learners may not have the opportunities to practice skills such as speaking skill, This leads to worthlessness, frustration and failure of motivation.

4. How to Motivate EFL Students Through Blended Gamified Learning?

Blended gamification is a New process in the field of education, it is using games in online learning or face to face learning whether digital or non-digital games, to promote Students motivation and engagement in their learning as well as master their skills, abilities and be more creative. the following techniques can be employed to enhance students motivation through blended gamified learning :

4-1- Provide Positive Feedback

Firstly, Providing positive feedback or constructive criticism on students' performance is essential as it allows them to gain a deeper understanding of their strengths and weaknesses. This feedback helps them identify areas for improvement and encourages them to work towards enhancing their skills. Ultimately, this process keeps students motivated and focused on achieving the desired results (Hung et al., 2016).

4-2- Setting Clear Goals

Secondly, setting clear goals to achieve desired outcomes as well as to master skills and increase interest towards learning. overall, set clear goals, achievable goals, this gives Students purpose and orientation that motivates them to fulfill their goals without obstacles (Sailer et Al, 2017). Then, establishing clear and attainable objectives is crucial for students to enhance their skills, cultivate a passion for learning, and achieve desired outcomes. By setting specific goals,

students are provided with direction and motivation, enabling them to overcome obstacles and stay focused on their academic pursuits.

4-3- Create Challenges and Competitions

Thirdly, developing challenges and competitions that encourage students to collaborate fosters teamwork, interaction, and motivation in their learning. These activities provide opportunities for students to work together and compete, ultimately supporting their skill development and academic progress. (Dicheva et al .,2015).So,creating challenges leads to making students more creative and productive.

4-4-Use Rewards

Fourthly,use rewards like :points ,badges , certification and stickers,to increase students progress and fulfillment,by using this technique highly reinforces positive behavior and motivates them to still participate and engage (Hamri et al .,2014).That's to say, Utilizing rewards such as points, badges, certifications, and stickers is an effective strategy to enhance student progress and satisfaction. This strategy significantly reinforces positive behavior, motivating students to actively participate and remain engaged in their learning journey.

To conclude , blended gamification is a special tool for keeping Students motivating by creating smart atmosphere,and creating fun ,hedonic and engaging learning experience by providing positive feedback, setting clear goals,creating challenges and competitions and using rewards.Overall ,teachers can enhance students motivation and engagement through those techniques in online learning or face to face learning.

5-The Relationship between Motivation and Blended Gamified Learning

Blended gamification and motivation are highly associated in the field of education, by combining game elements like points, badges and progress in the lesson to motivate students in

language learning. The investigation about the relationship between motivation and blended gamified learning experience,....;(Zhang & Hasin, 2023,p. 5) Both students and teachers held a positive attitude toward using gamification in EFL/ESL learning and teaching because the gamified course system did increase students' motivation to learn...

Moreover, using gamification in blended learning was successful in motivating students' interest and engagement in learning English as well as aiding to create an authentic atmosphere for language learning.

Overall, using blended gamification in both ways online learning or in the classroom, can enhance students' motivation and create fun, hedonic experiences that foster a desire to engage and achieve certain goals in learning. Hence,blended gamified learning enhances student motivation by incorporating game elements, improving engagement, and academic performance across educational levels, as indicated in the research (Feng.,2022). So, incorporating elements of gamification into blended learning has been shown to boost student motivation, increase engagement, and enhance academic performance at various educational levels, according to research findings.

6- The Benefits of Blended Gamified Learning in Fostering Students Motivation in Higher Education

Blended gamification in education has various positive sides that can help to foster the motivation during the learning experience of the students such as:

Firstly, gamification can improve the learning progress of the students through developing their knowledge, master skills and support critical thinking (Sailer et al., 2017). So, it can imply either in online learning or onsite learning.

Secondly, by using gamification lessons "game elements" such as: points, leaderboards, and badges. Students are more likely to engage with game tasks and contribute actively in learning experience...(Dicheva et al., 2015).

Thirdly, Blended gamification can make learning an enjoyable journey and fun, leading to more positive attitudes towards learning and foster interest in the subject matter to achieve desired outcomes (Alvarez et al., 2016).

Overall, blended gamified learning has a special impact to transform the traditional learning experience to a new learning experience that allows students to stay motivated even if they face challenges and make learning more engaging, enjoyable and effective.

Conclusion

To conclude, the present chapter provided necessary information about blended gamified learning as a fundamental concept in this study and how it interferes in the EFL context in higher education students' motivation. Also, it afforded a profound understanding of the integration of onsite learning and online learning by games to foster EFL students' motivation level and engagement.

Chapter Two

Data Analysis and Interpretation

Introduction

This chapter explains the way in which the present study was carried out. It describes and analyzes the data obtained from the students' questionnaire and the teachers' interview, introduces the research population and discusses the data collected. At the end of this chapter, some recommendations and suggestions are proposed for pedagogical implementation.

1. Methodology

This research work will be conducted based upon the descriptive mixed approach; it is both quantitative and qualitative. It aims to investigate the relationship between the two variables of the study; motivation and blended gamified learning as a new strategy, by using numbers and statistics to explain and analyze its findings, as well as to investigate the effectiveness of technology and game lessons in the learning process. In this study, a mixed-method research design was employed as the combination of both qualitative and quantitative research would provide a more complete and rich understanding of the research questions than either approach alone (Creswell, 2014). Also, according to Denzin and Lincoln (2011), while quantitative research emphasizes the evaluation and analysis of causal relationships between variables, qualitative research, on the other hand, focuses on the socially constructed nature of reality and the intimate relationship between the researcher and what is being studied. However, to get an in depth understanding of this research.

1.1. Sample of the Study

The population of the current study is first year EFL students and EFL teachers at Abdelhafid Boussouf University-Mila Center. There are seven groups of twenty-five students.

So, the total number of the population is 239 EFL students. The researchers adopt a random sampling and take 102 students and eight teachers. Students will be questioned online, and teachers will be interviewed face to face, to check and explore the impact of blended gamified learning in fostering their motivation in higher education.

1.2. Research Tools

Data collection is an essential part of our research that allows us to gather, record, and analyze the information that we need to answer our research questions. The data collection instruments used in this research to collect data are an online questionnaire for higher education EFL students, and an interview with EFL teachers. These instruments help to ensure that the data collected is consistent and valid.

- **Description of the Students Questionnaire**

The questionnaire was administered to 1st year EFL students of Abdelhafid Boussouf University Mila Center.

Concerning the online questionnaire, it is made of four sections. The first section contains five questions that aim at collecting some background information about the participants: their choices and enjoyment of studying English, and familiarity of learning games using learning games, and level in English.

The second section has eight questions that tackle blended gamified learning. Is it used in EFL classes or not? And where? Online or onsite classes? And what kind of games are used?

The third one is about the participants' experiences in learning via blended learning games and how they motivate them. It contains four questions

At last, the fourth section with its two questions, investigates students' recommendations and their future plans concerning the use of blended gamified learning.

- **Description of the Teachers Interview**

The interview was conducted to gather data about the use of blended gamified learning in order to foster students' motivation. The participants of Abdelhafid Boussouf University Mila Center were EFL teachers, and they were essential in fulfilling the objectives of our master dissertation. By sharing their views, experience with us, we hoped to achieve a deeper understanding of how teachers can effectively integrate online and onsite learning games into their teaching process to enhance students' motivation and engagement. This interview will help us in creating research recommendations and suggestions to apply blended gamified learning in teaching.

The interview relies on seventeen questions. The first four questions were about teachers' background information such as exploring their teaching years of experience, and about their familiarity with using technology and the use of blended gamified learning into their teaching process.

Then, the second seven questions the main purpose of it is the use of the onsite and online gamification in teaching and to know the effectiveness of gamification elements such as feedback, leaderboard and badges...

Concerning the third five questions, it seeks to find out how the teachers motivate the students in different strategies to keep students interested toward their learning and try to create a healthy atmosphere while teaching and how to do with unmotivated students which kind of motivation preferred external or internal.

Finally, the last two questions that aimed to investigate the effectiveness of the blended gamified learning in enhancing students motivation in higher education, by gaining EFL teachers insights and strategies to improve students motivation and identify recommendations that will help teachers in their teaching, students in their learning.

2.Data Analysis and Interpretation

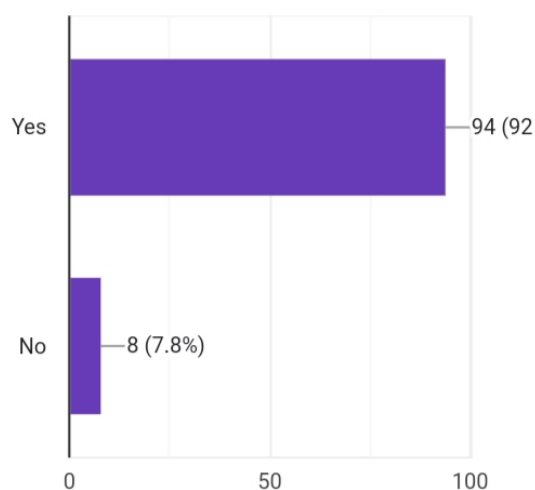
2.1. Students Questionnaire

Section One: Background Information

The first section of the questionnaire accumulates general information about the students. It consists of six questions about choosing studying English, gamified atmosphere, and level.

Question one: Do you choose to study English?

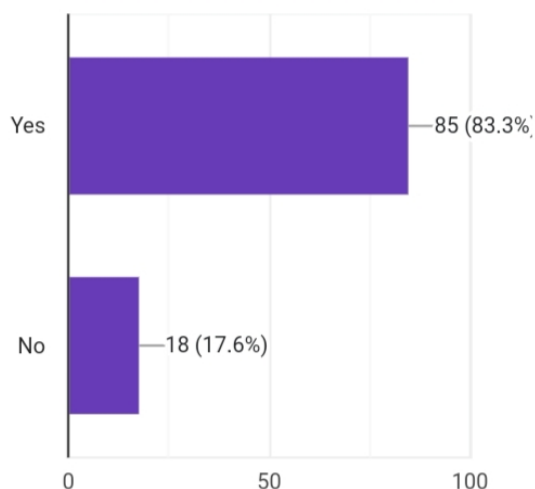
Figure Two: Choosing to Study English.



According to the findings presented in figure one, most of the participants 94(92%) said yes, and only a small number of the students 8(7,8%) said no. The results of these questions showed that most of the participant's study english to their own choice.

Question Two: Do you enjoy studying English? If not, why?

Figure Three: Enjoyment of Studying English



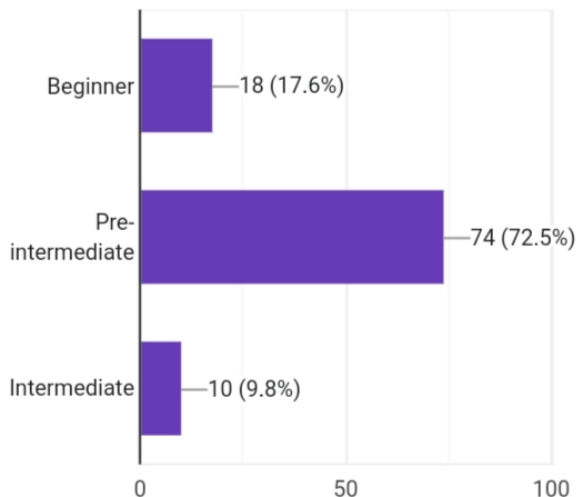
The results obtained revealed that 83.3% (85) of the participants said yes, and the rest 17.7(17) said no.

The results inform that studying English is an enjoyable experience for most of the students. Whereas who said no it's because of many reasons like it is shown in the Sub -question (if not why?):

- because of the teacher,
- because it's so hard,
- because I don't like my specialty

Question Three: how do you consider yourself in English?

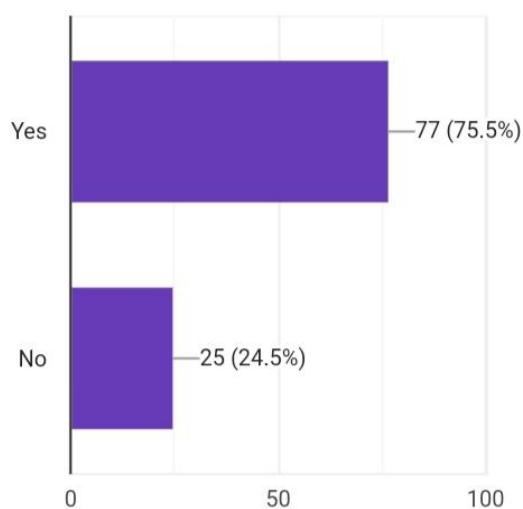
Figure Four: Students' English Level.



Concerning the students' level as it is shown in the chart above, 17.6%(18) Of the participants are beginners,72.5%(74) of them are pre-intermediate, and the rest 9.8%(10) are intermediate. The results show that most of the students have an intermediate level.

Question Four: Are you familiar with gamified learning?

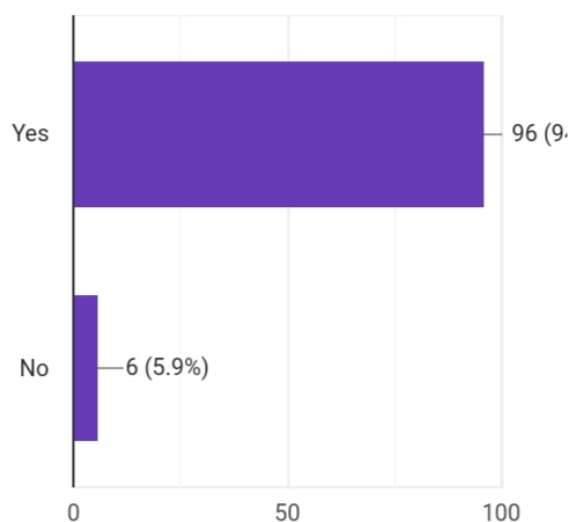
Figure Five: familiarity of Gamified Learning.



The results of the figure number four that concerned with the familiarity of gamified learning, most of the informants 75.5%(77) said yes, and the rest of them 24.5%(25) said no. The results of this question illustrated that most of the students are familiar with gamified learning strategy.

Question Five: Does gamified learning help you to achieve your learning goals and objectives?

Figure Six: Achieving Goals and Objectives Via Gamified Learning.



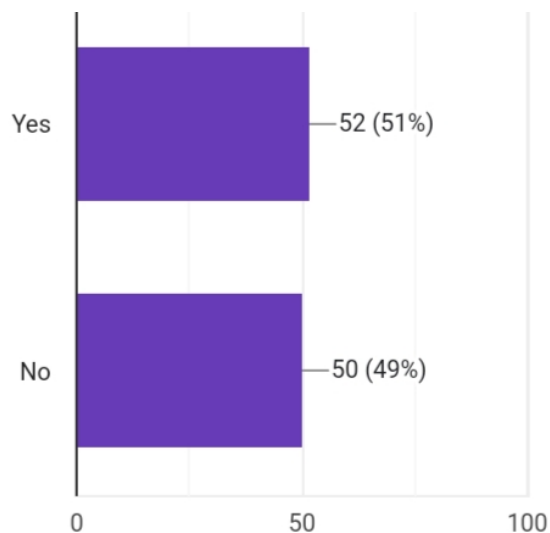
The results displayed in the figure show that all the students 92 (91.5%) answered with yes and a small group of students answered with no(5.9%). The above results clarify that most of the students believe that a blended gamified atmosphere fulfills their goals and objectives.

Section Two: Blended Gamified Learning

The second section of the questionnaire consists of eight questions and three sub-questions. It is about the students' attitudes towards blended gamified learning.

Question Six: Do you participate in class? If no why?

Figure Seven: Participation in Class.



As it is shown in the chart the results are sub-equal at which we can notice that 51% (52) of students claimed that they participate in the class, and 49% (50) of them do not participate. The chart of sub-question brings to light why they do not participate:

Figure Eight: Reasons for not Participating in Class.

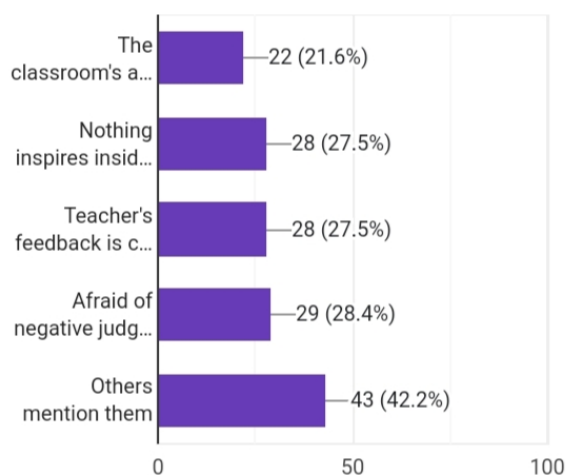
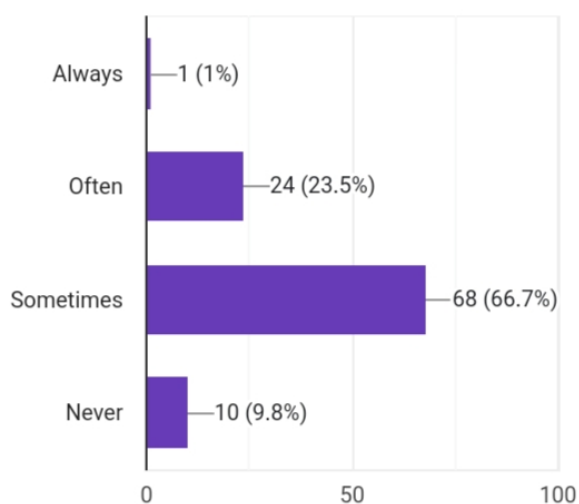


Chart seven above explores some of the reasons behind the lack of participating in class. 21.6% (22) of students said because the classroom's atmosphere is boring, 27.5% (28) of

them said because nothing inspires inside the classroom, 27.5%(28) of students said the teacher's feedback is casual and not reinforced, also 28.4% (29)of them said back to their fear of being negatively judged, and last, the rest of the students 42.2%(43) choose others for other reasons.

Question Seven: Do you teachers implement games in the classroom?

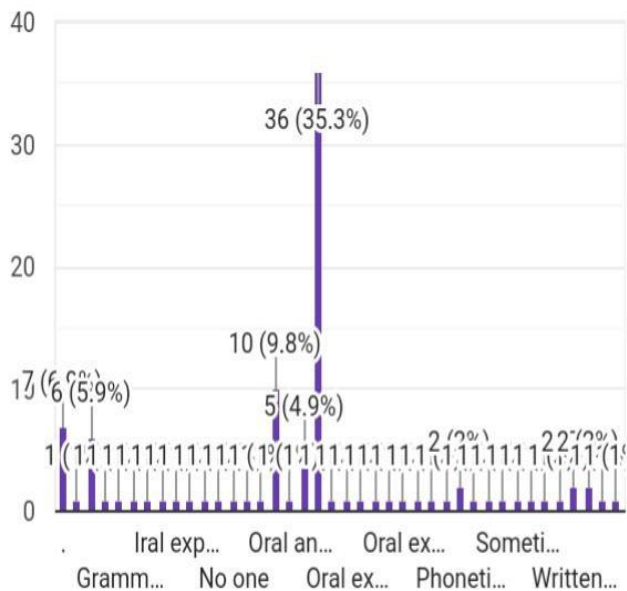
Figure Nine: Implementation of Classroom Games.



According to chart eight that targeted students who learn with games, 66.7%(68) of the participants said sometimes, 23,5% (24) of them said often, 9,8%(10) said never, whereas only one person said always. The results show that some teachers implement gamified tasks in his classes while there are others who never do.

Question Eight: In which module do your teachers use gamified lessons?

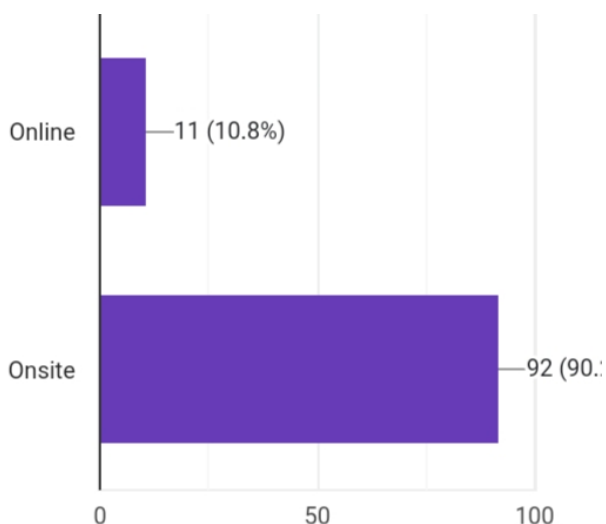
Figure Ten: The Module in which the Teacher Uses Gamified Lessons.



From the findings of the chart, one can notice that the majority of the participants said oral and written expressions, others said grammar, phonetics...The results state that oral expression is the module that the teacher applies to the learning games.

Question Nine: Do your teachers use gamified tasks in online or onsite courses?

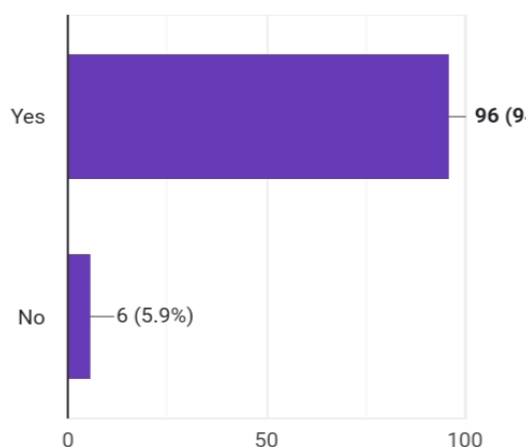
Figure Eleven: Using Games in Online Courses.



The majority of the informants 90.2%(92) selected onsite courses whereas only a small number of them 10.8% (11) selected online courses. The results of the chart show that most of the teachers are only implementing onsite games in their classes.

Question Ten: Do you enjoy learning using games?

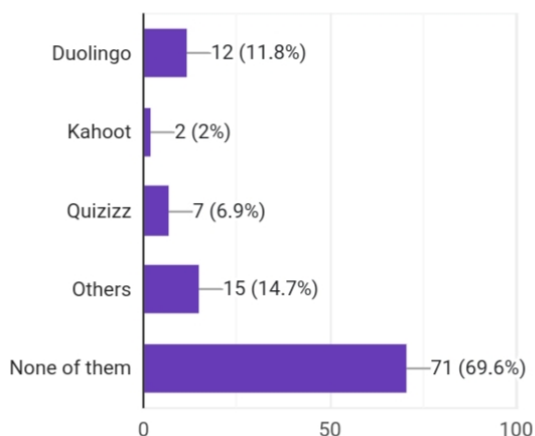
Figure Twelve: Enjoyment of Learning Using Games.



As it is obvious in the chart, most of the students 65% (95) submitted yes and the rest 5,9%(6) said no. The results state that most of the students enjoy learning with games.

Question Eleven: What are the most used online games in your learning classes?

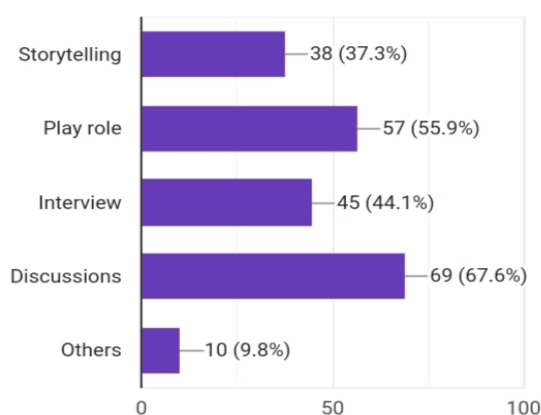
Figure Thirteen: The Most used Online Games in Learning Classes.



The chart illustrates that 69.6%(71) of the students do not use any of online games in their learning classes, 2%(2) of them use kahoot, 6.9% (6,9) of them use quizizz, 11.8%(12) of them use Duolingo, and the rest 14.7% (15)use other online games. The results illustrate that most of the students are not using any online games in their learning process.

Question Twelve: What are the most used onsite games in your learning?

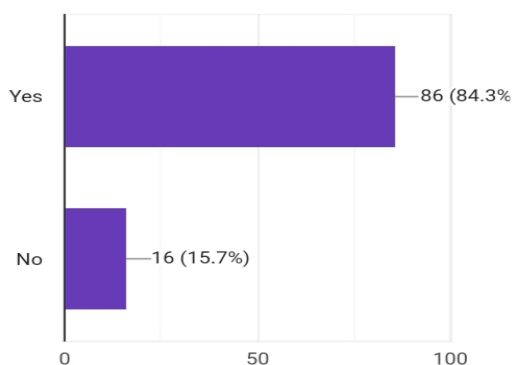
Figure Fourteen: The Most Used Onsite Games in Learning.



It can be seen from the chart that students numbers 67.6% have stated that discussions are the most used game in their learning, while 55.9% said playing role .Then,44.1% of them advocated interviews and 37.3% proposed storytelling. Only 9% mentioned other games

Question Thirteen: Do you face any challenges in your blended gamified learning?

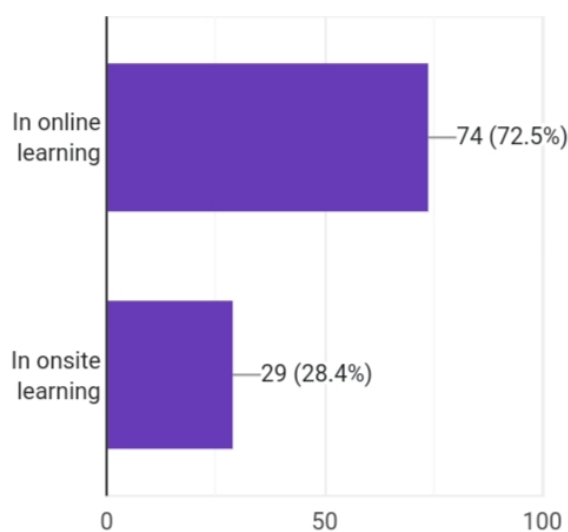
Figure Fifteen: Challenges that Face Students in Blended Gamification



According to their answers, it can be understood that a large number of students (who represent 84.3%), have faced challenges in their blended gamified learning. Only 15.7% replied with no.

- If yes, where?

Figure Sixteen: Challenges in Online Learning or Onsite Learning.



As it is shown in the chart, the majority of students 72.5% who face difficulties in online learning. However, 28.4% those who represent challenges in their onsite learning.

❖ Explanation of the students:

All the students explain the difficulties which face them in their blended gamified learning, as follow:

- Apply games is better in onsite atmosphere
- There is no opportunities that facilitate learning online such as: applications or sites
- In fact, there is an application called Moodle. From it we can just download lessons.
- Students suffer because of poor networks in their areas.
- Luck of guidance.

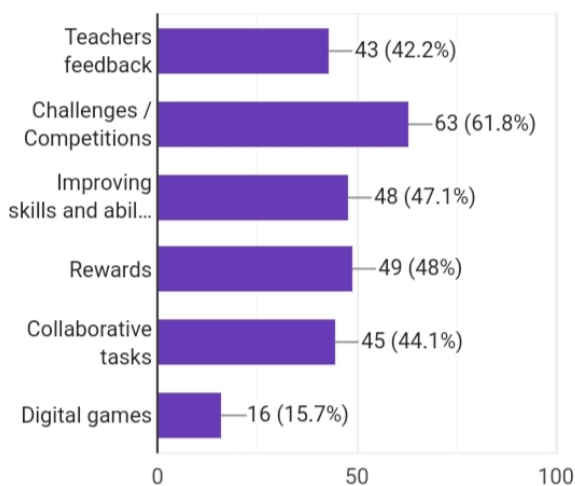
- our university didn't support it. technology and that kind of learning.
- There aren't appropriate conditions in our university.
- It's hard to imply teaching online.
- Less using computers
- Teachers never use games lessons online.
- Our Teachers advise us to use Duolingo at home to enhance our English language alone.
- No awareness towards technology.
- Still study faces to face in the classroom like in oral expression we make discussions, debates and quizzes. Rarely use digital games in the classroom but we never meet online.
- In our university there are computers but unfortunately don't work at all
- There aren't any opportunities to learn online or onsite successfully.

Section three: Blended gamified learning in fostering students' motivation.

This sections consists of four questions and two sub-questions that tackles the use of blended gamification to foster their motivation

Question Fourteen: what motivates you the most in blended gamified learning?

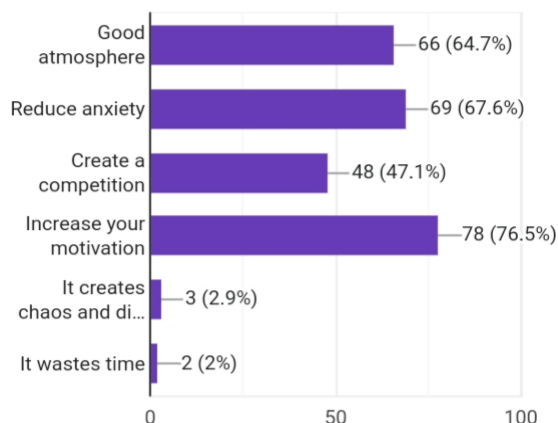
Figure Seventeen: The Most Used Techniques Can Be Employed to Motivate Students in Blended Gamified Learning.



It can be observed that most of the students 61.8% motivated in blended gamification through participating in challenges and competitions. 48% of them said that they are motivated by teachers giving them rewards. Then, 47.1% of the students want to improve their language skills and abilities. 44.1% of them claimed that they contributed to team work (collaborative tasks) increased their motivation and 42.2% indicated Teachers feedback source of motivation. At the end 15.7% mentioned digital games.

Question 15: In your opinion, using games in classroom can create:

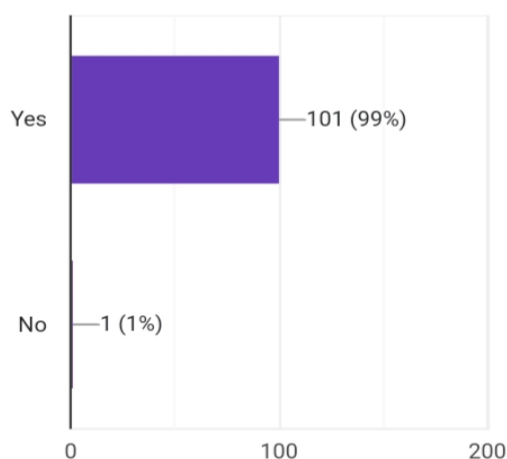
Figure Eighteen: Students' Opinions about the Outcomes of Using Games in Learning.



From the results obtained, 76.5% of the students voted that the use of games in classroom can increase motivation, also 67.6% of them indicated that it helps to reduce anxiety. However, 64.7% of them claimed that it creates competitions. Only 2% of them claimed that games can create chaos and disorder as well as 2.7% said that it just wastes time.

Question 16: Do you think that using games in the classroom can help you to develop your language skills?

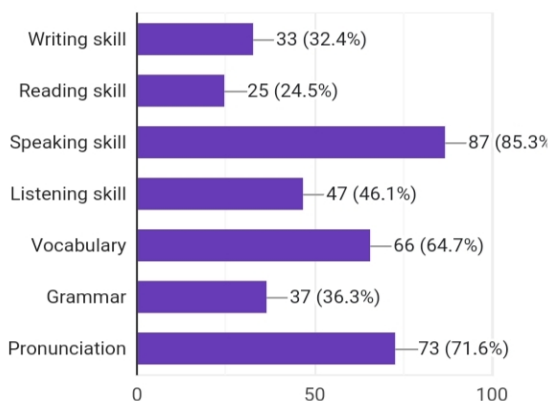
Figure Nineteen: Students' Opinions about the Effectiveness of Games in Boosting their Language Skills.



The respondent's answers showed that 99% of the students replied that the use of games in learning can help to enhance their language skills. Only 1% of them said no.

- If yes, which skills?

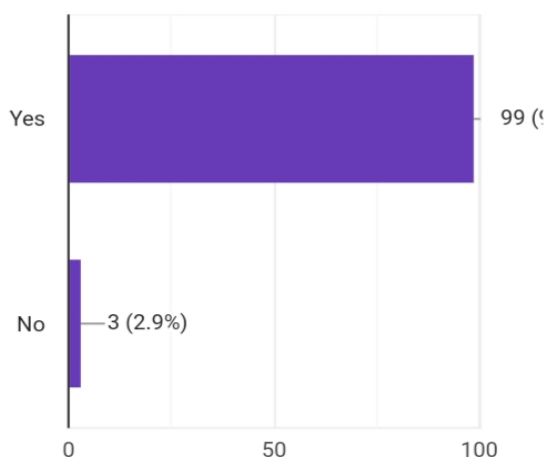
Figure Twenty: Developing Skills Through Games.



The answers collected revealed that 85.3% of the students replied that they boost their speaking skills, followed by a percentage of 71% pronunciation and 64.7% Said vocabulary. Then ,46.1 % of them said listening skill. Thus, 36.3% reported grammar, whereas 32.4% selected writing skill. Only 24.5 % of the students indicated reading skill.

Question 17: Do you get any benefits of learning using games?

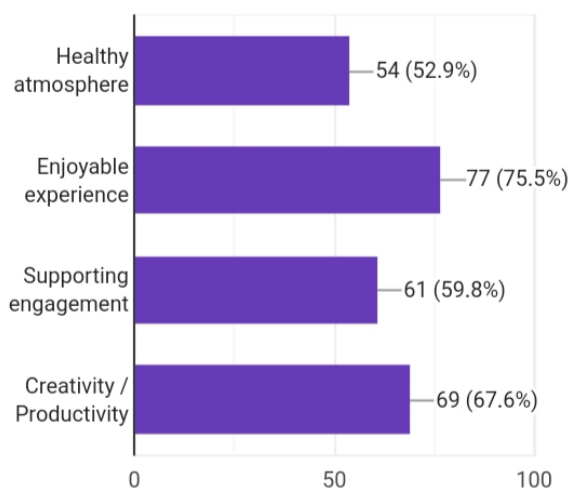
Figure twenty one: The Advantages of Using Games in Learning.



According to the above figure ,99% of the students responded yes, by justifying that they get multiple benefits of learning by playing games. Only 2.9% of them said No.

What kinds of benefits?

Figure Twenty two: The Kind of the Benefits that Students Get From Using Games.



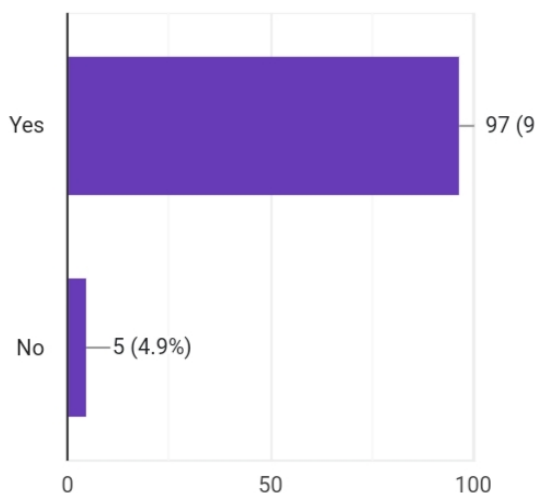
From the results obtained 75.5% of the students declared that learning through games can create an enjoyable experience. 67.6% answered that they increase their creativity and productivity. While 59.8% responded games task support them to engage. Only 52.9% said it creates a healthy atmosphere.

Section Four: Further Suggestions and Comments

This section deals with the students comments and suggestions about the impact on online and onsite learning in fostering motivation. There are two questions and only one sub-question.

Question 18: If you were an EFL teacher, would you like to employ blended gamified learning in teaching classes?

Figure twenty three: Students' Perceptions about employ blended gamified learning in their teaching process



The results indicated that the majority 95.1% of the students responded yes if they become teachers of EFL, they will employ blended gamified learning in their teaching, while 4.9% reported no .

From their multiple answers and perceptions toward blended gamified learning, as follow:

The results indicated that the majority 95% of the students responded yes if they become teachers of EFL, they will employ blended gamified learning in their teaching, while 5% reported no.

From their multiple answers and perceptions toward blended gamified learning, as follow:

- Blended gamified learning support to make new sense toward the learning process.
- It is effective, it gives positive results.
- It's a technique that makes learning suitable and enjoyable.
- To create a good atmosphere in my classes, where everyone can participate.

- It supports students to become more involved in tasks, and also motivates them to fulfill desired outcomes.
- It's a suitable strategy to foster students' motivation and engagement.
- It helps learners to improve their language skills.
- Sure, it is a great idea to integrate technology through using blended gamification.
- I'm keen on using this tool (blended gamified learning). It fosters students' motivation, supports collaborative learning (team work) and increases the communication skill either onsite or online.
- Support engagement, funny and achievable.
- Reduce stress and anxiety.
- Highly boost the interest towards learning.
- I will employ it since it increases the level of understanding, critical thinking and fostering 4th skills.
- I will apply this tool to motivate my students to speak and perform in public.
- I think that it is a solution for learners learning with highly self-confidence and self-awareness.
- Improving teaching and learning process
- Diversity of onsite and online games for students Keeping them creative, motivated and interested.

Question 19: Please, add any further comments or suggestions.

All the students provide some suggestions and recommendations on the impact of blended gamified learning in higher education (EFL context).

- Give the opportunities for learners to learning in suitable manner

- From my own experience it encouraged to develop the communication skill as well as boosting the team work
- Employ this strategy it can enhance the motivation of students and make learning process funny, providing an extra benefit especially developing the language learning, fluency four skills and vocabulary, pronunciation and grammar all these skills will foster the performance and increase self-confidence and self-awareness while learning
- I already have a comment that special I asked about Constantine education habits and I find it provide Students with suitable conditions to study online in the weekend I feel more motivated and interested toward their learning process
- Make gamified learning a habit and apply it in any module because it has great positive impacts.
- It's a good technique to foster students' motivation and to change the traditional teaching.
- Games are very effective tool to enhance language learning
- WE hope that our university will support the use of technology and promote the way of learning language skills.
- Usually it's a wonderful experience that promotes motivation as well as language learning skills and increases interest toward achieving desired goals.
- We should encourage this idea to all educational institutions because it is fun and makes the student feel comfortable while studying because the majority of students will change their mind significantly in the direction of education for the better.
- I'd like to recommend using games more often
- Integrating Gamified learning in classes is an important strategy for decreasing learners' stress and anxiety levels, and make a comfortable learning atmosphere
- I recommend teachers to integrate games in learning so often

- That's Kind of acts and games helps students for enjoy their study, in the same time teachers will find it easy to make students receive information
- I have experience with gamified learning. It makes learning more enjoyable and fun.
- It is going to be an amazing experience for all beginners employing blended gamified learning in teaching classes and it would positively affect their academic performance and give positive outcomes.

2.2. Interpretation and Discussion of the Results (Students' Questionnaire)

The current research sought to investigate the impact of blended gamified learning in fostering EFL learners' motivation in higher education through designing an online questionnaire for first-year EFL students at Abd El Hafid Boussouf University-Mila. The results obtained from this questionnaire showed that the use of blended gamified learning strategy in learning classes had a great effect on students' motivation.

First, according to chart 1,2, and 6, the majority of the participants estimated that they chose to study English and enjoy studying it and most of them claimed that it can give a positive reflection on their motivation and learning English in a funny and good way. That's how we can see it in figure 6 that most of them participate in class without any hesitation. Moreover, the results shown in figures 4 and 5 revealed that a high percentage of the participants agreed that blended gamified learning is an important item in EFL instruction, and that it should be given more emphasis in the future in the EFL classes because it fulfill their needs, help them to solve problems, and intend to accomplish their goals and objectives, Kapp (2012)added that, "gamification is using game-based mechanism, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems". Furthermore, in the figures 7,8,9, and 10, it showed that most of the mila's university students are familiar and aware with this new strategy and enjoy studying using games due to the its implementation by their teacher in onsite

classes in several modules like oral and written expression, grammar... and skipped online classes Figures 11,12 shows that in Mila educational programs there is no implementation of online games and the most of its implementations is on onsite classes like discussions, play roles, storytelling, and interviews. And there is a rare use of online games like Duolingo, kahoot, quizizz in learning classes.

Second, the figure 13 showed the majority of the EFL Students indicated that they are faced challenges in online learning more than the onsite learning, they give multiple explanation about these difficulties .for instance lack of internet, suitable conditions to meet online ,...then the results of figures 14 ,15 presented the techniques that employed in order to boost motivation in their blended gamified learning such as : challenges and competitions, rewards Teachers feedback, digital games all those tools implemented in order improve students engagement...the use of games can create good atmosphere, competitions, reduce anxiety and stress all those Factory are mentioned before in the theoretical part .Although some Students claim that using games in learning can create chaos ,disorder and wasting time. additionally, by using these games in learning classes, the gamification elements are a crucial step to go through in order for students to understand their actions and motivation in games (Marczewski,2015) and clear goals are established within games (Kapp,2012). For instance, playing competitions and challenges push the Students to earn points (gamification element)

Third, the results shown in the figure16 and 17 of the most percentage of Students reported the effectiveness of blended gamified learning in fostering the core skills (4th skills), Reading skills, writing skills, speaking skills and listening skills as well as the linguistics items grammar, vocabulary and pronunciation. However, all the students provide answers that they get several advantages through using game tasks like making an enjoyable experience, they will be creative and productive and also engage in a healthy atmosphere. In the figure 18 the results obtained the participants answered of course if where an EFL teacher ,would like to employ

blended gamified learning in their teaching classes because of the crucial role of the blended gamification in enhancing Students motivation, engagement and performance. the last question aim of this section was to identify effective impact of blended gamified learning for motivating students, to improve language learning skills. By fulfilling insights into student's perceptions comments.

Overall, students enjoy learning through blended gamified learning as a source of motivation. games can Provide opportunities for students to contribute and receive knowledge.

2.3. The Teachers Interview

Q 1: How many years have you been teaching English?

The first question of the interview aims at showing the most experienced teachers in their field.

Most of them claimed that they have been teaching English for so long transferring from middle schools to high schools reaching university so it's a pretty long period of time.

Q2: Have you ever used ICTs technology in your teaching process?

The second question seeks to reveal the use technology icts in the teaching process, most of the teacher (four of them) claimed that is no technology icts used in doing their jobs except using e learning site and moodle to submit course in the platform to the students and the rest (two teachers) claimed they have no familiarity of using those icts they submit handouts.

Q3: Do you think that using educational games can enhance teaching?

This question seeks to show the impact of using games in educational programs from teachers point of view.

Most of the teachers stated that using games in their lessons helps them to promote the teaching process due to the new enjoyable experience that is created due to the classroom games.

Q4: Do your university administrators support using blended gamified learning?

This question seeks to shed light on the support of using blended gamified learning in teaching classes, most of the teacher claimed that there is a big lack of support from the administration responsibilities and there is lack of technology means such as computers, internet access which can lead to create obstacles in using online games in particular, whereas some teachers claimed that university responsible gave them all the freedom to use their curriculum to their will.

Q5: In your point of view, blended learning has a beneficial impact on teaching and learning aspects? Explain please?

This question aims at showing the real impact of blended gamified learning and on teaching and learning aspects. It creates New atmosphere for learning to live new learning experiences and they have fun while interacting in their lessons. This strategy helps to kill boredom and bring joy to help students learn better. The teachers added that blended gamified learning pushes them to love doing their job. If the teaching process wins, the learning process will definitely win as well.

Q6: Do you use a blended gamified learning strategy in your teaching classes? If yes, where? online or onsite classes and what kind of games? If not, will you use them in the future?

This question seeks to shed light on the use of learning games by the EFL teachers of higher education.

The teachers who usually use games claimed that they are only using onsite classroom games so far, such as: play roles, discussions, interviews, and debates, especially in oral expression classes, whereas there is a complete absence of using online games which resulted in creating big challenges in blended gamified learning. The rest of the teachers who do not use either onsite games or online games claimed that using learning games inside classrooms may occur chaos and students will not learn seriously and just play games for fun, others said that learning games are just waste of time, because they took a very long period of time to prepare them and present them to the students. Other teachers claimed that they intend to use them in the future as they can provide new professional experiences and help in improving the teaching process.

Q7: What kind of challenges that you may face in using blended gamified learning?

This question seeks to reveal the challenges that face teachers in using blended gamified learning. They claimed that:

- Students don't have smartphones or personal computers.
- The university computer labs are not in service.
- There is poor access to internet service inside classrooms.
- Some students use their phones for personal things.

Q8: There are some elements of Gamification such as: feedback, points or leaderboards.

What are the game elements that are more likely used in your blended gamified courses?

question number eight and its sub-questions and its aim at the Gamification elements used by the teacher in this context. Concerning the used gamification elements by the teachers, most of them claimed that they use those elements without taking them into consideration (as Gamification Elements), they use leaderboards, badges, points... gaining points in such a task helps to increase their motivation and their Intention to learn better.

Q 9: Do you think that using Gamification elements help you to enhance the teaching and learning process?

Based on the responses of the interviewed teachers about the use of gamification elements that may help to develop both process teaching and learning several viewpoints indicate: for sure using gamification elements help a lot to enhance both teaching and learning process. Positive feedback can push the students to learn as well as to achieve their goals and this result facilitates the ongoing of the lesson perfectly. In fact, using gamification elements help to foster teaching and learning aspects through using it, especially points and feedback, help me as a teacher to continue my lesson successfully without any obstacles. Moreover, through using gamification elements this enables the teachers to make teaching and learning process more serious also it creates a special entertainment. from my experience incorporating elements like points, badges, and leaderboards from games to motivate and engage students in learning environments so the teaching process will be successful.

Q 10: How do blended gamified Tasks help you to fulfill all the teaching objectives easily?

The main purpose of this question is to explore how the teachers achieve their lessons objectives easily through using blended gamified learning. Various responses appear to explain this question. The majority of the teachers indicated that blended gamified tasks first raise the interaction between the teachers and the students. Therefore, all the teaching objectives will be done easily. Blended gamification gamified tasks increase first the awareness of the students toward their learning to become more involved while fulfilling the task. Also the communication skills between teachers and students will facilitate the achievement of lesson objectives. To speak about blended gamified tasks, I always try to integrate the collaborative tasks to boost the students' engagement. Of course, this technique helped me to successfully

gain the lesson objectives at the end of the session. Overall, blended gamified learning foster collaboration among students, as they can work together to achieve goals

Q11. Do you motivate your students to participate in the activities?

The objective of the question was to determine if the teachers motivate their students to participate. All the teachers responded positively, indicating that they do all their best to motivate students to engage some teachers insights about motivation:

- Extremely I motivate my students to engage in the activities and try to make them more self-confident to face their fears through creating small groups for discussions of interesting topics.
- Yes, sure motivation is a key to success and I always motivate my students to get more aware towards their learning such as offering them rewards.
- I try to motivate my students through the gamification which allowing them to participate and use the language effectively
- Always I choose some interesting topics and I apply it to educational games like discussion and role play and this fester my students' contribution.

Furthermore, all the teachers rely on selecting appropriate strategies and methods to keep their students motivated and engaged.

Q12. How do you deal when your students Unmotivated? Do you use external aspects of motivation such as (marks/points) or internal ones such as (show interest and provide an enjoyable atmosphere in the classroom)?

This question aimed to know how the teachers deal with unmotivated students while teaching and either use external (extrinsic) motivation or internal (intrinsic) motivation to motivate them. All the teachers preferred to use internal motivation through providing a positive atmosphere for the students to create an enjoyable and funny experience learning. Thus they

are hesitant to use external motivation, especially marks or points are not a suitable way to motivate the students, as they mentioned, they failed to push the students to do something they don't enjoy. Overall, all the teachers are still using a combination of external and internal factors in fostering students' motivation.

Q13. what do you do to motivate your students to engage in the activities?

This question aims to know how teachers motivate their students to engage in the sessions. From the answers given by the teachers, it can be concluded that there are various strategies used by the teachers to motivate their students. The most common methods include creating a comfortable atmosphere for learning language, selecting and guiding students to achieve their desired outcomes, give them a chance to participate, provide constructive criticism to increase their interest toward learning, and give positive feedback. Thus, EFL teachers assessed that using challenges is a factor to motivate students to engage and they become more productive and aware to face competitions. Overall, all the teachers of Abdelhafid Boussouf University Center of Mila. They are aware of motivating their students.

Q14. Do you think that using onsite and online gamification learning in teaching can motivate to boost students' language learning such as fourth skills?

This question seeks to know the extent of using blended gamified learning to motivate students to enhance the 4th skills writing, speaking, reading and writing indeed the linguistics items grammar vocabulary and pronunciation due to this developing other skills such as the students highly contribute in competitions activities without feeling fear or anxiety therefore they will perform in a suitable way, then they can speak and face the audience effectively. to conclude motivation through game-create teaching to enhance students' language learning. Some teachers highlighted the importance of addressing the core skills of language learning for performance improvement.

Q15. Are you satisfied with your students' level through keeping them interested by using blended gamified learning?

The purpose of this question was to investigate the teachers satisfaction about their students level while using blended learning and integrating games to teach, all the teachers indicate satisfaction with their students level of learning and motivation to gain their desired outcomes, many of them indicate that the supporting and motivating students play crucial role to foster level in language learning and engagement.

Q16. Does using blended gamified learning motivate your student to contribute and engage in a healthy environment in EFL classes? Explain why?

This question aimed to highlight the effectiveness of blended gamified learning in fostering students' motivation, engagement in language learning. All the teachers show their acceptance of the blended gamified learning. There are common answers and explanations: Blended gamified learning enhances student motivation by incorporating educational games either online or onsite learning for improving engagement, academic performance and motivation Moreover, implementing blended gamified learning environments has been linked to increased motivation, skills and interest among students in different subjects, including language learning. Overall, teachers said that this new tool is effective because it allows adaptive learning and teaching experience.

Q17. Do you think that blended gamified learning is helpful to create an enjoyable experience and motivation? Explain?

The teachers provide extra answers about this question which is about their insights and experience that blended gamified lessons help for creating an enjoyable experience and motivation. All the teachers proposed their views:

First, blended gamified learning, using onsite and online learning by games through mobile apps, computers, sites that enhances motivation, knowledge sharing, and critical thinking, creating an enjoyable learning experience as well as atmosphere.

Second, blended gamified learning fosters students' motivation and concentration, creating an enjoyable experience. It effectively improves student participation and learning outcomes.

Third, blended gamified learning enhances enjoyment and motivation for maximizing engagement and interest and awareness of the students towards their learning and creates hedonic experience for them. Blended gamified learning, enhances students' motivation in learning English by promoting autonomy, competence, relatedness, and enjoyable classroom atmosphere

Overall, all the teachers recommended that our university provide this new tool of learning to enable learning and teaching process for both students and teachers, as well as they mentioned the effectiveness of this technique to overcome the traditional techniques of education.

2.4. Interpretation and Discussion of the Results (teachers' interview)

After a deep examination of the interviews' findings, a variety of views were derived. The questions were aimed at investigating the teachers' perceptions and insights and experience towards the use of blended gamification in teaching EFL at the University of Abdelhafid Boussouf Mila University center. The teachers' responses were positive to some extent and consistent with the research purposes.

According to the findings of the interview, the process of teaching while using blended gamification is a turning point in which play a big role in enhancing teachers feedback and

learners outcomes. Besides, using Variety of games in the classroom, the both online and onsite games can turn the classroom atmosphere upside down by creating motivation in of the most challenging tasks in EFL classrooms such as in oral and written expression.

Besides, most high education EFL teachers intent to use some gamification elements in their courses in order to enhance teaching and learning to improve the learners motivation and abilities like points, feedback, leaderboard and badges to create better engagement Therefore, blended gamified learning has shown positive results in promoting motivation, creating better engagement, improved collaboration, a real-world connection and enjoyable experiences.

Concerning, the motivation blended gamified learning can provide opportunities for students to practice language enhance their core skills, receive positive feedback, which can enhance their motivation and engagement. However, it should be noted that the effectiveness of using onsite and online learning through games for fostering motivation may depend on various factors such as: selection of the games for fostering students level of engagement, and the teachers role in facilitating the learning process,

Overall, the combination of gamification and blended learning platforms applications has the potential to enhance interest, engagement, and motivation, making the learning process more enjoyable and effective for students across various disciplines.

3. Pedagogical Implications and Recommendations

Based on the results of the study, one can say that it was found that first year EFL students and teachers of Abdelhafid Bousof Mila university Center are aware and familiar with using blended gamified learning strategy, and learners get more involved in the gamified sessions. It stimulates and raises their motivation which, in turn, helps them to assist and to positively impact their engagement and abilities development like the firth skills linguistics

items. The findings of the present study have implications for learners, teachers, and responsibilities in the realm of EFL in particular and education in general.

First, it is advised that Mila's university administrators and the teachers who are unfamiliar with this approach incorporate the use of blended gamified learning strategy and incorporate more gamified tasks into their lessons because it helps students learn and reduces anxiety and boredom while increasing autonomy and self-confidence. Besides, we recommend using diversity of learning games such as online games for teachers who use only onsite games. Numerous researchers who have attested to its efficacy in energizing students have corroborated this. It is therefore suggested that they use this method to arrange their sessions.

Second, giving students access to more technology will encourage their learning and provide them with novel experiences. Examples of this include laptops, internet access, and the ability to use phones for in-class online learning. Thus, more gamified learning apps and websites—like Duolingo, Kahoot, Quizizz, and other unidentified gamified learning sites and applications—will be made available to enhance learning and make it more engaging and fun so that students can achieve a variety of outcomes.

Finally, the elements of gamification serve as recommendations for teachers implementing this technique in the classroom. In order to create gamified lessons and teach their students how to behave in a gamified environment that leads to the fulfillment of learners' goals and objectives and motivates them to incorporate them in the classroom for the purpose of developing skills in both online and onsite courses, they must therefore verify and rely on them. Giving kids a prize for every right response, for instance, encourages children to accrue points, badges, etc.

4. Limitations of the Study

The present study was done in a very limited period; there were a number of challenges and obstacles that arise while gathering data.

Concerning the means of research, first the researchers tried to make an experiment but they didn't find the suitable conditions. Also, the first year students and their absences during the last period made it difficult for collecting the research data. Therefore, the researchers decided to make an online questionnaire; but not all the students have answered it.

Finally, despite all these difficulties, the present research study was conducted successfully.

Conclusion

The practical portion of the study was covered in this chapter, which also looked into the effect of blended gamified learning and how it motivates students in higher education. The researchers concluded that the use of blended gamified tasks improves learners' motivation and engagement in onsite courses, whereas there is a lack of its availability in online courses, after evaluating and interpreting the data from the online questionnaire and the interview. The chapter concluded with offering some pedagogical recommendations and limitations that the researchers encountered when investigating the use of blended gamified learning.

GENERAL CONCLUSION

This research aimed at investigating Teachers and students' perception toward blended gamified learning can boost EFL students' motivation, for the sake of answering the advanced research questions and confirming or refuting this study, the researchers adopted and used a mixed approach, a qualitative and quantitative method approach, on the grounds of gathering data. A Students Questionnaire was designed online through "Google forms" to First Year EFL Students. Thus, this study rely on EFL teachers interview at Abdelhafid Boussouf University Center of Mila. to inspect student and teachers attitudes, experiences and insights towards the use of blended gamification either onsite or online and if this tool fosters their motivation. Based on the data analysis of the questionnaire and the interview, it can be concluded that EFL students and teachers are familiar with this kind of learning.

The main purpose of this research was to explore if the use of blended gamification affects students ' motivation positively. Another objective of this study is the integration and the awareness towards using technology in education to help both students and teachers to find appropriate, new ways and strategies to learn at the same time create a motivational atmosphere.

The results indicate that the students and teachers have positive insights on the effectiveness of blended gamified learning in fostering students' motivation. They find it a helpful tool for improving language learning skills. Thus it motivates them to enhance their competence, autonomy and relatedness. The main comments are using onsite gamification because it supports participation, reduces anxiety and creates an enjoyable experience within team work even though they face hitches in online learning but still confirm gamification was an effective tool in education.

Overall, this research concludes that blended gamified learning has an effective impact on students' motivation since it implies best strategies to keep students interested and

participating actively. The results show that integrating games and technology in online or onsite learning can have a beneficial effect on students' performance and motivation to enhance their learning outcomes perfectly as well as promoting teaching process.

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APPENDICES

APPENDIX A

Students' Questionnaire

Dear students,

You are kindly invited to answer this questionnaire which is carried out in the frame work of a Master degree. It aims at investigating students' perceptions towards the impact of blended gamified learning in fostering students' motivation in higher education in EFL context. All answers will be taken into consideration as a part of this investigation, we will be grateful for your contribution to our research.

When answering, please tick the selected answer and write statements whenever it is required.

Your contribution is greatly appreciated.

SECTION ONE: Background Information

1. Did you choose to study English?

a. Yes

b. No

2. Do you enjoy studying English?

a. Yes

b. No

If no, why?

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 ...

3. How do you consider yourself in English?

a. Beginner

b. Pre-intermediate

c. Intermediate

4. Are you familiar with gamified learning atmospheres?

a. Yes

b. No

5. Does gamified learning help you to achieve your learning objectives and goals?

a. Yes

b. No

SECTION TWO: Blended Gamified Learning

6. Do you like to participate in class?

a. Yes

b. No

7.. Do your teachers imply games in the classroom?

a. Always

b. Often

c. Sometimes

d. Never

8. In which module do your teachers use gamified tasks?

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9. Do they use them in online or onsite courses?

a. Online

b. Onsite

10. Do you enjoy learning using games?

a. Yes

b. No

11. What are the most used online games in your learning classes?

a. Duolingo

- b. Kahoot
- c. Quizizz
- d. Others
- e. None of them

12. What are the most used onsite games in your learning classes?

- a. Storytelling
- b. Playrole
- c. Interview
- d. Discussions
- e. Others

13. Do you face any challenges in your blended gamified learning?

- a. Yes
- b. No

- If yes, where?

- a. In online learning
- b. In Onsite learning

- Explain why?

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SECTION THREE: The Impact of Using Blended Gamified Learning in Fostering Students' Motivation

14. What motivates you the most in gamified learning?

- a. Teachers feedback
- b. Challenges/Competition
- c. Improving skills and abilities
- d. Rewards
- e. Collaborative tasks
-

f. Digital games

g. Others

15. In your opinion, using games in the classroom can create:

a. Good atmosphere

b. Reduce anxiety

c. Create a competition

d. Increase your motivation

e. It creates chaos and disorder

f. It wastes time

16. Do you think that using games in the classroom can help you to develop your language skills?

a. Yes

b. No

- If yes, which skill?

a. Writing

b. Reading

c. Speaking

d. Listening

a. Vocabulary

b. Grammar

c. Pronunciation

17. Do you get any benefits of learning using games?

a. Yes

c. No

-What kind of benefits:

a. Healthy atmosphere

b. Enjoyable experience

c. Supporting engagement

d. Creativity /productivity

SECTION FOUR: Further Suggestions and Comments

18. If you were an EFL teacher, would you like to imply blended gamified learning in teaching classes?

a. Yes

b. No

19. Please, add any further comments or suggestions!

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.....
.....

Thank you for your Cooperation.

APPENDIX B

Teacher's Interview

Dear teachers,

We are gathering data through this interview about the impact of blended gamified learning in fostering students' motivation in higher education (EFL context). Your contribution is essential for fulfilling the purposes of our master thesis's, by sharing your insight, view point and experience with us, we wish to achieve a well understanding of how teachers can effectively combined onsite and online gamified learning in order to foster students motivation and engagement while teaching to support students more to gain desired outcomes as well as developing their skills abilities. This interview will assist us in creating meaningful recommendations, thank you for your time, your contribution is greatly appreciated.

Q1. How many years have you been teaching English?

Q2. Have you ever used ICTs technology in your teaching process?

Q3. Do you think that using educational games can enhance teaching?

Q4. In your point of view, blended learning has a beneficial impact on teaching and learning aspects? Explain please?

Q5. Do your university administrators support using blended gamified learning?

Q6. Do you use a blended gamified learning strategy in your teaching classes? If yes, where are online or onsite classes? If not, will you use it in the future?

Q7. What kind of challenges that you may face in using blended gamified learning?

Q8. There are some elements of Gamification such as: feedback, points or leaderboards. What are the game elements that are more likely used in your blended gamified courses?

Q9. Do you think that using Gamification elements help you to enhance teaching and learning process?

Q10. How do blended gamified Tasks help you to fulfill all the teaching objectives easily?

Q11. Do you motivate your students to participate in theme activities?

Q12. How do you deal when your students Unmotivated? Do you use external aspects of motivation such as (marks) or internal such as (show interest and provide an enjoyable atmosphere in the classroom.

Q13. what do you do to motivate your students to engage in the activities?

Q14. Do you think that using onsite and online gamification learning in teaching can motivate to boost students' language learning such as the 4th skills?

Q15. Are you satisfied with your students' level through keeping them interested by using blended gamified learning?

Q16. Does using blended gamified learning motivate your student to contribute and engage in a classroom atmosphere? Explain why?

Q17. Do you think that blended gamified learning is helpful to create an enjoyable experience and motivation? Explain?

Thank you for your cooperation

Résumé

La présente dissertation vise à étudier à savoir dans quelle mesure un apprentissage intégré stimulant le jeu est efficace, cette dernière combine des éléments d'apprentissage traditionnels et d'apprentissage à distance avec des éléments de jeu pour augmenter l'engagement et la motivation des apprenants d'anglais en tant que langue étrangère à améliorer toutes les compétences linguistiques pour participer au processus d'apprentissage. Une étude descriptive a été menée sur les étudiants et professeurs d'anglais au Centre Universitaire Abdelhafid Boussouf mila. Les chercheurs se sont appuyés sur un questionnaire auprès de 102 étudiants anglais et sur un entretien avec huit (08) professeurs. Le questionnaire et l'entrevue visent à recueillir des informations sur l'impact de l'étude avec des jeux et l'apprentissage intégré afin de motiver les étudiants à étudier. Les résultats du questionnaire et de l'entretien ont confirmé la crédibilité des objectifs de la recherche sur l'utilisation de cette stratégie pour stimuler, à travers les résultats, les étudiants et les professeurs sont largement acceptés pour utiliser cette stratégie, soulignant que ce dernier sert d'incitation pour eux à apprendre la langue facilement pour les étudiants. Pour les enseignants, c'est un facteur essentiel pour la réussite du processus d'enseignement et la réalisation des objectifs de la leçon. En outre, l'apprentissage avec des jeux éducatifs en ligne ou dans le département a un impact positif pour motiver les élèves à apprendre et à prendre soin de leur étude d'une manière éducative facile et agréable. Cependant, il y a quelques obstacles dans l'université où il n'y a pas d'étude à distance L'application Moodle est disponible uniquement par le biais de laquelle les professeurs publient des leçons. Nous avons proposé un contenu pédagogique pour les enseignants et les élèves qui améliorerait le retour des élèves dans les compétences linguistiques en stimulant la salive et dans ce dernier. Via cette dissertation d'étude nous espérons que le directeur de l'Université Mila fournira toutes les conditions pour le succès de ce processus pour améliorer le développement de l'étude.

Mots-clés : jeux éducatifs, apprentissage intégré, à distance, professeurs/étudiants d'anglais, motivation.

المخلص

تهدف الرسالة الحالية إلى معرفة مدى فاعلية التعلم المدمج الملهم باللعب، هذا الأخير يجمع بين عناصر التعلم التقليدي والتعلم عن بعد مع عناصر اللعب لزيادة انخراط وتحفيز متعلمي اللغة الإنجليزية كلغة أجنبية لتحسين جميع مهارات اللغة للمشاركة في عملية التعلم. حيث تم إجراء دراسة وصفية عن طلاب وأساتذة اللغة الإنجليزية في المركز الجامعي عبدالحفيظ بوالصوف-ميلة. اعتمد الباحثون على استبيان مع (102) من طلاب اللغة الانجليزية، ومقابلة مع ثمانية (08) أساتذة. حيث يهدف كل من الاستبيان والمقابلة جمع معلومات حول تأثير الدارسة بالألعاب والتعلم المدمج من أجل تحفيز الطلبة على الدراسة. بهذا الصدد، فقد أكدت نتائج الاستبيان والمقابلة مصداقية أهداف البحث بشأن استخدام هذه الاستراتيجية لتحفيز، ومن خلال النتائج تبين أن الطلاب والاساتذة لهم قبول واسع على استخدام هذه الاستراتيجية حيث أكدوا أن هذه الأخيرة تعمل كحافز يحفزهم على تعلم اللغة بسهولة بالنسبة لطلبة، أما بالنسبة للأساتذة فهي عامل أساسي من أجل نجاح عملية التدريس واكمال أهداف الدرس. أيضا، أن التعلم بالألعاب التعليمية عبر الإنترنت أو داخل القسم لها تأثير إيجابي تحفيز الطلاب على التعلم ولاهتمام بدراساتهم بطريقة تعليمية سهلة وممتعة. ومع ذلك توجد بعض العراقيل في الجامعة حيث لا توجد دراسة عن بعد، يتوفر فقط تطبيق مودل moodle من خلاله يقوم الأساتذة بنشر الدروس ، ومع ذلك كانت اجوبة كل من الاساتذة والطلبة توجي بالتأكيد على ضرورة ومدى اهمية هذه الاستراتيجية في التعليم .على ضوء هذه المعطيات، اقترحنا بعض المضامين التربوية للأساتذة والتلاميذ و التي من شأنها أن تحسن من مردود التلاميذ في مهارات اللغة من خلال التحفيز بالألعاب و في الأخير وعبر هذه الرسالة نرجو من سيادة مدير جامعة ميله على توفير كل المتطلبات من اجل انجاح هذه العملية لتحسين الدراسة تطويرها.

الكلمات المفتاحية: الألعاب التعليمية، التعلم المدمج، حضوري، عن بعد، اساتذة /طلاب الإنجليزية، التحفيز.