



An-Najah National University
Faculty of Graduate Studies

**THE IMPACT OF GAMIFIED BLENDED
LEARNING ON ENHANCING THE 11TH
GRADERS' LEARNING ENGLISH
LITERATURE IN JERUSALEM
SUBURBS DIRECTORATE**

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**This Dissertation is submitted in Partial Fulfillment of the Requirements for the
Degree of PhD in Learning and Education, Faculty of Graduate Studies,
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Dedication

To the soul of my beloved parents, Mum and Dad,

Mum and Dad, you have supported and guided me through my life to reach this level.

Without your sacrifice and support, I would not achieve my ambitions. You have always been the source of power in this process and life. You inspired me every day. I am proud of you and love you beyond words.

I must also thank my family and friends for their support and help.

I am forever indebted to my dearest brother "Ahmed" who has helped me to overcome challenges. Thank you for your support and encouragement, for sharing expertise in technology, and for taking the time and efforts to back me up when things got difficult.

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I would like to extend my gratitude to my dearest professor Dr. Saida Affouneh who inspired me to focus on working forward to finish this work and believing in me through studying. She has been there to keep me motivated. Thank you!

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Safia Tarteer

Declaration

I, the undersigned, declare that I submitted the thesis entitled:

THE IMPACT OF GAMIFIED BLENDED LEARNING ON ENHANCING THE 11TH GRADERS' LEARNING ENGLISH LITERATURE IN JERUSALEM SUBURBS DIRECTORATE

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name

Safia Tarkeer

Signature

Safia

Date

25-8-2023

Table of Contents

Dedication.....	iv
Acknowledgment.....	v
Declaration.....	vi
Table of Contents.....	vii
List of Tables.....	x
List of Figure.....	xi
List of Appendices.....	xii
Abstract.....	xiii
Chapter One: Study Background.....	1
1.1 Introduction and Background.....	1
1.2 Statement of the Problem.....	5
1.3 Study Objective.....	5
1.4 Study Questions.....	5
1.5 Study Hypotheses.....	6
1.6 Significance of the Study.....	6
1.7 Definitions of Terms.....	8
1.8 Summary.....	9
Chapter Two: Literature Review.....	10
2.2 Learning English as a Second Language.....	10
2.2.1 Teaching English Literature in the Secondary Level.....	14
2.2.2 Why Should Curriculum Contain Literature?.....	15
2.2.3 English in the Palestinian Educational System.....	17
2.3 The Role of Technology in Learning and Teaching.....	18
2.4 Gamification and its Benefits in Language Learning.....	19
2.5 Blended Learning and Gamification.....	24
2.5.1 What is Gamification?.....	24
2.5.2 Game Elements and Game Design.....	26
2.5.3 Framework to Design Game Elements (SDT).....	32
2.5.4 Gamified Course and Self-Determination Theory.....	35
2.6 Comments on the Previous Studies.....	38
2.7 Summary.....	40

Chapter Three: Methodology	42
3.1 Introduction.....	42
3.2 Methodology Design.....	42
3.2.1 Study Population.....	43
3.2.2 Study Sample	43
3.3 The Experimental Design	44
3.4 Data collection	45
3.5 The First Instrument.....	45
3.5.1 Motivation Questionnaire	45
3.5.2 Validity of the Motivations' Questionnaire.....	46
3.5.3 Motivations' Reliability.....	47
3.6 The Second Instrument	47
3.6.1 Perceptions Questionnaire	47
3.6.2 Validity of the Perception Questionnaire.....	48
3.6.3 Perceptions' Reliability.....	49
3.7 Factor Analysis for the Two Questionnaires (Motivation & Perceptions).....	49
3.7.1 Person Correlation for Total Score of the Two Questionnaires.....	50
3.7.2 Cronbach Alpha for Total Score of the Two Questionnaires	50
3.7.3 Questionnaires Dimensions after Factor Analysis.....	50
3.8 The Third Instrument.....	51
3.8.1 Pre-test and Post-test Test.....	51
3.8.2 Content Analysis.....	54
3.8.3 Test Validity	55
3.8.4 Test Reliability.....	55
3.9 The Fourth Instrument:.....	56
3.9.1 Interview	56
3.9.2 Interview Validity.....	57
3.9.3 Interview Reliability	58
3.10 Variables of the Study.....	58
3.11 Study Context and Procedure	58
3.11.1 Gamified Classroom Learning.....	60
3.11.2 Procedure (Learning Process).....	61

3.11.3 Stage One (Introduction)	62
3.11.4 Stage Two (Implementation)	63
3.11.5 Stage Three (Intervention)	66
3.11.6 Stage Four (Comparison Group).....	66
3.11.7 Stage Five (Evaluation)	67
3.11.8 Study Ethics	67
3.12 Summary	68
Chapter Four: Results of the Study	69
4.1 Results.....	69
4.1.1 What is the impact of GBL on students' achievements in learning English literature?	69
4.1.2 What is the impact of GBL on students' motivation in learning English literature?	73
4.1.3 What is the impact of GBL on students' perceptions in learning English literature?	76
4.2 Summary	83
Chapter Five: Discussions, Conclusion, and Recommendations	85
5.1 Introduction.....	85
5.2 What is the impact of GBL on students' achievements in learning English literature?	85
5.3 What is the impact of GBL on students' motivation in learning English literature?	87
5.4 What is the impact of GBL on students' perceptions in learning English literature?.....	89
5.5 Study limitations	91
5.5.1 Time	91
5.5.2 Locative Limitations	91
5.5.3 Topical Limitations	91
5.6 Conclusion	92
5.7 Recommendations.....	92
List of Abbreviations	95
References.....	96
Appendices.....	110
الملخص.....	ب

List of Tables

Table (3.1): The distribution of students who participated in the study and the control group	44
Table (3.2): The experimental and control groups.....	44
Table (3.3): Table of specification for the novels “The Call of the Wild “&” The Norwood Builder”	52
Table (3.4): Description of the used game elements and their benefits	59
Table (4.1): Means and standard deviations of students' achievement for the two groups (GBL, traditional)	69
Table (4.2): The result of ANCOVA to test the impact of GBL on students' achievement in English literature.....	70
Table (4.3): Paired sample test of students' motivation for the experimental group in pre and post-test	73
Table (4.4): The result of ANCOVA to test the impact of GBL on students' motivation towards English literature	73
Table (4.5): Paired sample test of students' perceptions for the experimental group in pre and post-test	76
Table (4.6): The result of ANCOVA to test the impact of GBL on students' Perception towards English literature	76

List of Figure

Figure (3.1): Game elements on Moodle platform.....	63
Figure (3.2): Moodle Platform	64
Figure (3.3): Game elements in face-to-face learning environment	66

List of Appendices

Appendix (A): The Committee of Judges	110
Appendix (B): Tests Reviewers	111
Appendix (C): Motivation Questionnaire after Revision (1).....	112
Appendix (D): Perception Questionnaire after Revision (2)	115
Appendix (E): Motivation Questionnaire after the Factor Analysis.....	119
Appendix (F): Perception Questionnaire after the Factor Analysis.....	121
Appendix (G): (Consent) Parental Letter.....	124
Appendix (H) English Literature Exam (Pretest)	126
Appendix (I): English Literature Exam (Posttest)	130
Appendix (J): Interview Thematic Analysis	134
Appendix (K): Content Analysis of the Two Novels.....	142
Appendix (L): Lesson Plan	151
Appendix (M): Moodle Platform	159
Appendix (N): Online and Offline Learning Environments	160
Appendix (O): Blended Learning.....	161
Appendix (P): Rewarding Students.....	162
Appendix (Q): Person Correlation for the Motivation & Perception.....	163
Appendix (R): Cronbach's Alpha for each Item of the Test	164
Appendix (S): Cronbach Alpha for Questionnaires' Items	165
Appendix (T): Interview Protocol.....	166
Appendix (U): Certificate of acceptance of the research extracted from the dissertation	169

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Abstract

Gamification has been widely observed in learning English around the world. It made the process of teaching and learning more interactive. It enhanced the learning outcomes, particularly language teaching. This study aims to investigate the impact of gamified blended learning (here after GBL) on enhancing learning English literature for the 11th grade. The study population consisted of all the 11th graders (1440 students) in Jerusalem Suburbs Directorate. The sample consisted of (109) students from both genders in two secondary schools. The researcher adopted the mixed-method design to accomplish the goals using four instruments, an achievement test (pre-test and post-test), a perception questionnaire, a motivation questionnaire, and a semi-structured interview with (20) students. For data analysis, the researcher used the SPSS program to analyze data to achieve the study goals. Means and standard deviations were used to analyze the results of the two achievement tests. Moreover, paired sample test and the ANCOVA test were used to analyze each item of the two questionnaires. In addition, Cronbach's Alpha and Person correlation are used to check the reliability of each item of the questionnaires. Finally, a factor analysis was conducted to ensure the stability and validity of the study instruments. Data showed the suitability of the instruments for the study. Results of the achievement tests showed differences between the experimental group and control groups in favor of the experimental groups. This means that using GBL enhances students' achievement in learning English Literature. At the same time, the result of the analysis of the two questionnaires' (Motivation and Perception) showed differences between the experimental group before the experiment and after it in favor of the experimental group after the experiment. This means that using GBL in teaching English literature enhances students' achievement, motivation, and perception of learning English literature. The results of the interview indicate three themes and 12 sub-themes. They revealed that using GBL to teach English literature enhanced learning

outcomes, motivation, and perceptions of learning English literature. Finally, the study recommended that teachers use MOODLE to facilitate learning English literature. Principals should encourage teachers to use game elements to develop four skills. Finally, instructional designers should design more enjoyable material that depends on GBL to create interactive learning.

Keywords: Gamification, Blended Learning, English Literature, Perception, Motivation, Achievement.

Chapter One

Study Background

1.1 Introduction and Background

This study documents several key contributions in the field of educational technology. The rapid evolution of technology has positively impacted different domains, including education. Technological developments have changed the structure of the learning environment (Vera et al., 2021). Nowadays, the learning environment has been changed into a blended environment with face-to-face and online via web-based learning activities. Education tends to establish a blended learning environment to enhance and promote learning. Related literature on blended learning reported the importance of implementing these two environments (Valtonen et al., 2021). Within the scope of blended learning, face-to-face activities help students to achieve motivation and interaction, while different online applications are used for the same purpose in an online environment. Several examples of online social networks include MOOCs and learning management systems LMS (Miller, 2021).

This is now a mature field that is being spun out into practice. This social network provides different tools, such as chat and discussion forums, to support interaction and communication between student-student, student-content, and student-teacher. In addition, it enhances thinking skills and supports group work. In a learning context, ICT can enhance instruction access and promote learners' actions to learn in real-life situations (Lavoué et al., 2021).

A recent study completed by Van et al. (2021) pointed out that ICT works to access the learners to Globalization. Therefore, learners can meet, work, and learn without leaving the classroom or even without a teacher. Teachers and students can work freely in their place on their own time. However, educators acknowledge considerable discussions among researchers about how effective and engaging technology is in education. Technology positively affected the teaching of Languages, especially English. It developed their cultural awareness.

According to Nabievna (2021), using digital games in teaching helps students learn more new vocabulary than traditional ways. Using games and game elements have more

great value for students of languages. There is an increasing interest in using ICT in education in different spheres of life, particularly in education. Digital games and game elements entertained and facilitated learning (Jassim & Dzakiria, 2019). Thus, playing games to learn basic skills, especially for adults, has been one of the most effective ways of learning for decades and today (Miller, 2021).

Many related studies, such as Xu, J., Lio, A., Dhaliwal, H., Andrei, S., Balakrishnan, S., Nagani, U., & Samadder, S. (2021), revealed that using games increases the learners' interaction. It enables them to develop relationships with the environment, express emotions, gain experience, have a good time, relax, and solve problems. Games are the tools that draw people's attention; they help students focus on the learning process (Machado et al., 2018). They contribute to developing learners' communication skills. Educational games lead to effective participation, especially the shy ones, which leads to a positive attitude toward the course (Korkmaz & Öztürk, 2020). When learners are aided with technological tools, their minds work faster and react better (Van et al., 2021).

The cognitive processes of learners have the potential to serve as a driving force for students' engagement in the learning process (Van et al., 2021). Particularly, the most popular approach in English literature learning is the application of gamification. It aims to include game elements such as points, badges, and leaderboards in a non-game context, such as education, to increase memory and increase students' interaction, engagement, and motivation in various ways. Gamification has emerged as a novel approach that has the potential to offer a unique learning experience within educational settings (Nistor & Iacob, 2018). It requires teaching and learning activities to be more fun and interesting to promote learning. In a pedagogical context, researchers have analyzed gamification as a method that integrates such a system into a specific learning context (Kusuma et al., 2018).

Recent work by Sanchez et al. (2020) revealed that it had been disclosed that the implementation of gamification had been extensively employed in the realm of education to explore its correlation and furnish empirical substantiation. This approach has been integrated into gamified literature, among other applications (Pei & Wu, 2019). Gamified education platforms have been employed to study the effect of gamified learning and engagement since they can be easily shaped and configured in

various subjects and introduce game elements into the classroom without effort. Using gamified platforms helps students engage in the learning process (Zainuddin et al., 2020). Since gamification is entertaining, teachers have used it to develop bridges between theoretical learning and application. Valtonen et al. (2021) said that gamification creates an opportunity for students to participate, compete, and cooperate in learning.

The efficacy of a game is contingent upon its meticulous design and seamless integration with other pedagogical approaches, such as blended learning, rather than the challenge, fantasy, and curiosity the game usually achieves (Zainuddin et al., 2020). It yielded significant speed advantages when kids learn how to use technological devices before they go to school. This is why blended learning is so popular among the current generation. Introducing technology in education is unavoidable and necessary simultaneously from primary to university levels (Nistor & Iacob, 2018). Computer systems integration in language education has become a burgeoning pedagogical approach concurrent with the proliferation of technological advancements. Simultaneously, educators increasingly rely on information and communication technology (ICT) for instructional purposes. Integrating ICT in pedagogy can help sustain students' engagement and prevent disinterest. Using letters, pictures, and incorporating game elements into audio instruction may enhance students' ability to articulate words accurately and improve their motivation in learning English literature (Meishar-Tal & Kesler, 2021).

Therefore, learners' learning motivation decreased (Wu et al., 2022). Teaching and learning English is a basic demand in today's world. Several theories have been proposed for English learning, some focusing on learning traditionally and others on using technology. Meishar-Tal & Kesler (2021) pointed out that teaching literature in the classroom provides a similar context to real-life situations. It engages students by activating their imagination and helping them to recall what they have learned previously. Above all, it develops their critical thinking.

According to Wu et al. (2022), literature enhances creative ability and awareness. Students feel interested while reading literature; they get pleased when they read new stories. Reading literature helps students to interact with peers and participate in-class activities. Moreover, learning literature helps students to develop better

attitudes and motivation toward learning English, especially English subjects. Thus, a teacher should teach literature to help their students to become more confident. Teachers should employ technology to achieve what they mentioned earlier (Ismail and Mallemari, 2020).

Therefore, The Ministry of Education in Palestine started to teach English in schools from primary schools to beginners because their memory is still strong to remember English vocabulary; however, as foreign language learners, they sometimes face difficulties in learning English. Some English language learners are interested to learn English, while others experience many obstacles when reading literature in English. Generally speaking, teachers expect learners to have prior knowledge of literary genres, such as fairy tales and myths. If teachers do not activate individuals' prior knowledge and do not prepare a suitable learning environment, students will not be aware of and comprehend the text. Then, their learning will not be lifelong (Ismail & Mallemari, 2020).

Many researchers and experts, such as Wu et al. (2022) & Wardani et al. (2020), proved that ICT raises students' motivation to learn and makes learning enjoyable. In their study, Wardani et al. (2020) revealed that motivation to learn is extremely important. It could make students aware of the position of learning from the beginning. Motivating students indicates that they will be able to learn, so it will become a habit to achieve goals. Based on the preceding, the teacher needs to motivate students to learn to carry out learning activities effectively.

Gamification has significantly enhanced learning and increased students' motivation and achievement (Ismail & Mallemari, 2020). According to Wu et al. (2022), most schools encourage using gamification by rewarding students with rewards and points to stimulate their motivation and raise their achievement. Game elements enhance students' behavioral and cognitive aspects. This led to the ability to retain knowledge and learning skills (Alsadoon et al., 2022). A study by Aljraiwi (2019) showed a difference in the mean score of the posttest in academic achievement between the control and the experimental groups in favor of the experimental group. It can be said that gamification is an effective method for teaching because many studies, such as Dikmen (2021), indicate that academic achievement changed heavily by using game elements in education.

Several academic studies, such as Alsadoon et al. (2022), have indicated that gamification in educational settings has positively affected students' learning outcomes. Miller (2021) has indicated that gamification does not lead to any significant improvement in student achievement. However, some previous studies reached a contradictory point about gamification's positive effect on student achievement. Dikmen (2021) has found that gamification increases academic achievement. Based on the short review above, this study aims to examine the impact of GBL on enhancing the 11th graders learning English literature, motivation, and perception.

1.2 Statement of the Problem

After reviewing the previous studies relevant to the subject of the study and based on the researchers' observation as a teacher, she noticed that the subject of GBL was not given attention, especially in Palestine. Therefore, the researcher will study the Impact of gamified blended learning on enhancing the 11th Graders' learning English Literature in Jerusalem Suburbs Directorate.

1.3 Study Objective

The study will attempt to achieve the following objectives:

1. To find out the differences between the students' achievements in the pre-test and the post-test after learning with GBL.
2. To determine the students' perception of using the GBL in learning English Literature.
3. To find out the enhancement of students' motivation after using the GBL in learning English Literature.
4. To get deep information from students about the benefits of using GBL in learning English Literature.

1.4 Study Questions

This study investigates the effectiveness of gamified blended learning in enhancing the 11th graders' learning English literature. Based on the problem of the study, it will attempt to answer the following research questions:

1. What is the impact of GBL on students' achievements in learning English literature?

2. What is the impact of GBL on students' motivation in learning English literature?
3. What is the impact of GBL on students' perceptions in learning English literature?

1.5 Study Hypotheses

1. There are no statistically significant differences between the experimental and the control groups at the significance level ($\alpha \leq 0.05$) for the impact of GBL on students' achievements in learning English literature.
2. There are no statistically significant differences between the experimental group before the experiment and after it at the significance level ($\alpha \leq 0.05$) for the impact of GBL on students' motivation in learning English literature.
3. There are no statistically significant differences between the experimental group before the experiment and after it at the significance level ($\alpha \leq 0.05$) for the impact of GBL on students' perceptions in learning English literature.

1.6 Significance of the Study

It is hoped that this study will contribute to the following:

Instructional Designers

This study can contribute to the instructional designers and Human-Computer-Interaction field by presenting how courses could be successfully gamified (i.e., the best combination of game elements) based on self-determination theory. A recent work (Prathyusha, 2020) proposed a gamification strategy that can attract learners' attention. This strategy is also important to design lessons, including sensory motors such as learning through game elements. It engages the senses and emotions to increase learners' motivation and memory (Alsubhi et al., 2020).

Stakeholders

Stockholders and instructional designers may work together to design a suitable curriculum that suits digital learners and help teachers overcome their traditional learning methods.

Teachers

Teachers may benefit from the technology integration focusing on today's 21st-century classrooms. The use of face-to-face and online learning can improve

collaboration, interaction, and permanent feedback for learners. Teachers can use some online portables to conduct blended learning, such as Moodle (Miller, 2021). They can adopt this strategy in teaching English Literature.

Students

Students generally may benefit from this study; students may overcome boredom while learning in traditional ways by using certain engaging activities. Anunpattana et al. (2021) revealed that some of them pointed out they can learn better if teachers funnily introduce English using games or game elements. Students may engage and interact outside the classroom with technological games that provide them 24 hours of access to games and social networks.

Educational Technology

This study can contribute to educational technology by presenting gamification as a solution to enhance the learning process, Dikmen (2021). Numerous studies documented in the academic literature, such as Prathyusha (2020), have demonstrated the advantages of implementing gamification techniques in educational settings. As an illustration, Ahmed (2021) has asserted that incorporating game elements in educational settings can enhance the capacity to acquire new competencies by up to 40%. Anunpattana et al. (2021) study demonstrated that the incorporation of game elements in a non-gamified setting for a master's level college course could effectively improve students' attendance and participation.

Individual Differences

In addition, this study can contribute to individual differences by investigating how students from different levels might perceive gamification and its game elements.

Supervisors and Principals

Supervisors and principals will benefit from this study by providing more help and advice for teachers and learners to learn English Literature in the best way to be lifelong learners (Ismail & Mallemari, 2020). GBL may be a beneficial way to facilitate learning English literature.

1.7 Definitions of Terms

Gamification: Denden et al. (2021) found that the concept of gamification involves the utilization of game-based mechanics, aesthetics, elements, and game thinking to effectively engage individuals, stimulate action, facilitate learning, and address various issues. Dichev and Dicheva (2017) pointed out that gamification is a strategy for increasing engagement by using game elements in the learning environment.

The operational definition for this study: Gamification refers to incorporating game elements into teaching English literature to achieve desired learning outcomes and enhance the learning experience's overall enjoyment.

Motivation: Gopalan et al. (2020) said that motivation is a psychological construct that propels an individual's actions toward attaining objectives. The phenomenon under consideration exerts an impact on the acquisition of knowledge by students and is linked to psychological mechanisms that facilitate the enactment of specific behaviors during the learning process.

The operational definition for this study: motivation is an “internal and external drive” that helps students achieve goals.

Students' perceptions: Perception is a stage of knowing the learning environment that involves the process of recognition. Tayib and Hassan (2020) have noted that perceptions represent the primary stage in which students interpret sensory impressions, aiming to attribute significance to their surroundings. Thus, perceptions are the person's response to what they receive.

The operational definition for the purpose of this study: Student performance, opinions, and interaction after learning with GBL in the two learning processes, online and offline.

Achievement: Exam scores and grades earned during the academic period. It indicates students' academic outcomes (Pollio & Hochbein, 2015).

The operational definition for this study: Academic performance, outcomes, and scores in one core subject "English Literature".

1.8 Summary

The rapid evolution of technology has positively impacted different domains, including education. Technological developments have changed the structure of the learning environment. GBL is one of the new teaching methods used widely in education. This chapter contains the introduction and background of this study. There is an increased interest in using gamification in the field of education. Gamification is aimed at increasing students' engagement in learning. It combines learning and gaming. However, there is little research on using gamification in schools, especially for teaching a foreign language. So, this study investigated the impact of GBL on students' achievement, motivation, and perception of English literature learning. This study covers three questions with three hypotheses to achieve the study's objectives. In addition, this chapter discusses the significant of the study. This study can contribute to teachers, students, and educational technology by presenting a genuine gamification solution to enhance learning.

Additionally, this chapter introduces the statement of the problem. It includes the problems that teachers face while teaching English literature. Besides, it discusses GBL. It was not given attention, especially in Palestine. Finally, this chapter introduces the definitions of terms and the operational definitions for the purpose of the study.

Chapter Two

Literature Review

2.1 Introduction

The relevant literature is reviewed in this chapter. It includes the theoretical background and previous studies on teaching English literature as a second language, ICT's role in learning and teaching, gamified blended learning, and designing game elements depending on SDT.

2.2 Learning English as a Second Language

Malone & Lepper (2021) revealed that there are thousands of languages in this world. English is the greatest common language spoken universally. The importance of English cannot be denied in today's world. English is the greatest common language spoken universally. Learning English needs patience and practice. It is the window of the global world.

Wu et al. (2022) revealed that English is important in many aspects of life. It is observed across various medical, engineering, and education sectors. The English language holds significant importance in achieving both professional and personal objectives. One out of five people can speak or at least understand English. It is called the window to the world; this means that English gives us a view of various progress taking place in the world. Besides, many reasons make the English language essential to communication in our time. First, English is an international common tongue. Most students use English to communicate. Individuals must acquire proficiency in a language in order to effectively communicate on a global scale(Hakim & Chiani, 2019). Oral communication can facilitate students' interaction with individuals from diverse cultural backgrounds, including those who do not speak English as their primary language.

Furthermore, proficiency in the English language is deemed essential in the realm of Education. In many countries, students are encouraged to speak English as a second language. Many sciences, engineering, and higher education curriculum are written in English (Malone & Lepper, 2021).

Wu et al.(2022) discussed that English remains a major medium of instruction in schools and Universities. The majority of scholarly research and academic studies have been documented in the English language. Thirdly, the utilization of the internet and press. English is the predominant language used for the composition and development of most websites. Multilingual websites offer the functionality to translate their content into various languages. It serves as the predominant means of communication in the realm of journalism. More newspapers and books are written in English than in any other language. English is the language of the internet. An estimated 565 million people use the internet every day. Jung & Huh(2019) pointed out that Learning English gives us access to over half the content of the internet. Knowing how to read English will allow access to billions of pages of information which not otherwise available. Fourth, English is the easiest language in the world because there are so many recourses available on the internet if you want to learn. Fifth is travel and business (Wu et al., 2022).

People can travel worldwide with a good understanding and communication in English. Sixth, most movies are in English. TVs and movies are the best ways to practice English. Besides, many books, articles, and music are published in English. In learning English, students will get a cultural understanding. They will not need any translation (Nishanthi, 2018). Undoubtedly, English is among the most widely utilized and predominant languages across the globe. It exerts an influence on every domain of employment. Therefore, it is imperative to present the diverse definitions of English Literature. It is imperative to acknowledge that language is a crucial communication means. Communication is a means of conveying concepts, emotions, perspectives, and ideas to others. Language separates humans from animals and makes them human (Wu et al., 2022).

English is a global language because everyone in the world uses it. It can be learned differently; it can be learned by watching movies, listening to music, and reading books. Therefore, teaching English may be easy if the teachers use various ways to teach it to their students. Thus, every person should learn English to facilitate daily activities (Jung & Huh, 2019).

Learning English is significant for students to learn. It empowers them to communicate effectively with everybody locally and internationally. Early childhood presents a

favorable opportunity for children to acquire English as a second language, thereby providing a positive incentive for language learning (Hakim & Chiani, 2019). Apart from facilitating cognitive development, acquiring English language proficiency also enhances interpersonal connections by enabling individuals to communicate effectively with alien individuals. Besides, English helps students understand technology, so we can easily continue our education to a higher level. It is important to mention that literature is beneficial in learning English. Students encountering unfamiliar English vocabulary typically seek its definition through printed materials or online resources (Parkinson & Reid Thomas, 2019). The inference can be drawn that literature facilitates the acquisition of English language proficiency as its services as a primary source of comprehension. Apart from the advantages of acquiring knowledge of English literature, students can enhance their reading proficiency by comprehending the language and expanding their vocabulary through reading and comprehension. The next ability they improve is their ability to write. On top of the skills above, there are skills that students can get, namely listening. This ability we get because of students' ability to listen and speak; this comes from the pronunciation of English words (Rintaningrum, 2019). English literature has many benefits; it has a high value of morality and values in many places and times. It empowers us and enriches our knowledge and our understanding. Any literary work increases the readers' knowledge; it gives certain people and certain meanings. In other words, learning English Literature is a precondition to gaining power works (Parkinson & Reid Thomas, 2019).

English serves as a means of communication for individuals from diverse nationalities and those within the same geographic location in numerous regions. English can be regarded as a language of international significance, not only in a worldwide context but also at a local level. This particular item is utilized by many individuals globally (Rebelo & Isaías, 2020). Individuals who speak English as a secondary language attribute a certain social significance to the language within their respective communities. This can be done in two ways; since English is a tool of communication, people consider it an official language of a country, then language can be made a priority in a country's foreign language teaching, although the language itself has no official status. English is in the right place, so it has spread widely. Finally, English increases intelligence because students learn a language that is

not their language, which is the growth of their brain's intelligence, especially for children (Prieto Andreu, 2020).

Vera et al. (2021) pointed out that acquiring English Literature knowledge and skills can offer numerous advantages to students in education. Initially, it can be posited that literature is a prerequisite for the existence of language, firstly, universalist. The theme of literature is ubiquitous across all cultures. Furthermore, it is imperative to avoid any trivial or insignificant information. Literature is about things that mattered to the author when he wrote them. It offers authentic inputs. The third is personal suitability. Literature deals with ideas, things, sensations, and events that form part of the readers' experience or can occur imaginatively. They were able to connect it to their life. Fourth, variety. Literature includes all possible varieties of subject matter. Within the literature, students find the language of law and medicine. They never lack variety (Rebelo & Isaías, 2020).

Fifth, Literature is known to encompass captivating themes inherently linked to the human experience, thereby garnering human interest. The three key aspects are the sixth factor, economic considerations, and the power of suggestion. The capacity of literature to evoke suggestions is a notable advantage (Vera et al., 2021). The statement encourages individuals to move beyond the explicit content and delve into the implicit meaning. Additionally, it proposes numerous concepts concisely. Ambiguity possesses a strong capacity for suggestion and association. The interpretation of literature varies among individuals. Teaching methodologies have undergone significant transformations, shifting from a focus on literature-based knowledge to an emphasis on knowledge about literature. Transitioning from reading literature about bread to engaging in a more comprehensive analysis of literary works (Parkinson & Reid Thomas, 2019).

In fact, Vera et al. (2021) revealed that Literature is an old human language. It is everywhere, not just in books but also in videos, TVs, radios, and CDs. Many authors, such as Shakespeare and Dickens, added that literature refers to fiction, fables, and songs. Literature is a little window that helps us examine society's culture, values, lifestyle, and morals. Literature and language complete each other, and their teaching should be connected because English literature is the main part of the English language.

The abundance of meanings in literature can be attributed to its efficacy in facilitating activities that require students to express their emotions and viewpoints, such as group work and discussion. In addition, literature develops students' interpretative abilities. Literature is a good source for developing students' ability to infer meaning and interpret. In addition, literature educates people. It helps to stimulate students' imagination, develop their critical abilities and increase their emotional awareness (Valtonen et al., 2021). English literature has tremendous benefits for students. Literature is a controversial area. World literature contains novels, short stories, plays, and poems. Based on the preceding, the English Language is imaginative or creative writing. It contains poetry, novels, and essays. Excellent style, expressions, and themes of general interest characterize it. School textbooks contain different World literature selections (Meishar-Tal & Kesler, 2021).

2.2.1 Teaching English Literature in the Secondary Level

English literature has many definitions in the previous studies. Tatzl (2020) defined it as an art of language that teaches morals. At the same time, Tejada (2019) revealed that English literature is anything written that refers to literary or creative and imaginative writing. Teaching English Literature aims to develop students' potential in a balanced and integrated way that contains intellectual, spiritual, emotional, and physical aspects to create high social standards for human beings (Tatzl, 2020). The English literature discipline endeavors to augment students' linguistic aptitude. The principal objective of incorporating English Literature into the English Language curriculum is to enhance students' linguistic proficiency. This will be achieved by helping students read and imagine simple fiction to create a suitable learning environment. On this stage of education, the importance of learning English is really shown. Students learn further about English language. They were given basic grammar. So, they learn basic of English such as sentences, speaking, reading, and writing. Students master their learning of the four skills by teaching them through English Literature (Umarova, 2021).

Besides, students learn about people, culture, ethics, behavior, and other social norms. Hence, this helps students expand their imagination and learn reading and writing skills. Teaching literature teachers read the story and highlight the story's storyline, characters, message, or moral. To achieve enjoyment in learning literature,

the teacher reads and discusses the poem with students (Tejada, 2019). When it becomes familiar, he discusses the new vocabulary with the students to understand the poem and learn English literature. Then, pupils engage in classroom activities the instructor assigns by perusing literary works such as stories or poems and discussing them with their peers (Mustakim et al., 2018). Students learn communicative competence to develop their linguistic knowledge to meet their communicative needs or social communicative requirements. Linguistic knowledge includes pronunciation, vocabulary, and grammar. Linguistic knowledge acts as a vehicle for enabling students to develop their communicative competence. The role of the teacher is as an instructor and participant in the learning process. While the role of the student is an active participant with peers and cooperative in the learning process (Hussain et al., 2018).

2.2.2 Why Should Curriculum Contain Literature?

Tejada (2019) revealed that English Literature is motivational material. Teachers have to include teaching Literature in their teaching of the language for many reasons. First, literature is motivational material. It introduces students to the complex theme. Second, literature helps access cultural background; it helps students to succeed with people whose language they are studying. Fourth, it encourages language acquisition. Students need to share their experiences during learning and activities, so using literary work can promote activities because literature is rich in multiple meanings. Rahmani (2020) has observed that literature can serve as a compelling and purposeful framework for language acquisition. The program showcases the optimal use of natural language, facilitating vocabulary enhancement within a contextual framework. The activity promotes verbal communication and encourages student participation in the text while immersing them in certain aspects of the culture associated with the target language. Literature can foster academic literacy and critical thinking skills and potentially enhance private interpersonal and intercultural attitudes (Parkinson and Thomas, 2019). Good literature deals with the human condition and attempts to come to some understanding of life. In many countries around the world, English literature is highly valued. Instructional designers have increased their awareness of integrating literature into the curriculum (Putri et al., 2020). Language acquisition can be facilitated by literature, which has

been noted to provide a compelling and meaningful framework. Any form of writing contributing to our understanding and cognition holds significant value. There is a prevalent notion that individuals can attribute a distinct significance to any type of work. The aforementioned activity facilitates oral communication and fosters active engagement of students with the text while also providing them with an immersive experience of specific cultural elements related to the target language. The study of English literature takes literature as its object of study (Parkinson and Thomas, 2019). The literature contains many aspects that are supposed to be learned, such as knowledge, attitudes, skills, and responses. The knowledge of English literature may include the English literary text in detail (Tejada, 2019).

There are four reasons for using literature in class: valuable, authentic material, cultural enrichment, language enrichment, and personal endowment. Ahmad and Van Looy (2020) pointed out that integrating literature into learning English can create a suitable learning environment. Literature offers rich sources of learning. It forms the communicative pedagogy. It offers text for reading, new vocabulary, and grammatical forms, and an opportunity to explore cultural values. Parkinson and Thomas (2019) pointed out that using literature in the classroom can create a motivational climate. It will enhance the student's intrinsic reading motivation. It presents a rich source of vocabulary. Literature enhances students' critical thinking skills. Learning literature helps students to reflect on real-life problems and solutions. There are many genres of English literature in the world. Stories are universal literary genres in the world (Cruaud, 2018).

It can be a bridge between cultures. This educational tool possesses significant potency. Using narratives in the realm of education can furnish students with substantial, genuine, and significant settings for reading (Ismail & Mallemari, 2020). The utilization of literature can potentially augment the development of the four fundamental language skills: reading, writing, listening, and speaking. Stories develop students' oral language ability, enhance their reading skills, develop their knowledge background, and promote learning. It also develops students' imagination and gives them ideas to write in the future. It also develops students' emotional well-being and self-confidence (Nikmah, 2020). Literature mirrors society, and teachers can teach any human value through literature, such as morals. Thus, English has been

taught in schools for all stages, especially in Palestine (Parkinson and Thomas, 2019).

2.2.3 English in the Palestinian Educational System

English is considered a compulsory subject in the general education curriculum in Palestinian schools. It has been introduced in Palestinian schools since 2001 from grade one. Historically, it was introduced in grade seven before 1990, and after that, it was introduced in 1st grade since 2008 and fifth before 1999. English is an important subject in Palestinian schools (Tejada, 2019). Therefore, English teachers aim to teach this foreign language to their students to enable them to communicate fluently and effectively in a situation where this language is used. Teachers hope that after years of teaching English, students can speak and communicate with English freely and fluently (Rahmani, 2020). The 11th-year course in general English, known as "English for Palestine," was specifically designed for educational institutions in Palestine to fulfill the goals the Palestinian Ministry of Education (MOE) set forth. The curriculum spans from the initial year of primary education to secondary education, encompassing the entirety of a student's academic journey until they depart from high school at the twelfth-grade level. The level of achievement is contingent upon the individual's ability to comprehend and effectively communicate the intended message through both written and oral forms of the English language (Rachmah, 2020). Teaching English to young learners has recently gained much popularity in many parts of the world, including Palestine. English as a foreign language in Palestine is introduced through formal education based on the Palestinian English curriculum from grades 1 to 12. It aims to enable Palestinian students to read, write, speak, and appreciate English as a world language by learning it through twelve years of education. The Palestinian Ministry of Education believes that English students must learn oral and written communication skills (Boudadi & Gutiérrez-Colón, 2020).

Thus, the MOE created its own "English for Palestine" curriculum. It cooperated with Macmillan education. Palestinian curriculum focuses on communication skills, reading comprehension, language, and literature. Teachers teach the four skills through English literature. So, literature plays a very important role in teaching English Language. In addition, many Palestinian students want to learn Literature as

they can. For some, it is a matter of learning for enjoyment, but many students want to read literature and understand it most simply for enjoyment and understanding (Farran et al., 2020). Literature is the most neglected subject. Literature is very important in the promotion of language acquisition. It is a useful tool that encourages students to express their ideas, feelings, and experience. Literature enriches one's vocabulary (Rahmani, 2020). It is a complicated subject and difficult to teach. The purpose of teaching literature is not to know the right or the wrong answer but to learn what is behind words (Farran et al., 2020). In face, English can be introduced to students in different and effective ways. Gamified blended learning is one of them.

2.3 The Role of Technology in Learning and Teaching

Both teachers and learners have benefited from Technology. It created more educational opportunities and changed the way of teaching (Yildirim, 2017; Waluyo & Bucol, 2021). Teachers have learned how to use technology while students get more chances to learn and enjoy their learning. They like technology because it facilitates their way of teaching. Both teachers and learners can interact in real-time and place (Park et al., 2019). Technology has supported the process of teaching and learning. It has changed traditional classrooms into digital learning using tools such as computers, iPads, smart phones, and whiteboards. It enhances the learning process and increases students' engagement and motivation. Using ICT in teaching a second language has become famous (Nikmah, 2020).

Can & Dursun, 2019; Topal & Akgun, 2021; Mazhar (2019) said that ICT supports the learning process and improves the four skills in English. Learners revealed that using ICT in their teaching and learning is a source for enhancing their English learning ability. Technology has enhanced students' ability to speak to learn a foreign language. Cruaud (2018) added that ICT made students passionate about learning by engaging, researching, and receiving feedback. By using interactive software such as google apps, students can reach real issues that connect with classroom activities. ICT can create virtual communities connecting teachers and students in real-time and anywhere worldwide (Allo, 2020). The employment of ICT in education added value to the learning process; IT plays a significant role in increasing motivation in cooperative learning. In addition, it supports students' learning and engagement in their learning (Van et al., 2021). Over the last decades, learning languages gradually moved

from face-to-face to digital. The gamification elements added distinctive excitement to language learning (Montserrat et al. 2017).

2.4 Gamification and its Benefits in Language Learning

Recent reviews and related studies showed a big interest in gamified English language learning for its positive impact on students' interests, learning experiences, and outcomes. For instance, a systematic review of 22 publications from 2008 to 2019 indexes by Scopus, Eric, and Web of Science ensured that gamified English increases enjoyment, engagement, motivation, and learning experience (Boudadi & Gutiérrez-Colón, 2020).

Another review by Smiderle et al. (2020) noted the potential of using gamified blended learning to enhance English Literature Learning. Many experimental studies ensured that using gamified application tools in learning English has similar findings, such as improving motivation and engagement, fostering learning, and creating an effective learning environment favored by students (Boudadi & Gutiérrez-Colón, 2020).

First, motivation is the force or desire given to someone to do something. It has been used in teaching for many years, as some teachers used gold stars on posters next to students' names. Besides competing, gamification encourages a sense of achievement in learners (Woodcock & Johnson, 2018). The implementation of gamification in contemporary e-learning platforms has the potential to enhance various favorable outcomes. However, it is noteworthy that certain individuals may exhibit an aversion toward game-based learning. However, certain individuals do not exhibit a proclivity toward engaging in games. There is no requirement for supplementary motivation. It is deemed as a wasteful use of time. All types of learners should be considered when designing a modern e-learning system with gamified elements (Lavoué et al., 2021).

Motivation is important in success and failure in learning a foreign language. The motivated student learns higher and better than the less motivated student. Less motivated students will likely lose their attention and misbehave (Dikmen, 2021). On the contrary, motivated students will participate actively and pay more attention to certain learning tasks. Many scholars acknowledge the importance of motivation in learning “it can influence what, when, and how we learn that motivate students and help them to learn (Malone & Lepper, 2021).

In literature, consider the importance of gamification in the context. Chen et al. (2018) state that blended learning supported by gamification is more effective in terms of academic achievement when compared with traditional teaching, while Dikmen (2021) pointed out that gamification draws users' attention concerning academic development, increasing engagement between them and motivating them. The implementation of gamification has been found to have a positive impact on academic achievement, motivation, interests, and attitudes. The study of academic motivation is a significant area within psychology (Ahmad and Van Looy, 2020). It predicts the connection between students' motivation and academic success. Many researchers have discovered the connection between integrating different kinds of motivation, such as intrinsic and extrinsic motivation. Motivation is required to enhance academic achievement and performance. The self-determination theory (SDT) introduces the two categories of motivation; intrinsic and extrinsic. Extrinsic motivation is behavior forced by external sources that vary from materialistic objects to achievements such as academic grades (Parkinson & Reid Thomas, 2019).

It encourages students to do the task by focusing on the outcomes rather than the process. However, intrinsic motivation develops an internal drive to engage in activities based on an individual motive, goals, values, and personal attention. It helps students to develop a passion for doing the task (Al-Fraihat et al., 2020).

Becirovic (2017) pointed out that motivation has been defined as the learner's desire to learn a foreign language. Some researchers, such as Lee and Loo (2021), pointed out that the school environment is very important during learning. It influences the motivation for learning the English language. Classroom management and teaching methodology influence the student's motivation (AL Sabiri and Kaymakamoglu, 2019).

Thus, the teachers are the principal because they create the classroom climate to motivate students. Learning motivation can vary during the learning process and English language learning. The interplay between intrinsic motivation and extrinsic motivation is a complex phenomenon. Furthermore, motivation can be subject to modification by external factors such as peer influence and environmental factors. Hussein and Al-Emami (2016). The attitudes and values of students are significantly impacted by their peers. The utilization of Deci and Ryan's (2010) Self-Determination theory is being employed to enhance comprehension of special orientation (Tayib and

Hassan, 2020). Intrinsic orientation refers to the reason behind learning a new language that comes from an internal desire to learn, sometimes including curiosity and enjoyment. Intrinsic orientation refers to students who like melody and poetry. A gamification is a successful approach to engaging learners in the educational environment. Gamification theory is defined as employing video game elements in a non-gaming situation to improve students' engagement in the educational field. It increases positive attitudes toward learning by increasing the students' motivation to take advantage of educational material and develop academic achievement (Al-Sawaier et al., 2018).

Secondly, Academic achievement pertains to the results or level of attainment in education. The term refers to the degree to which an individual has attained particular objectives that were the central focus of endeavors within the educational setting (Suvarna & Bhata, 2016). Academic success has emerged as a metric for predicting a child's prospects in the future. One of the primary objectives of the educational process is deemed of utmost significance. Students' attainment is regarded as a crucial consequence of any educational institution. Students can be classified into two categories based on their level of accomplishment: high achievers and low achievers. Students' academic achievement refers to the knowledge gains and skills developed by the students. So, it means the achievement of students in the school subjects. It is the level of performance in the school subject. It is the outcome of instruction (Ferreira et al. 2019).

It is also considered the final product of the learning experience. Finally, schools and teachers are generally graded qualitatively by an achievement based on student performance. Broadly, academic motivation refers to the communicative (oral, reading, writing), mathematical, science, and social science competencies that enable students to succeed in society and schools (Tatzl, 2020). These types of achievement are difficult to assess. Academic performance can be influenced by study habits, cognitive abilities, attitudes toward educational institutions, and diverse aspects of an individual's personality. In contemporary society, evaluating an individual's capacity is often predicated on academic accomplishments (Nikmah, 2020). The extent to which an individual has acquired skill and knowledge indicates their achievement level. Academic attainment indicates the knowledge acquired and skills honed in a given

academic discipline. Achievement is influenced by personality, opportunity, motivation, training, and education. Other factors influence academic achievements, such as self-concept, study habits, parental encouragement, socioeconomic status, and intelligence (Zainuddin et al., 2020).

Learning achievement is the acquisition of knowledge developed by the subject matter, which is indicated by the teacher's test scores (Yasemin & Samur, 2018). According to Majuri et al. (2018), learning outcomes are categorized into psychology and behavioral. The psychological outcomes cover learners' attitudes towards using a gamified system, social interaction, and efforts. Simultaneously, behavior outcomes encompass students' academic achievements, engagement with the learning community, and attendance records. Lam et al. (2018) can change students' psychological outcomes, which can change students' behavioral outcomes.

Pitoyo (2019) conducted highlights that the utilization of gamification-supported software results in a notable enhancement in learners' motivation and participation. The individual posited that the implementation of gamification yields emotional and social benefits, as well as motivates learners through the utilization of award systems and competitive elements. Cruaud (2018) pointed out that gamification is an effective method to create engagement among students. Blended learning is more effective than traditional teaching (DeJonckheere & Vaughn, 2019). In a study conducted on the employment of gamification in education, Ibanez et al. (2014) reported that gamification improves students' cognition and engagement. Huang and Hew (2015) reported in a study on online learning applications conducted with graduate students in the statistic course that gamification improved students' engagement. In a recent study, Lee and Loo (2021) revealed that gamification teaches children many new abilities at a young age. It increases their emotional well-being and emotional bits of intelligence (Toda et al., 2019).

In an educational environment, gamification is crucial in attracting student attention. It makes teaching more attractive and productive. It also makes the class atmosphere more attractive and enjoyable (Cheng & Chau, 2016). According to Nikmah (2020), gamification motivates students through meaningful learning that can be attributed to the game's design elements varying from points to levels for rewarding and ranking to challenge and enjoy. In addition, it increases the students' enthusiasm in various

contexts. Gamification helps teachers to redesign the class and the learning environment so the students are comfortable and passionate about learning (Al-Alsawaier et al., 2018).

On the other hand, gamification provides another learning experience. The platform provides a variety of game elements that contain learning. Using gamification in education eliminates students' boredom in the classroom and makes learning more enjoyable. It has a very important positive impact on students. Motivation is one of them (Rahmani, 2020).

Gamification is very important in students' learning and engagement. Veljković Michos (2017) pointed out that using the game elements in English literature learning can increase motivation, effective player engagement, and keep forward to win or learn. It also makes students more focused and understands the material because game elements do not make them bored. Thus, students do not feel boredom and easily capture the material. Gamification makes the class more alive, so students become active and do their assignments. Using gamification in education helps students to master learning. Most students continue playing even after taking points and winning (Saeed, 2020). For the above advantages, gamification can be used in the educational climate.

Several studies showed that gamification in education has many positive effects on learning outcomes. It increases motivation and engagement. Additionally, it enhances course grades and participation. Third: Integrating gamification in education can foster students' motivation, learning outcomes, and participation (Denden et al., 2022). Majuri et al. (2018) classified learning outcomes into psychological and behavioral. Psychological, such as students' attitudes and social interaction. While the behavior, such as student performance and interaction. Denden et al. (2022) added that gamification could cover psychological and behavioral outcomes. E-learning is flexible; students can learn at any time and place. It can change students into independent learners. Several aspects of e-learning can be enhanced with gamification. Students can use avatars to represent their profile and progress in the course and be added to the leaderboard to assess their position about their friends. Students' progress will be clear during learning to increase students' confidence, and motivation elements can provide feedback (Novianti, 2016).

2.5 Blended Learning and Gamification

2.5.1 What is Gamification?

Gamification has appeared in several fields in the last few years, including learning. Several definitions have been proposed for gamification in the literature, some of which are:

Miller (2021) pointed out that it is the application of game elements such as rewards, rapid feedback cycle, and completion elements to a non-game context to motivate and engage users. Gamification uses game elements and techniques in non-context, sustains a relaxed atmosphere, and engages the learner with motor skills. The concept of gamification is new. According to Korkmaz and Öztürk (2020), it is based on the gaming industry's success, social media, and human psychology research. Any task or assignment can be gamified. Gamification employs digital game design principles and elements in a non-game environment. It is a promising strategy for ensuring students' participation, engagement, and motivation (Alshammari, 2020). Rahmani (2020) pointed out that gamification is applying digital game mechanics to a non-game situation to motivate learners' behavior. The logic behind using it in language learning is to motivate learners.

Gamification shares similar characteristics to games, but they are not the same. There are some building blocks of characteristics of games that have some similarities to gamification: a fun activity to do, a set of rules to follow, points, badges, leaderboards, levels, a feedback system, and voluntary participation. Gamification is not merely about getting points or rewards. It is about tapping into something far from tapping learners' motivation (Harismayanti et al., 2020). According to Woodcock and Johnson (2018), gamification is the application of a game system –competition rewards user behavior in non-game domains. Gamification or game mechanics is important in education to foster motivation and achievement. It is the use of game elements in a non-gamified context. Vera et al. (2021) pointed out that gamification effectively increases students' motivation and satisfaction with e-learning platforms.

Anunpattana et al. (2021) pointed out that gamification supported blended learning and positively affected students' learning and attitudes toward learning. Besides, many studies defined gamification as using game design elements in a non-game context.

Gamification is also defined by Prathyusha (2020) as the use of game thinking and game mechanics to engage learners to solve problems. Korkmaz and Öztürk (2020) defined gamification as using a game-based mechanism, aesthetic, and game thinking to engage people, motivate actions, enhance learning, and solve problems. As mentioned in the definitions above, gamification is a technique that involves the incorporation of game-related features, such as badges, experience points, leaderboards, and levels, into a non-game environment. Research on gamification has revealed that various game elements such as score, point, badge, aim and goals, leader board, feedback, reward, experience, achievement, profile, difficulty, challenge, level, virtual goods, and progress bar are commonly employed within gamification environments. (Koivisto & Hamari, 2019).

Researchers usually integrate game elements within the used Learning Management System (LMS) to provide gamified content. LMS is a tool to support both of instructor and the students' e-learning course. It engages and motivates students in their e-learning. Using gamification in e-learning is difficult (Cuervo-Cely et al., 2022). So LMS plays a key role in creating a gamified learning platform. Poondej & Lerdpornkulrat (2020) said many LMSs, such as Moodle, support gamification. It is a well-known open free source. Most instructors around the world use it to deliver e-learning and training. It facilitates the process of gamification by supplying many features. It still needs some experience to incorporate these features in online courses. In this study, the researcher implemented Moodle with a gamified e-learning environment to enhance students' language learning. A limited number of studies were conducted about implementing gamification elements in Moodle platform. Educators have provided definitions (Toda et al., 2019). Gamification is a novel strategy incorporating game-related components into educational settings to enhance students' involvement, interest, and drive (Cuervo-Cely et al., 2022).

Gamification came from the interaction between technology and game elements in different learning environments. It is a process that engages students to solve problems and think in non-game contexts through blended learning (Rebelo & Isaías, 2020).

Blended learning is a concept found in the powerful aspects of face-to-face and online learning (Anunpattana et al., 2021). The benefits of both environments are integrated through their incorporation into both in-person and virtual activities in alignment with

the established curriculum. The research on blended learning has centered on the discourse surrounding the interplay between the learning environment and instructional methodology. Blended learning and traditional learning were compared by Boudadi and Gutiérrez-Colón (2020), and it was found that students in blended learning had high achievement, motivation, and attitudes by comparing them with the learners in the traditional learning environment. Besides, Cheng and Chau (2016) reported a significant connection between learners' learning styles and online participation, between online participation and achievement, and between achievement and satisfaction.

The game's goal is set clearly in order to know the learner what they do in the game and why they do these things. Thus, in the gamified environment, each element of gamification, the goals, the mission, and the functioning of the gamified environment should be cleared (Hassan, 2018).

2.5.2 Game Elements and Game Design

The purpose of gamification in e-learning is to encourage students to work (Banihani, 2021). Gamification and games aim to make learning fun. He added that games can activate learners' interest in the topic and increase learning motivation. It improves learning outcomes as Saeed (2020) pointed out that points elements are effective, and the participants are awarded. Experience point is a feedback tool, as (Aldemir et al., 2018) pointed out. In this respect, the experience point reveals and awards an individual's progress in the gamified environment. The leader board, an important tool for participants to instantly see their position in the gamified environment (Yasemin & Samur, 2018), added that they facilitate learning and encourage learners.

Moreover, the players' experience undergoes alterations throughout the game. Through this approach, individuals acquire knowledge regarding their encounters within a gamification-based setting. The conferral of an award can potentially reinforce an individual's behavior, as viewed through the lens of behaviorism (Saeed, 2020).

Badges are graphical representations manifest on participants' profile pages upon completing assigned tasks. They serve as a virtual incentive and contribute to the positioning of participants within the gamification framework. Badges can be used to record students' academic achievement in LMS (Cruaud, 2018).

In addition, badges are digital incentives earned through specific endeavors or accomplishments. The items in question are not freely distributed commodities. The utilization of feedback as an additional instrument within the gamification context is frequently favored (Saeed, 2020). It can also be an efficacious approach in facilitating students to steer toward their desired conduct. Feedback is used in the gamified environment to learn about the accuracy and inaccuracy of particular behavior (Ahmed, 2021).

Gamification elements like experience point, level, and progress bar can be used to provide feedback in gamifying environment. In addition, several studies discuss badges' effectiveness, an element of gamification. Cruaud (2018) revealed that using badges effectively enhanced learners' motivation and facilitated their self-regulated learning. In short, game elements help teachers and students control teaching and learning (Alam, 2022).

Gamification and blended learning enable learners to study in a free atmosphere and help foster a positive attitude toward learning by creating engaging, personalized, and amusing learning materials. Introducing gamification in education through a model is very important. Thus, this proposed model considers the modern, effective learning theory (Parajuli and Thapa, 2017). Educators need to know the users and their needs to design a suitable Moodle for introducing gamification. Gamification must integrate into Moodle to motivate students toward the importance of education in the future. With gamification, educators can connect students and the aims of e-learning. E-learning is designed so users can use it at any time and place (Alam, 2022).

Given the above, several studies focused on integrating gamification into learning. Lange (2020) investigates the effect of using gamification on student participation. It revealed that badges and leader board positively affect students' motivation and participation. Hoshang et al. (2018) revealed the positive connection between using gamification in education and understanding school topics. According to student feedback, incorporating technology-based and game-based instructional approaches is a motivational factor for learning and enhancing individual academic performance. Ortiz Rojas et al. (2017) analyzed the impact of gamification on intrinsic motivation and self-efficacy based on implementing the elements of badges (Mullis & Martin, 2020).

Other studies, such as Çubukçu et al. (2017); Kaila et al. (2018), uncovered the positive effects of incorporating gamification into the educational process, specifically enhancing student engagement, motivation, and academic achievement. Gamification in learning is an approach that uses mechanics, elements, and game design techniques in a non-game context (Carreño-León et al., 2018). The implementation of gamification in educational settings has the potential to enhance students' levels of engagement and motivation, thereby facilitating their acquisition of knowledge and problem-solving abilities. Incorporating gamification into the educational process presents a prospect for broadening student involvement and enhancing learning outcomes through stimulating and enjoyable mechanisms that foster student engagement and motivation. (Poondej & Lerdpornkulrat, 2020). A study by Suvarna and Bhata (2016) categorized gamification activities in courses such as gamifying the learning and social activity and gamifying the assessment activities. Gamifying those activities are suitable solutions to increase participation, attendance, and feedback, improve performance, and develop students' skills (Lavoué et al., 2021).

There exist two distinct modes of learning, namely, online and offline. Online learning refers to an educational approach that is facilitated by the utilization of information and communication technology. (Retnoningsih, 2017). Saifuddin (2018) said that, according to the user, online learning is a form of distance education that utilizes the Internet to facilitate access to learning resources and enable remote learning and communication among students. Students use Moodle to learn English Literature, once by gamified learning and once without gamified learning. Offline learning is a traditional system of education where an instructor teaches students. It is a lecture-based instruction method. Wu et al. (2022) cited time constraints, lack of student enthusiasm, and restricted access to the internet as reasons for the rise of offline education. Face-to-face literary instruction using game mechanics in class. Online learning provided benefits to continue education, especially after the sudden shift to e-learning. Wright (2017), in his study, found a high preference from the participants toward face-to-face learning. All participants prefer face-to-face learning because students can observe and interact with each other. He added that students could better work with their peers and understand the material. Huang and Hew's (2015) study was conducted to check the effectiveness of online and offline learning. The result showed that students found online learning dismal. They preferred offline

learning. Allo (2020) showed in his study that online learning is very important during crises. A teacher must know how to employ technology and online learning in education. To reduce their feeling of isolation by building online communities (Huang et al., 2020). According to Rachmah (2020), some students still prefer offline learning. Students understand better in offline than online learning. The students' listening ability develops better in offline learning (Smiderle et al., 2020).

According to Laine and Lindberg (2020), a game design system should achieve a sense of challenge. Activities should contain difficulties with a variety of levels. Tasks drive the students to the edge of their abilities. Denden et al. (2021) proved that game challenge affects students positively. It increases students' motivation. It depends on the context used by the teacher. Tasks that are full of deep challenges help students to learn and to gain enough experience. This elates their psychological needs in what is called "self-determination theory." This theory is an approach that aims to motivate students during learning. If the challenge is appropriate for the player's ability, it will motivate and improve his learning (Kalogiannakis et al., 2021).

Game elements can be used in different fields of life, like business and education. Most of them can be used in education, particularly in the learning environment. They can be applied in e-learning (Codish & Ravid, 2017). However, teachers should be careful if they want to apply the game system or game dynamics in education. Teachers should design them to fit students' learning habits, personalities, and individual differences before using the game elements in education. We should check if they are suitable to be used in e-learning or not (Panagiotarou et al., 2020). The following elements are very popular in education. Using points as a metric for academic evaluation has been a longstanding practice in education spanning several centuries. Points are awarded to students based on their responses to the given task. The utilization of points is prevalent in gamified learning. After the academic year, it is feasible to transform them into grades for commitment activities. Denden et al. (2022) pointed out that the authors categorize points into five distinct types in their literary works: Experience points, redeemable points, skill points, karma points, and reputation points. Progress points can serve as a means to track experience points.

Redeemable points can be seen as characteristics of social games and loyalty programs. Skill points are a supplementary set of points that students can acquire for

conventional assignments. Although karma points do not directly impact a student's academic grade, they can be utilized to attain social recognition (Smiderle et al., 2020). Reputation points are utilized through a reputation system that functions as a fiduciary agent. In e-learning, points are a metric for gauging one's advancement in a course. Furthermore, they have the potential to grant access to certain materials. Certain gamified systems incorporate rewards linked to badges or accomplishments (Panagiotarou et al., 2020).

Nevertheless, earning badges is not enough, and we must ensure the students can show their achievement. The leaderboard is a scoreboard displaying learners' results from top to bottom. The leaderboard is used in e-learning to motivate students. Introducing many leaderboards is a very important approach. Because one leaderboard can motivate one but not the other, it uses in competitive activities and encourages teamwork simultaneously. Level indicates progress (Smiderle et al., 2020).

Hassan (2018) defines levels as a millstone the players achieve by completing the task. Teachers should design levels logically to help students understand them. The progress bar connects to levels. They both together can create depth and meaning for the players. Badges are used to interest the learning system and to design cooperative challenges. Learners must reward to complete challenges, and rewards must be meaningful to them. Challenging must vary in length and difficulty. Feedback is one of the most important game elements in e-learning and class.

Educators such as Miller (2021) said that the term "feedback" describes providing players with real-time information regarding their current status and whereabouts. The provision of feedback is a crucial aspect of the learning process as it enables students to gauge their progress and current level of understanding. The introduction of the subject matter ought to be incorporated within the learning process rather than solely at its conclusion. E-learning systems can employ social engagement loops to incentivize students to revisit the platform. This results in a renewed level of engagement that subsequently prompts a call to action within the social context. Gamified e-learning systems must allow for the possibility of student failure during the learning process. Experiential learning is a potent form of learning. Students who

have experienced failure require appropriate feedback to motivate them to attempt another (Wu et al., 2022).

Smiderle et al. (2020) revealed that some elements are used in e-learning systems like Moodle. It includes (a progress bar, badges, score board, levels, and tasks). Points have visual indicators that are calculated on the base of time. Badges represent students' achievement that accomplishment. Each badge is rewarded after a certain number of activities are completed. Leader boards show all students' names. A student can view the activities that their peers have already completed. Wright (2017) said that individual can view their academic grades. However, they do not possess the capability to access the grades of their peers. The time management system and foundational structure of the e-course are associated with distinct levels. They are formulated as a narrative section within a larger literary work. Challenges are evaluative exercises that enable students to assess their comprehension, and successful completion is contingent upon achieving a satisfactory score. Feedback is a system in each activity that is given after completing it. It shows how many points the students gained and their levels. Freedom to fail, inside each level, students can access certain activities. Students test their knowledge. If they fail, they can go back and find answers. They returned to the activity and tried it again (Rahmani, 2020).

Toda et al. (2019) said that points are used to increase engagement within the course. In gamified blended learning, students automatically get more points for completing the task and gain more points as a bonus for doing additional tasks provided by the teacher. Each course comprises ten levels. The levels are arranged in ascending order of difficulty. The progression of each student is contingent upon the successful completion of a given level, which then allows for advancement to the subsequent level. The activities are arranged by their level of complexity.

In addition, Banihani (2021) advised not to overuse badges but to use them for meaningful achievements that need some effort. At each level, students have a task that evaluates their knowledge to gain that level to receive badges. Students who finish all levels will gain badges such as "Graduate." "This means that the students have graduated from the course. Alternatively, the student can get a cup or a person on the mountain. The purpose of this is to provide students with a feeling of accomplishment. In order to enhance the enjoyment of the course, students are

allowed to select their avatars. The leaderboard is a visual representation of the relative rankings of students in a given course, determined by the accumulation of points earned. The objective is to enhance students' competitiveness in the academic program.

Toda et al. (2019) revealed that their position will update if students give more points. Students can see themselves go up the board. At the end of the year, the student with the highest board rank was the winner. Feedback, each week, students receive feedback from the teacher. They are using images in Moodle and encouragement in the class. Feedback given by the teacher to the student depends on the number of points and levels that students completed. Progress bar, to make the course meant for students, they should see their progress during their learning. Thus, colored progress bars are used during the learning-blue progress bar for the unfinished task and yellow for the finished task. Upon receiving feedback is colored green. This will give students a sense of progress during learning. Chat is when students communicate with their colleagues during learning. Sometimes, students use chat to help each other to complete a task or rely on each other (Rahmani, 2020).

According to Xu et al. (2021), gamification improved motivation through badges, social interaction, points, and leaderboards. Gamification tools such as avatars and badges can enhance the students' learning experience. Gamification is used in e-learning to increase student engagement. Various gamification design frameworks have been proposed in the literature to facilitate the implementation of a gamified learning environment. Denden et al. (2021) revealed that incorporating game elements tailored to user types is based on 52 game elements grounded in the self-determination motivation theory. The game framework typically employs a set of eight-game elements. The benefits of these elements are introduced in chapter three. These elements are later used to design our gamified learning environment (Toda et al., 2019).

2.5.3 Framework to Design Game Elements (SDT)

SDT was considered in this study because it has the same psychological approach as gamification. It focuses on the student's intrinsic motivation, achieved via enjoyment and an effective environment. Saeed (2020) introduced social interaction, technological

innovation, and gamification as the basis for the suggested conceptual framework design. Their framework serves as a manual for anyone wanting to use gamification and other technological tools in an online education setting. There are five stages: planning, brainstorming, creating, and testing. Using SDT in GBL will be helpful for language learners. Above all, it will help students eliminate “the over-justification effect”; extrinsic recognitions can demotivate students with high intrinsic motivation. So, gamification elements should be carefully designed. By careful design, it could provide additional motivation(Banihani, 2021).

Gamification appeared in education for several years (Wu et al., 2022). Dichev and Dicheva (2017) have demonstrated that the implementation of game-based mechanics, also known as gamification, has been utilized within educational settings to effectively stimulate student engagement, cultivate motivation, encourage problem-solving and autonomy, and facilitate knowledge acquisition. Elements refer to regulations that contribute to the game's enjoyment. The dynamics pertain to how the students engage with one another, whereas the aesthetics refer to the emotional experience that the game elicits from the students throughout gameplay (Wu et al., 2022). Knowledge acquisition is a dynamic undertaking that necessitates the impetus to engage in the learning process and persist. Gamification has been employed in e-learning to foster learner engagement and motivation. This approach has been likened to certain educators' use of gold stars to incentivize learners. For centuries, assigning points to students' exam answers or tasks has been a common feature in education, with these points being converted into grades, in addition to competition and accomplishment (Mei & Yang, 2019).

Gamification can provide many positive steps in a modern e-learning system. We must consider the students who do not like games and fun during their learning, so all these learning habits must be considered while designing a modern e-learning system with gamified elements. People play for fun, master, and distress. There are also four types of plays: the achiever, the explorer, the challenger, and the competitor. The engagement in gamified activity encouraged students to master their learning. The researcher used Moodle as the standard e-learning platform to teach literature with gamified blended learning. It followed all phases of e-learning system development(Putri et al., 2020).

Teachers and students must integrate technology into their learning because they are part of the technological generation. Moodle is one of the learning management systems

which steadily guides teachers and students to understand and interact. This program helps students to learn whenever they want. Moodle will be gamified and non-gamified systems (Wu et al., 2022). The non-gamified system has only basic design elements such as forums and lectures. However, the gamified system will have game elements like points and leader board. Students will be ready to receive points for their achievements and distinguish between intrinsic and extrinsic motivation. The term "intrinsic" denotes engaging in an activity due to the inherent enjoyment experienced by the individual engaging in said activity. The term "extrinsic" pertains to engaging in an activity to achieve a distinct outcome that distinguishes it from the activity itself. This implies that in order to foster intrinsic motivation, it is necessary to establish circumstances that promote the fundamental psychological requirements for competence (Ahmed, 2021). The three components are important for gamification user types and associated game mechanics, which can explain students' motivational behavior (Banihani, 2021).

Because teachers and students a part of a technological generation, they use Moodle. Moodle manages its students learning at a distance because it serves as a useful tool by providing learning facilities with important supporting features (Putri et al., 2020). Teachers in the literature decided to use a useful open source, an exciting and popular platform like Moodle. It is a standard e-learning platform for teaching English Literature using game elements(Wu et al., 2022).

Aldemir et al. (2018) revealed that Moodle is an educational technology platform that is a pedagogical tool for instructors to establish a virtual learning environment that fosters enhanced educational outcomes and increased engagement among their pupils. Moodle encompasses various design elements facilitating interactive engagement, collaboration, and online learning experiences between educators and learners. Moodle, a course management system, provides teachers powerful tools to create and manage courses, content, and material. It includes quizzes, assignments, platforms, surveys, and forums. Moodle is designed so that all students from different levels and stages benefit from it as a supplement to the traditional classroom. The researcher used Moodle because it is popular and easy to learn. Besides, course developers can add many interactive activities that enable students to interact and cooperate(Bovermann & Bastiaens, 2020).

Moodle helps educators blend traditional classroom pedagogy with various web-based technology that fosters students' learning because they welcome internet applications as they can learn at their own pace. It can also enhance students' experience in learning. Teachers can easily access Moodle, design their pages, and add material easily. Moreover, when computers entered the education environments-learning came on the scene, offering educational websites and different materials for learning (Gundu & Ozcan, 2017). There are many theories in education to merge two learning environments and integrated game elements to increase students' motivation. Self-Determination Theory (SDT) has examined students' learning motivation and engagement (Bovermann & Bastiaens, 2020). The theoretical framework considers three fundamental psychological needs that drive human motivation.

Autonomy, which pertains to the desire for independence and the ability to make significant decisions, is one of these needs. Competence pertains to the aspiration to attain proficiency and accomplishment. Relatedness refers to the desire to interact socially and establish connections with others(Alam, 2022). The fundamental differentiation lies in the categorization of motivation as either intrinsic or extrinsic. Self Determination Theory (SDT) was found by Deci and Ryan (2010) while discovering the gap between the two kinds of motivation. The three fundamental components incorporated into SDT are the requirement for proficiency, the requirement for social connectedness, and the requirement for autonomy. The concurrent utilization of these three constituents will likely result in the development of self-motivation and active participation in various undertakings(Gundu & Ozcan, 2017).

2.5.4 Gamified Course and Self-Determination Theory

Moodle, a Modular Object-Oriented Dynamic Learning Environment, was developed to provide a gamified learning experience for English Literature students. In order to achieve successful gamified courses that can promote students' academic achievement, perceptions, and motivation, certain strategies and techniques may need to be implemented. The Moodle platform was selected due to its capability to incorporate gamification features such as badges and leaderboards. The identical instructor will design and deliver the curriculum(Alshammari, 2020). The course curriculum included a diverse range of weekly materials, including videos, texts, PowerPoint presentations, external links to online resources, and visual aids in the form of mental break items,

such as pictures. In order to evaluate the level of comprehension in each course, various activities and quizzes were incorporated that could be completed individually or as a group (Denden et al., 2021).

To have a successful gamified course that can promote students' enjoyment and motivation, the implemented game elements should meet students' needs. Therefore, the self-determination theory has been successfully used in games Pitoyo (2019). This theory is based on three competencies; students' achievement, motivation, and perception. Achievement can be achieved by using game elements that provide feedback about students' success and challenge the literature difficulties; they will be able to do the task without any pressure (Anunpattana et al., 2021). Motivation can be achieved by using game elements that provide feedback about being in charge and making their own learning decision (Tlili et al., 2019). Educators added that the researcher demonstrated through his investigation that noteworthy disparities exist in the degree of innate motivation among students before and after their engagement with the gamified curriculum (Anunpattana et al., 2021).

The eight-game elements integrated into teachers' gamified courses are delineated as follows: Initially, the strategies to enhance student involvement and participation in the course (Cruaud, 2018). Alshammari (2020) recommended collecting various points based on students' contributions. In gamified courses, students have been rewarded 50 experience points and nine skills points for each finished learning activity. Second, Levels, each course contained ten levels ordered from the easiest to the hardest, as Cruaud (2018) recommended to match the students' gained skills. Students had the challenge of collecting points to reach the next level.

Third, regarding badges, Alshammari (2020), in his research, revealed that to obtain the badges at each level, students must complete a task or quiz. Avatars are employed to enhance the entertainment value of the course, too. The primary objective of the leaderboard is to foster a sense of healthy competition among students during the learning process. It provides a real-time update system of students' rank. Students' position on the leaderboard was updated when they gained additional points. Thus, students could see themselves going up on the board, and they will have the chance to win. Sixth is feedback every week; Students will get feedback from the teacher using images and texts to ensure their encouragement. The teacher wrote the feedback

according to each student's performance within the course. Seventh, the progress bar to make the course is meant for students. They should see their progress toward the course goal (Nikmah, 2020).

Consequently, Nikmah (2020) added that a progress bar was introduced to facilitate the inclusion of weekly tasks. Blue was assigned to denote an incomplete activity, whereas yellow was designated to indicate a completed activity. After receiving feedback on a given activity, it was indicated with the color green. Providing students with a sense of progression in the course may be advantageous. Ultimately, within a chat platform, students can engage in discussions and cooperative efforts with their peers and assist one another in the event of any questions or concerns.

Furthermore, to incentivize students to fulfill the prescribed objectives, they would be awarded certain points upon successful completion, per the suggested guidelines (Vera et al., 2021). Using game elements in teaching leads to a successful gamified course that promotes students' motivation and enjoyment and meets their psychological needs. In addition, it can decrease the degree of gender gaps between males and females (Nikmah, 2020).

Lavoué et al. (2021) explained that there are many elements to establish challenges during a single game. First is the difficulty. The player enjoys playing the game but does not gain any skill or experience. Second, if difficulty gradually increases, experience improves. Finally, the difficulty is balanced using computational intelligence, where the game evaluates various players' actions during learning. The game became interactive, then students engaged in the learning environment and interacted with his skills in the learning process. The perception of a student's ability was found to be significantly associated with their level of engagement and performance. Alsawaier (2018) observed that the attributes of a game have the potential to impact alterations in the conduct of students.

Hew et al. (2016) pointed out that changing game elements during learning can change the students' behavior. This will enable students to overcome challenges and continue the task with high motivation, a high sense of achievement, and better learning progress. According to Park and Aldemir et al. (2018), using gamification in education enhances students' motivation and participation and also improves students' attitudes toward

learning. It is most actively used in the field of education. Banihani (2021) Gamification also impacts time management and social issues. He added that gamification in online learning reduces e-learning stress, helps teachers concentrate, and provides students with a new learning experience. Gamification in education consists of a structure that contains game elements and a mission (Fincher & Robins, 2019). The teacher gives the mission, and the students have to complete it. The student then completes the task to gain points. Students can change points into rewards such as textbooks or pencils to enhance the learning activity (Becirovic, 2017).

2.6 Comments on the Previous Studies

In light of the previous studies, the following comments can be highlighted:

- According to the Importance of learning English, most studies revealed that English is a window to the world. It is observed across various medical, engineering, and education sectors. English remains a major medium of instruction in schools and Universities. Most scholarly research and academic studies have been documented in English (Malone & Lepper, 2021; Wu et al., 2022).
- According to the importance of teaching English literature at the secondary level, previous studies showed that incorporating English Literature into the English Language curriculum aims to enhance students' linguistic proficiency. They learn the basics of English, such as sentences, speaking, reading, and writing. Students master their learning of four skills by teaching them through English Literature such as (Umarova, 2021) study. Previous studies also showed that students learn about people, culture, ethics, behavior, and other social norms. Hence, this helps students expand their imagination and learn reading and writing skills. Teaching literature teachers read the story and highlight the story's storyline, characters, message, or moral. To achieve enjoyment in learning literature, the teacher reads and discusses the poem with students such as (Tejada, 2019). The curriculum should contain literature so that Students need to share their experiences during learning and activities, so using literary work can promote activities because literature is rich in multiple meanings, as shown in (Rahmani, 2020) study.
- According to the studies that discuss employing English in the Palestinian Educational System, English teachers aim to teach this foreign language to their students to enable them to communicate fluently and effectively in a situation

where this language is used. Teachers hope that after years of teaching English, students can speak and communicate with English freely and fluently, as shown in a study (Rahmani, 2020). Teachers teach the four skills through English literature. So, literature plays a very important role in teaching the English Language, as discussed by Farran (Farran et al., 2020).

- According to the studies that discuss gamification and its benefits in language learning, Smiderle et al. (2020) noted the potential of using gamified to enhance language learning. Many experimental studies ensured that using gamified application tools in learning English has similar findings, such as improving motivation and engagement, fostering learning, and creating an effective learning environment favored by students (Boudadi & Gutiérrez-Colón 2020). Chen et al. (2018) state that blended learning supported by gamification is more effective in terms of academic achievement when compared with traditional teaching, while Dikmen (2021) pointed out that gamification draws users' attention concerning academic development, increasing engagement between them and motivating them. The implementation of gamification has been found to have a positive impact on academic achievement, motivation, interests, and attitudes.
- According to the studies that discuss game elements and game design revealed that the purpose of employing gamification in e-learning is to encourage students to work (Banihani, 2021)said. Gamification and games aim to make learning fun. Game element such as the experience point reveals and awards an individual's progress in the gamified environment. The leaderboard is important for participants to instantly see their position in the gamified environment (Yasemin & Samur, 2018). Badges can be used to record students' academic achievement in LMS (Cruaud, 2018). Feedback is used in the gamified environment to learn about the accuracy and inaccuracy of particular behavior (Ahmed, 2021).
- According to the studies that discuss gamification and blended learning, they enable learners to study in a free atmosphere and help to foster a positive attitude toward learning by creating engaging, personalized, and amusing learning materials (Parajuli and Thapa, 2017).
- According to the studies that discuss game design, Laine and Lindberg's (2020)study revealed that a game design system should achieve a sense of challenge. Activities should contain difficulties with a variety of levels.

- According to the studies that discuss the framework to design game elements (SDT), some previous studies showed that they must consider the students who do not like games and fun during their learning, so all these learning habits must be considered while designing a modern e-learning system with gamified elements. People play for fun, master, and distress, as shown in previous work (Laine and Lindberg,2020). There are also four types of plays: the achiever, the explorer, the challenger, and the competitor. The engagement in gamified activity encouraged students to master their learning. The researcher used Moodle as the standard e-learning platform to teach literature with gamified blended learning. It followed all phases of e-learning system development(Putri et al., 2020). Moodle, a course management system, provides teachers powerful tools to create and manage courses, content, and material. It includes quizzes, assignments, platforms, surveys, and forums. Previous studies showed that Moodle is designed so that all students from different levels and stages benefit from it as a supplement to the traditional classroom. The researcher used Moodle because it is popular and easy to learn. Besides, course developers can add many interactive activities that enable students to interact and cooperate(Bovermann & Bastiaens, 2020).
- According to the studies that discuss gamified courses and self-determination theory. They revealed that having a successful gamified course that can promote students' enjoyment and motivation, the implemented game elements should meet students' different needs. Therefore, the self-determination theory has been successfully used in games Pitoyo (2019). This theory is based on three competencies; students' achievement, motivation, and perception, as shown in the literature (Wu et al., 2022; Wright,2017).

2.7 Summary

To conclude, the above studies relate to the present study; the researcher compared her study with those studies to show the difference between the present and previous studies. The researcher thinks that this study takes a step forward that will add new insights for the previous studies for the following reasons:

- This study focuses on the impact of GBL on students' motivation, perception, and achievement.

- It uses four research instruments. It integrates qualitative and quantitative research methods.
- It tries to investigate the impact of GBL on students' achievement, motivation, and perception of the secondary stage.
- It deals with English literature, considered a very difficult subject from students' point of view and previous studies.
- This study gamified blended learning; the teacher taught students in two learning environments (online and offline).
- The researcher used Moodle as a learning platform to teach students.
- The researcher used eight-game elements in her teaching to enhance students' motivation, perception, and achievement.

Chapter Three

Methodology

3.1 Introduction

This chapter represents the design of the study, the population, the sample, the instrumentation of the study, validity, reliability procedures, and data analysis.

3.2 Methodology Design

A mixed-method design was adopted in this study. It used both qualitative and quantitative methods. Abuhamda et al. (2021) and Pardede (2019) states that “Quantitative and qualitative methods are the engine behind evidence-based outcomes.” It is not limited by the use of conventional methods of data collecting but rather follows the logic of inquiry that stand on the research activities itself (Creswell, 2014; Maxwell, 2004). In this study, qualitative and quantitative data were collected. A combination of quasi-experimental and qualitative research methods (open-ended interview questions) was used. Four instruments were used to measure the impact of GBL on students’ achievement, motivation, and perceptions.

The researcher is the teacher who teaches students English Literature. So, the study participants have been chosen to facilitate the researcher’s work with students in non-random situations. So, they helped in participating in this experiment. The teachers who taught the students were teachers from the Ministry of Education, the first teacher was the researcher herself, and the latter was a male teacher from a school near the researchers' school. Male teachers participated in teaching male students in the same context and in the same way to investigate the impact of using GBL on students’ achievement, motivation, and perception. Another female teacher from the researchers' school helped with teaching. Male and two female teachers have 12 to 20 years of experience in teaching English literature and the Palestinian curriculum. The researcher trained both teachers to help her teach students offline, see Appendix (B). The researcher is considered one of the best and most active English teachers in the Jerusalem Suburbs directorate. The researcher keeps employing IT and platforms in her teaching. The researcher thinks that students should enjoy their learning to achieve good results.

Moreover, the researcher always encourages her students to use technology in their learning. The other teachers are considered active English teachers in Jerusalem Suburbs Directorate. The researcher interviewed 20 ;(15 females and five males) students at school and recorded it. She took notes, too.

3.2.1 Study Population

The study population consisted of all the students of the 11th grade in Jerusalem Suburbs Directorate. Their number was (1440); (451) male and (989) female.

3.2.2 Study Sample

The participants of this study consisted of all students in the eleventh grade in (the literary stream) in Al-Ezaria Girl's Secondary School and Anata Boy's Secondary School in the second semester of the scholastic year (2021/2022) and (2022/2023) in Jerusalem, Palestine. The study started in May 2021 to September 2022. It continued within two periods (4 months) (16 weeks), (96 classes), (6 classes a week) from the second semester of the academic year 2021/2022 to the first semester of the school year 2022-2023. The number of female students is (56), and the number of male students is (53). Participants were 109 students, as seen in Table (3.1). Both male and female students are 16 years old and study in separate schools in Al-Ezaria and Anata schools. The researcher has chosen them because the researcher is the teacher of the students (purposeful sample). The male school is the nearest to her school, and the number of students is almost the same, so she found it easy to study in that school. In addition, the administration of both schools facilitated and supported the researchers' work. This explains why she chose the schools mentioned above. The participants of this study were divided randomly into four groups; two were experimental, and the other two were control groups, whereas each group consisted of (26-28) students. Two experimental groups were directed to (gamified blended learning) provided with game elements, but the control group was taught without game elements in the blended learning environment, see Appendixes (M, N, O, P).

Table (3.1)

The distribution of students who participated in the study and the control group:

Class Groups	The Number of Students
Group A (experimental)	55
Group B (control)	54
Total	109

The above table shows the distribution of the participants in this study; control and experimental groups.

3.3 The Experimental Design

It is a quasi-experimental design. It uses the pre-testing and post-testing research design to achieve the equivalence of the study. Therefore, the researcher adopted this design because it suits this study. The researcher adopted the quasi-experiment design as shown in (Morrison & Morrison, 2003). The researcher compared students' results in the pretest and the posttest exam. Pardede (2019) revealed that adopting the experimental approach in research achieved high internal validity of the phenomena. The difference between groups is confidentially attributed to the treatment. The diagram for this design appears in the following table. The table came in Ghaith's (2013) Thesis:

Table (3.2)

The experimental and control groups.

Groups	Pre-test	Treatment	Post-test
experimental	Pre1	GBL	Post 2
control		BL	

The table shows study groups (experimental and control) chosen purposefully. Experimental groups have been taught via the two gamified learning environments, while control groups have been taught via blended learning without game elements. The pretest was given to students after four classes of the introduction (four classes for the pretest). After four months from the treatment, the teacher gave the posttest. The pretest was put down from (The Norwood Builder Novel), but the posttest was

from (The Call of the Wild Novel). The researcher distributed the questionnaire for the first time after two weeks of treatment. See appendixes (H, I).

3.4 Data collection

Instruments

After careful reviewing, this research is considered an experimental research method in which the researcher collected and analyzed data using experiments to achievement tests, two questionnaires, and an interview, see appendixes (C, D, H, I, T). The researcher slightly agreed with Braun and Clarke (2006) that using different research instruments helps the researcher gain in-depth data about their wishes. Participants can talk freely and verbally with the researcher in both learning environments. In addition, it helps to obtain information from the source. Many benefits are adopting different instruments. Triangulation allows for great study validity by cooperating data, providing a more vivid, complete picture of the phenomena. It helps the researcher to understand the phenomena deeply from all its aspects, as previous work pointed out (Sari, 2019; Fox, 2009).

To answer the study questions, the researcher used four instruments to collect the data: a pretest and posttest, a motivation questionnaire, a perception questionnaire, and a semi-structured interview as follows:

3.5 The First Instrument

3.5.1 Motivation Questionnaire

The researcher revised the literature and developed a suitable motivation scale of learning to measure the students' motivation toward learning English Literature through gamified blended learning. Takahashi (2018); Carreira (2011) pointed out that motivation to learn English has become an important issue. Therefore, this study investigates students' motivation in the 11th grade toward learning English Literature. A questionnaire has been used to examine students' types of transition of motivation for learning English. Many questionnaires have been built to investigate students' motivation in the English context. The researcher chose Takahashi's (2018) intrinsic and extrinsic motivations questionnaire. The researcher believed is suitable for the study, see appendix (C, D). The motivation scale was built by Takahashi (2018)

based on intrinsic and extrinsic motivation theory. It contains (30) items. After factor analysis, they became (28) the researcher deleted (2) paragraphs; (29,30) because they do not saturate enough. The first part of the questionnaire is the demographic information (The number of hours students study English, the place of residence, and gender as shown in (Saheb, 2015). The second part of the questionnaire contains paragraphs about intrinsic and extrinsic motivation Carreira (2011).

For instance, intrinsic such as “gamified blended learning enables me to speak accurately.”, and extrinsic such as “GBL provides me with interesting intellectual Activities. “The participants were provided with a Likert scale consisting of five points for each statement. They were instructed to select one of the five points by circling or checking it, with 1 indicating strong agreement, 2 indicating disagreement, three indicating neutrality, four indicating agreements, and five strongly disagreement. The researcher chose this questionnaire because it was built according to (AMTB)Attitudes, Motivation, Test, and Battery, providing good validity and reliability. It also measures the non-linguistic aspect of learning English.

3.5.2 Validity of the Motivations' Questionnaire

After revising the questionnaire by the reviewers, the researcher changes some paragraphs as follows:

-Introduction of the two questionnaires has been changed to:" This questionnaire is part of a study that aims to investigate the impact of GBL on Enhancing learning of English Literature. The study is a requirement for a Ph.D. degree at An-Najah National University. The information obtained will be treated confidentially and used only to complete this scientific research. All collected responses are documented anonymously. Thus, participants are encouraged to be provided with feedback. The participant feedback will aid the researcher in enhancing the pedagogical approach and educational outcomes. Some questionnaire paragraphs have been changed and modified according to the university professors' comments, such as paragraph-1- in the motivation questionnaire says: GBL enables me to be interested in reading Novels. It changed " to “engage or enjoy." Additionally, University professors advised the researcher to attach some details such as the definition of gamification and examples about game elements (here you will read the term “gamified blended learning” is the use of game elements

in integrating the face-to-face learning experience with the online learning experience) and (game design elements are the use of (feedback, chat, avatar, progress bar, badges, points, levels, and leaderboard) while learning. This facilitates responding to the questionnaires' paragraphs and the interview questions.

After factor analysis for the motivation questionnaire, the following dimensions were determined as shown in Sari's (2019) study, indicators of motivation are achievement (1-6), intrinsic (7-12), extrinsic (13-19), communicative (20-22), instrumental (23-25), and knowledge (26-30). The above six dimensions are assured by the factorial analysis calculated by the researcher. See Appendix (Q, R, S).

3.5.3 Motivations' Reliability

To test the reliability of the motivation questionnaires, the researcher applied the Cronbach alpha procedure. The Cronbach alpha coefficient for all fields was high (0.85), as shown in Appendix (R, S), ensuring the instruments' reliability. The motivation questionnaire is (0.85).

3.6 The Second Instrument

3.6.1 Perceptions Questionnaire

Toda et al. (2019); Codish & Ravid (2017) demonstrated in their studies that giving students' perceptions is very important while designing gamified learning environment. The researcher adopted Denden et al. (2021) questionnaire. It contains two parts;(1) demographic information about students, such as their gender, places of residence, and study hours, whereas the second part (2) is the perception questionnaire: student's perception of each game element the study assessed enjoyment, usefulness, and motivation using a 5-point scale. The Likert-scale question in the questionnaire comprises a five-point scale. A Likert-type scale was utilized, where respondents were asked to rate their level of agreement on a five-point scale, with 1 indicating strong agreement, 2 indicating disagreement, three indicating neutrality, four indicating agreements, and five strongly disagree. In order to assure the suitability of the instruments for the study.

3.6.2 Validity of the Perception Questionnaire

The researcher checked the validity of the (questionnaires) by showing them to some professors from different Palestinian Universities, Arab and International Universities to revise them to ensure the questionnaire's validity (appendixes A, R). In addition, the researcher found the factor analysis to decrease the number of paragraphs and to write suitable dimensions of the questionnaires. Moreover, to see if there is an agreement between the questionnaire's items and dimensions. Thus, the researcher calculated the factor analysis of the two questionnaires. The result showed that the questionnaires were suitable for this study and may give strong and real data after distributing them. See appendix (Q, R, S). The two questionnaires were changed after the revision by university professors. Many paragraphs have been changed, while others have been modified. The questionnaires were modified as follows:

The researcher deleted (8) items because the questionnaire was too long to answer. The researcher deleted the following paragraphs "Using leaderboard is fun," "Using avatar is fun," " Using badges is fun," "I find points useful," "Using progress bar is fun," " Using levels is fun," "Using points is fun," "using levels is fun." However, after conducting the factor analysis, the results showed that the (39) paragraphs of the questionnaire were fine, so the researcher decided to keep most of the items except item number (34), do not saturate enough, so the researcher deleted them. Items became (39) items. The researcher modified some paragraphs according to the reviewers' opinions; paragraph 15, "my learning effectiveness changed to language learning," "paragraph 19 to motivate me changed to learn more". The introduction of the two questionnaires has been changed to: " This questionnaire is part of a study that aims to investigate the impact of GBL on Enhancing English learning Literature. The study is a requirement for a Ph.D. degree at An-Najah National University. The information obtained will be treated confidentially and used only to complete this scientific research. All collected responses are documented anonymously. Thus, participants are encouraged to be provided with feedback. The participant feedback will aid the researcher in enhancing the pedagogical approach and educational outcomes. Some questionnaire paragraphs have been modified according to the university professors' comments, such as Paragraph 2- which changed from " I find the use of leaderboard pleasant while learning "to leaderboard interesting me. They sent their

comments also on the instruments' paragraphs and the language. For instance, some professors advised the researcher not to write compound paragraphs. She should separate them into two separated paragraphs. The other advice is to shorten the number of questionnaire paragraphs to (30-40). The other language professors advised to exchange the phrase "second language" for "foreign language"; see appendixes (C, D, E). Additionally, University professors advised the researcher to attach some details such as the definition of gamification and examples about game elements (here you will read the term "gamified blended learning" is the use of game elements in integrating the face-to-face learning experience with the online learning experience) and (game design elements are the use of (feedback, chat, avatar, progress bar, badges, points, levels, and leaderboard) while learning. This facilitates responding to the questionnaires' paragraphs and the interview questions.

After factor analysis for the perception questionnaire, the following dimensions were determined, as shown in Malone and Lepper's (2021) study. They are pleasure (11-15), self-awareness (36-40), joy (6-9), having motivation (1-5), improvement (26-29), negative statement (10-20-35), self-control (30-33), usefulness (16-18), enhancement (22-24), communicative (19-21-25). She added the indicators for each dimension according to the questionnaire's paragraphs. See appendix (R, S).

3.6.3 Perceptions' Reliability

The researcher applied the Cronbach alpha procedure to test the perception questionnaires' reliability. The Cronbach alpha coefficient for all fields was high (0.84), as shown in Appendix (Q), ensuring the instruments' reliability. The perception questionnaire is (0.84).

3.7 Factor Analysis for the Two Questionnaires (Motivation & Perceptions)

The researcher found the factor analysis to check the suitability of the study questionnaires to Palestinian students in Palestinian schools. The researcher used the SPSS program to find the factor analysis. The result of the factor analysis was as follows:

3.7.1 Person Correlation for Total Score of the Two Questionnaires

In order to study the validity of the internal consistency of the study instruments, the Pearson correlation coefficient was calculated between the scores of each paragraph. The total score was between (0.636) & (0.788). See appendix (Q), which indicates that all the paragraphs of the questionnaire have a positive and high correlation coefficient with the total score of the paragraphs, and this confirms the validity of the questionnaire and that the resolution paragraphs measure what they were designed to measure .In addition, the researcher found the Pearson correlation coefficient for the (Perception) tool. It shows that all the paragraphs of the resolution have a positive and high correlation with the total score between (0.501) & (0.729). See appendix (Q).

3.7.2 Cronbach Alpha for Total Score of the Two Questionnaires

In order to ensure the stability and validity of the study instruments, the researcher extracted the reliability coefficient (Cronbach's alpha) for all the paragraphs of the motivation questionnaire separately. The total score of the two questionnaires was (85) See Appendix (Q, R, S). This indicates that the two questionnaires were suitable for this study.

3.7.3 Questionnaires Dimensions after Factor Analysis

Motivation Instrument

The presence of (6) factors on which the paragraphs are distributed as follows:

1. The first factor: Paragraphs 1 to 6 are saturated with it.
2. The second factor: Paragraphs 7 to 12 are saturated with it.
3. The third factor: Paragraphs 13 to 19 are saturated with it.
4. Fourth factor: Paragraphs 20 to 22 are saturated with it.
5. The Fifth Factor: Paragraphs 23 to 25 are saturated with it
6. The sixth factor: Paragraphs 26 to 28 are saturated with it.

Perception Instrument

The presence of (10) factors on which the paragraphs are distributed as follows:

1. The first factor: 5 paragraphs are saturated with it, which are paragraphs from 11-15.

2. The second factor: 5 paragraphs are saturated with it; they are paragraphs from 36-40
3. The third factor: 4 paragraphs are saturated with it; they are paragraphs 6-9
4. Fourth factor: 5 paragraphs are saturated with it; they are paragraphs 1 to 5
5. Fifth factor: 4 paragraphs are saturated with it; they are paragraphs from 26 to 29
6. The sixth factor and three paragraphs are saturated with it; they are paragraphs 10, 20, 35
7. The seventh factor: 4 paragraphs are saturated with it, namely paragraphs 30-33
8. The eighth factor and three paragraphs are saturated with it; they are paragraphs from 16-18
9. The ninth factor: 3 paragraphs are saturated with it, namely paragraphs 22-24
10. The tenth factor and three paragraphs are saturated with it, namely paragraphs 19, 21, 25

3.8 The Third Instrument

3.8.1 Pre-test and Post-test Test

The researcher developed a suitable literature achievement test; from the 11th-grade curriculum from English for Palestine. It consolidates language and skills from the earlier year and teaches practical language skills relevant to all students. The researcher chose literature because learning literature has many benefits, to mention: It helps students appreciate written text of different genres and develop the ability to comprehend it. Finally, it develops social interaction and communication (Gooch et al., 2016). Pretests and post-tests were given before and after the class ended. They have been used widely in behavioral research to compare groups and measure the changes from the experimental treatment (Dimitrov & Rumrill Jr, 2003). The researcher developed the two achievement tests. They were the same number of questions, the same level, and the same total marks. It has been built according to the same specification table. The researcher put down the questions of each test according to the same table of specifications but with different content analyses and aims. This may enable students to deal with them correctly and focus very well during the task. Pan and Sana (2021) showed that Pretesting involves taking a test before to be learned information is studied, while post-testing involves taking tests after the information is studied. These two tests measured the students' achievement in English literature. It

contained (true or false), (multiple choice), (essay questions), (pictures descriptions), (comprehension, choosing the correct answer, filling in the blanks, and giving opinions and replacements). See appendixes (H, I). Mustakim et al. (2018) pointed out that any English Literature exam that contains multiple-choice, replacing the picture, choosing the correct answer, gap filling, sequencing, and rearranging the sequence to form a story can create an effective learning environment and develop higher-order thinking skills. The total mark of the tests was (40); each statement with (1) mark. Students were given (45) minutes to answer each pre and post-test. They did the pretest, and after finishing the treatment they did the posttest. It was English literature but with different content shows the significance at (0.05) prior significance level. It was designed according to the table of specifications as follows:

Table (3.3)

Table of specification for the novels “The Call of the Wild “&” The Norwood Builder”

Subjects	Questions and marks	Behavior aims					Number of questions	Total points	Percent age of subjects
		questions	Knowledge7	Comprehension12	Applying10	Analysis8			
The Two Novels	questions	1	1	1	1	1	5	11	40%
	points	2	3	3	2	1			
Part one (1)	questions	1	1	1	1	1	5	9	30%
	points	2	2	2	2	1			
Part two (2)	questions	1	1	1	1	1	5	10	30%
	points	2	3	2	2	1			
Part three & Four (3,4)	questions	1	1	1	1	1	15	30	
	points	2	3	2	2	1			
	Number of questions						15		
	Total points							30	
	Aims percentage	18%	30%	25%	20%	7%			100%

Gagnon and Barber (2018) pointed out that the table of specifications is a tool used to ensure that the test measures the content and the thinking skills the test intends to measure, see Appendix (K). In addition, it ensures the alignment between the test items

and the content. In the above table (3.3), the researcher divided the novels into four parts(part1,2,3,4) and analyzed the content of the novel using Merrell's classification, see appendix (K). Then the researcher analyzed each part into (knowledge, comprehension, application, analysis, synthesis, and evaluation). Bloom's Taxonomy is a convenient way to describe the degree to which our students need to understand, use concepts, and demonstrate skills (Riazi & Mosalanejad, 2010). The researcher wrote down many educational aims. The researcher considered the variety of aims to suit learners' levels and desires. There were seven; knowledge aims 18% of the aims of the lesson,12comprehension with30%, ten applications with 25%,8 analyses 20%, and 3 evaluations with 7%). The researcher wrote down 15 questions according to the aims. The researcher gave the students the tests to answer after the teacher taught the novels to the students using (blended learning and gamified blended learning), see appendixes (K, L, N, O).

The teacher built a literature test according to the content objectives. The teacher derived questions that belong to knowledge, such as "Where did the man in the picture use to live" and "How was the dog living there. "The teacher also derived questions from understanding levels, such as "Could you describe Buck "or "Could you describe Mr. McFarlane. "In addition, the teacher derived questions from applying levels such as "Replace the picture with a suitable word "or "Could you draw a picture for Buck. "The teacher also derived questions from the analysis level, such as "Could you compare Santa Clara Valley and the Wild. "The teacher derived questions from the evaluation level, such as "Could you give your opinion on Spitz, the dog, or could you give your opinion on Mr. Old Acre. "Some questions measure the high levels of thinking, such as "Imagine that you were in Buck's place. What should you do"? "Describe each character from your point of view. "The teacher gave both the pretest and posttest the same period to answer (45) minutes and divided the marks into the different questions; she gave each question (1-2-3) marks, not more, because there are questions that need thinking, and the others need high thinking skills. It will take a long time for the students.

On the other hand, not all students know how to use their thinking skills correctly. The teacher gave a total point from (30) points. English Literature exam contains questions on lower or higher thinking skills. Gagnon and Barber (2018) pointed out that lower-

level thinking skills need students to remember or understand, while higher-level thinking skills need students to apply, analyze, synthesize, and evaluate.

The researcher has studied various instructional design theories and models, but the researcher adopted the Reigeluth model for instructional design to achieve effectiveness in teaching (Reigeluth, 1983). It is a comprehensive theory of educational elements. It had been prepared to organize educational content according to the micro-level. This theory developed teaching methods for four types of educational content (concepts, principles, facts, and procedures). These methods were used as a basis for organizing content. Pappas (2017) pointed out that Merrill's theory had an important role in teaching subjects and connecting information to the learner so that the information consolidates in the learner's mind and delivers most easily and simply for the learner. This theory depends on presenting the learning material, explaining it, and showing the level of the learner after the learning process. Scholars such as Merrill (1998) found that using Merrill's instructional design model affects participants' learning outcomes and satisfaction. It also improves students' meaningful learning, content comprehension, and metacognitive skills.

The researcher used Merrill's classification as a framework to establish her objectives, as it effectively identifies the constituents of instructional strategies for various instructional objectives. Furthermore, it generates a comprehensive classification of presentation, encompassing diverse categories of presentation, practice, and instructional support, comprising regulations, illustrations, retention, and application. The secondary presentation encompasses several components, namely prerequisites, objectives, aids, mnemonics, and feedback. (Merrill, 1983, as cited in Gardner, 2010). The researcher analyzed English literature content, see Appendix (K).

3.8.2 Content Analysis

The pre and post-tests contain (10) main questions and (22) sub-questions. The time allocated will be 40 minutes. Then, the researcher put aims according to Bloom's learning taxonomy. The researcher put down the lessons' aims and then derived questions from them. The content employed in this study was selected from the 11th-grade literature textbook; (English for Palestine, reading plus). The researcher-built pretest and post-testing from the stories "The Call of the Wild" and "The Norwood

Builder. "They are stories from world literature taken from their curriculum. They contain sequence, the elements of the story, and morals in the face-to-face environment so that students learn through GBL by using game elements in an online environment with gamified story content. Therefore, students have learned English literature via two educational environments as blended learning. The teacher is the researcher, so the teacher teaches students English literature using game elements via LMS; it is a Moodle platform to teach the content online. For instance, any student who responded correctly gained two extra marks as a reward on their classroom assessment to enhance their achievement, motivation, and perception in learning English as a foreign language. See appendixes (M, N, O, P).

3.8.3 Test Validity

The validity is the degree of the instruments' ability to gather information on the quality intended to be assessed. The researcher checked the content validity, so she showed (the two tests) to some University professors. In addition, the researcher showed them to other teachers from the same school, subject, and class to modify the questions and check if the test was suitable for students. If the tests covered all the material above all, to see if the questions help students to engage and interact with the gamified blended learning material and learning environment (see appendixes H, I, O). Their notes were about mistakes, such as the last question from the posttest (Mr. Thornton instead of Thorndike).

3.8.4 Test Reliability

A Literature test has been built to assess the student's achievement in English literature. The researcher herself corrected and graded the test blindly. Students weren't asked to write their names. The researcher asked another English teacher from the same school to re-correct the test to achieve the reliability of the scoring procedure. The reliability of the test is the cohesion between answers. It depends on the cohesion between the answers given simultaneously and at different times (Kara & Çelikler, 2015). The researchers found the Cronbach alpha procedure to achieve the reliability of this achievement test and the questionnaire. Cronbach's alpha coefficient for each item was high (0.79). See Appendix (R, S). This means that the pretest and posttest were suitable for the study.

3.9 The Fourth Instrument:

3.9.1 Interview

A semi-structured interview with (20) students of different academic levels was chosen after answering the questions put down by the teacher to avoid bias in the interview and achieve objectivity. Copies of consent papers were sent to the participants and their parents to return them during the interview, see Appendix (G). They were asked open-ended questions. The participants were 15 females and five males. The researcher chose "purposive "because she thought they would provide the researcher with the information she needed. Fox (2009) advised teachers to use semi-structured interviews to ask participants their opinion. It provides a large degree of flexibility. The researcher adopted a face-to-face interview to observe the non-verbal behavior of the participants. It provides a large degree of flexibility, as (Fox, 2009) revealed. It is the best way to collect high-quality data. Using interviews helps the researcher gain data about what he wishes. In addition, participants can talk freely and communicate verbally with the researcher, see Appendix (T). The interview was conducted within 45 minutes. The researcher devised a comprehensive interview protocol, which was recommended to be used in the study. The interview inquiries are derived from the research questions and the literature review.

The semi-structured interview involves a dialogue between researcher and participant, guided by a flexible interview protocol developed by the research and follow-up questions. It enables the researcher to collect open-ended data to explore thoughts and feelings, as (Sari, 2019; Fox, 2009) pointed out. The researcher used both audio recording equipment and note-taking. A smartphone was used to record the interview to ensure all questions were answered. The researcher helped with translation during the interview and used simple English to deal with students, as DeJonckheere & Vaughn (2019) mentioned, to have a comfortable discussion. The interview began with a social conversation to develop a good relationship with the participants and facilitate responses. It was conducted on the 1st of May. It took 45 minutes In Al-Ezaria Girls Secondary School. The male and female sat in one place to help the researcher conduct the interview successfully and obtain the data she needed (See appendixes L, T). The interview was analyzed according to the thematic analysis, see Appendix (J). It is a flexible method for systematically identifying, organizing

and offering insight into patterns of themes across the dataset, as (Halverson et al., 2014) pointed out. It allows the researcher to see and make sense of collective and shared meanings and experiences by systematically coding and analyzing qualitative data to link it to broader theoretical and conceptual issues (Cooper et al., 2012; Marshall & Rossman, (2010). The audio files were transcribed manually, followed by thematic analysis, a qualitative analytic approach for analyzing, reporting, and categorizing patterns(themes)in data (Braun & Clarke, 2006). Thematic analysis helps the researcher describe and organize the data sets in detail based on the characteristics of each unit. The analysis procedures were carried out as came in (Tarteer et al., 2022) study. The researcher systematically arranged the themes and sub-themes of the study. See appendix (J).

3.9.2 Interview Validity

The researcher showed the interview protocol to some University professors to check if the questions were suitable for the participants and if the questions were suitable for the study. Based on the University professors' opinions, as (Khan & Manderson, 1992)revealed, the researcher modified the interview protocol and questions as follows:

- “What makes you think out of the box” changed to “What makes you think creatively”? University educators advised the researcher to attach some details such as the definition of gamification and examples about game elements (here you will read the term “Gamified Blended Learning” is the use of game elements in integrating the face-to-face learning experience with the online learning experience) and (game design elements are the use of (feedback, chat, avatar, progress bar, badges, points, levels, and leaderboard) while learning. This facilitates responding to the questionnaires' paragraphs and the interview questions.
- The professors suggested that the researcher write a suitable introduction protocol.
- The researcher re-wrote questions such as “How do you feel while learning “to " How does gamification affect your motivation"?
- It is not suitable to ask two questions simultaneously, such as: "Which Gamified context do you prefer more online or offline"? Why?
- The researcher deleted some questions, such as: "As a student in the 11th grade, how do game elements affect your ability to learn"? The researcher changed "ability to learn "into" learning outcomes."

- The researcher wrote some questions easily, such as: “Which makes you think out of the box”? The researcher changed it to " Which makes you think differently or creatively"? See appendix (T)
- In addition, the researcher showed the interview protocol to some University professors to check its validity and to see if there were any repeated and irrelevant questions. After completing the interview transcription, the researchers sent all written transcripts to participants to check, asking them to verify the content for accuracy. Besides, the researcher asked participants to revise the transcript to check the coding's reliability and accuracy. See appendixes (B, T).

3.9.3 Interview Reliability

At the same time, the researchers recorded the interview data from the participants and gave the data again to the participants to ensure their responses. In addition to the note-taking, to ensure that all questions had been answered (DeJonckheere & Vaughn, 2019).

3.10 Variables of the Study

The dependent variables in this study were (student achievement, perception, and motivation). Independent variables were GBL (game elements, online learning, offline learning). After collecting the data, the researcher used means, standard deviations, ANCOVA tests, and paired sample tests to analyze the collected data. The SPSS program was used to obtain the data and reveal it. The researcher calculated Cronbach Alpha and person correlation for the independent variables to check the reliability of the study instruments, see Appendixes (R, S). In addition, the researcher conducted the factor analysis of the questionnaires to check the suitability of the questionnaires' paragraphs for this study and the connection between the questionnaires' dimensions and their paragraphs. See appendix (S).

3.11 Study Context and Procedure

Gamification uses game elements in non-game contexts (Vera et al., 2021). The efficacy of gamification in the realm of education has been a topic of discussion among numerous scholars. Studies have demonstrated that integrating gamification in the academic environment can promote additional learning prospects and enhance student involvement in the educational process. In order to introduce game elements into the

realm of education, various design frameworks for gamification have been proposed in scholarly literature. The theoretical framework employed in this study is grounded in the self-determination theory, which is widely regarded as the preeminent theory in the field of gamification research. It contains 52 game elements and; a game framework, as pointed out. The benefits of these game elements are described in (table3.4). These elements are later used for the design of our gamified learning environment. In this research, the researcher used the elements of games in two different learning environments. The former is in an online environment, and the other is offline. She decided to use GBL (gamified blended learning) because many studies highlighted the benefits of gamification in education (Denden et al., 2021; Wu et al.,2022). Thus, this study adopts the self-determination theory to design gamified blended learning. As mentioned in the study gap, most studies adopted different models, such as Denden et al. (2021), while others randomly adopted gamification in learning environments without adopting any instructional design (Monterrat et al., 2017).

Table (3.4)

Description of the used game elements and their benefits

Game Elements	The Purpose of Each Game Element
Points	Feedback to show students' perception of online and offline learning environment.
leader board	Feedback to show students' performance in online and offline learning environment.
Badges	Feedback to show students' achievement of online and offline learning environment.
Feedback	Feedback to show students' performance of online and offline learning environment.
Progress bar	Feedback to show students' progression of online and offline learning environment.
Avatar	Student can freely choose their visual representation within the gamified course of online and offline learning environment.
Levels	Feedback to show students' expertise of online and offline learning environment.
Chat	Students can interact and collaborate to complete a given goal of online and offline learning environment.

(Denden et al., 2021)

3.11.1 Gamified Classroom Learning

Denden et al. (2021) pointed out that designing a gamified course according to students' behavior and personality is considered hard and challenging. There are individual differences may affect the design. The researcher's experience started with choosing to teach her students English Literature. She decided to do that because lectures still teach literature. English literature is like a small window. Students look through it to learn the language. The researcher determines two different learning environments to teach English literature. She chose the online and the offline learning environment. She gamified each one of them by adding the game elements in the classroom and on Moodle platform as follows:

The researcher used eight-game elements to gamify classroom learning. Each one of the elements has a function in this study as follows:

- **Points:** Points are how many stars students collected during their learning. In the classroom environment, students count the stars and write down how many stars are under the points' titles. When they do the task, they get a star (point).
- **Levels:** Each class contains different levels from easiest to hardest. Students collected many points to complete the level. In the classroom, the teacher ordered each student according to the number of points they got. She gave them numbers; anyone who collect more comes first. The students finish the level and start the next one, and so on.
- **Badges:** After the students finish a complete level, they get a badge that he chooses. They may get a cup or a smiley face, or a star. This means that the students finish the course. These badges give them a sense of achievement because they have finished the course.
- **Avatar:** It is like badges in this study. The difference is that badges will be chosen after a complete level, but avatars will be after a certain task or activity. Students can choose an avatar: a smiling face or a star.
- **Leaderboard:** It is like a leader or a rank; students were ordered according to the points they got. Any student who got more points comes first on the leader. Their position changes if they get more points. The teacher used two lines to show students' progress. She used green for students who had completed their tasks and blue for those who had not.

- Feedback: It was the praise and rewards to students who completed all levels and got the highest points from others. It contains oral and written notes to all students on their work.
- Progress bar: Like the leader board but in the progress bar, any student who completed his weekly task got the yellow color line but got the blue line if he did not complete it.
- Chat: Students were working in pairs. Sometimes they ask each other for help. They also work in groups to help each other after observation from the teacher on their work. She gave them feedback on their work. See appendixes (M, N, O). The researcher taught English literature in gamified blended learning through online and offline learning environments as the following steps show:

3.11.2 Procedure (Learning Process)

The researcher followed the following steps to teach English literature by GBL:

The study was conducted in two learning environments; offline and online learning environments, see Appendix (N). In face-to-face, the teacher presented the gamified content once and via e-learning as a blended learning method in the other. This means that the two groups, the experimental and the control groups, studied via Moodle, see Appendix (M). The experimental group studied the literature through game elements in two different environments, online and offline, but the control groups studied without game elements in the two environments. Then the researcher compared the students' achievement, perception, and motivation in the two environments. The study was conducted within two periods (4 months) (16 weeks), (96 classes), (6 classes a week) from the second semester of the academic year 2021/2022 to the first semester of the school year 2022-2023. The experiment was conducted with the participants in 96 sessions. There were four classes for the introduction, four for the pretest, and four for the posttest. There are 64 classes for the treatment and 4 for the quiz (posttest). The researcher takes 16 classes to collect the data briefly from the questionnaire.

3.11.3 Stage One (Introduction)

The teachers briefly introduced the topic within four weeks to the students in the class. At this stage, students are aware that they will study English Literature face to face once and on e-learning via Moodle on the other as follow:

First, the researcher explained to the participants that the researcher would give them the pretest and the questionnaires to answer before the treatment, see Appendix (H). The researcher explained that she would use blended learning in teaching English Literature on Moodle platform. In her study, the researcher used eight-game elements to teach students English Literature in two learning environments; face-to-face and online. The researcher and another female teacher helped in teaching in addition to the male teacher. They all practiced with the researcher of this study how to employ game elements in teaching in two different learning environments. The three were the teachers in this research. The researcher taught both males and females as she added them to Moodle platform and prepared Moodle with suitable interactive material (quizzes, assignments, summarizing, tasks, and pictures to compare between the characters), see appendixes (H, I, M). The researchers' supervisor has prepared Moodle and helped the researcher open two classes: English literature with game elements and English literature² without game elements. The first is for the experimental group, and the other is for the control group (see Appendixes M, N, O). The supervisor and another professor trained the researcher to use Moodle and teach students through Moodle.

Second: The teacher explained to the students how they would be taught via blended learning during three months of studying. The researcher explained that she would divide them into experimental and control groups. They have to interact with game elements in class and through Moodle. In addition, they have to answer the assignment via Moodle, too. See Figure (3.1).

Figure (3.1)

Game elements on Moodle platform



Third: According to the face-to-face environment, the researcher trained male and female teachers to teach their students in a face-to-face environment by using the Teams application; she showed them the game elements and how to employ them in face-to-face and online class teaching. They agreed to design a wall poster with students' names and the eight-game elements to help students learn and interact. See Figure (2). Then both teachers wrote down how to use the game elements in their teaching, see Appendix (S). The researcher kept in touch with them to give feedback about their work during teaching through game elements and give advice to help students learn as the researcher planned, see Appendix (L).

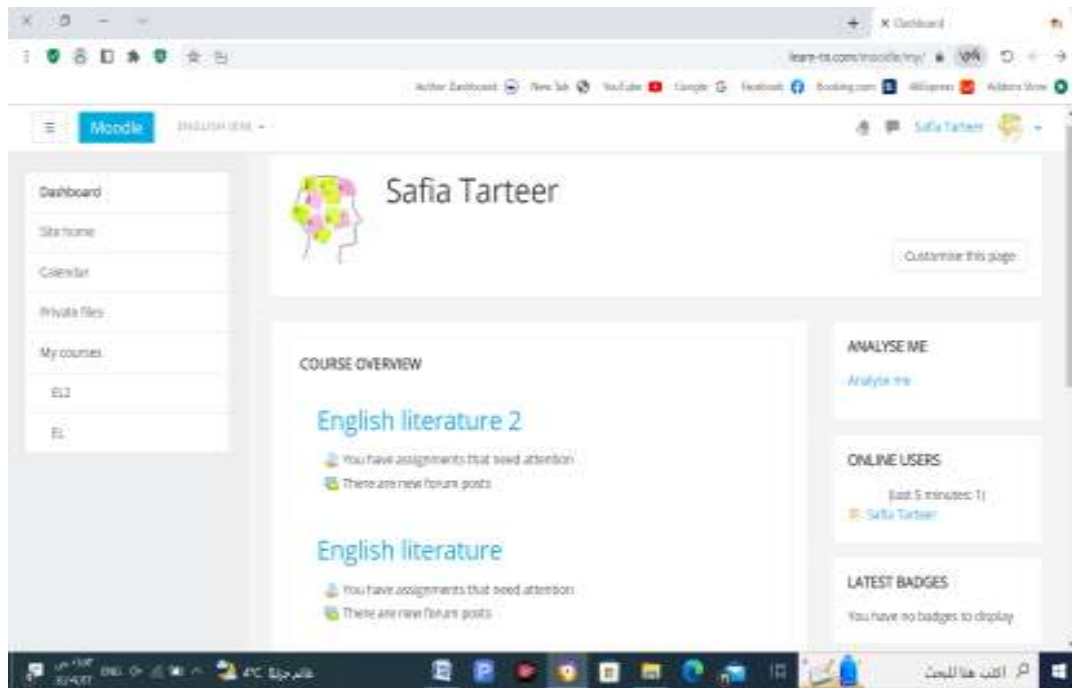
3.11.4 Stage Two (Implementation)

First: The teacher and students must download Moodle package available at <https://learn-tn.com/moodle/>. After that, the package has to be uploaded to the web page designed for the course. Various tools can create an interactive website targeted for an online course (Singh, 2011). Both teachers agreed to design a wall post divided into eight-game elements to create competition and interaction between their students, see appendixes (M, N, O). The researcher opened two classes via Moodle (English literature and English literature 2), one for the experimental group and the other for the control one providing different tasks and assignments to do whenever

they want, see appendix (M). The teacher replied to their responses and attachment and evaluated their work. See Figures (3.1, 3.2, 3.3).

Figure (3.2)

Moodle Platform



Second: The teacher gave the students the pre-test before conducting the experiment built by using the table of specifications and dividing the aims of the lesson according to Bloom's taxonomy, see appendixes (H, K). After two days, the teacher conducted the interview questions with the participants to check the suitability of the questions and to see if there were any repeated questions. Afterward, the teacher distributed the two questionnaires to the participants before starting the experiment appendixes (C, D, T).

Third: After a week of instruction and preparations, the teacher conducted the pre-test for all students and corrected it. After that, students started using GBL six times weekly in their regular learning. They were asked to interact and participate with others. The researcher (the teacher) taught the novel in two learning environments, activated students' prior knowledge about this subject, and prepared them to learn, as (Gardner, 2010) revealed in his study. Students were given different game elements if they interacted and responded correctly to the task the teachers gave, see Appendixes (O, P). The teachers taught the material face-to-face and attached extra material

through Moodle. Students keep reading and doing the assignment in both environments, see appendixes (M, N, O, P). They were given feedback after they completed each stage. Students have been given game elements in the face-to-face environment because they answer correctly and have been given another game element because they send their answers through Moodle. Students showed their progress process during learning. In this way, students learned in gamified blended learning. The experimental group studied the gamified context in two learning environments, but the control group has not studied the gamified context. They studied in the two learning environments, see Figure (3.3).

The teachers continue teaching students English literature. The researcher divided the story into four parts. After each part, students have an interactive quiz through Moodle and tasks in a face-to-face environment. Students continue doing the online task, including literature content and the tasks in an offline environment. Both of them contained elements of games. Students from both genders keep learning and receiving game elements. The teachers keep giving feedback and reinforcement. The teachers gave students the questionnaires for the second time during learning, see appendixes (C, D).

After teaching students via gamified blended learning in the two environments of learning, the researcher conducted the post-test and compared the results after analyzing the data by using the SPSS program and thematic analysis to reveal the result of the impact of using GBL on student achievement, motivation, and perception to answer the study questions that put down by the researcher, see appendixes (C, D, J).

Figure (3.3)

Game elements in face-to-face learning environment



3.11.5 Stage Three (Intervention)

The teachers conducted the treatment. The teacher showed students how to perform the real word task and what examples she illustrated (Gardner, 2010). After the students were taught the new strategy (gamified blended learning), they finished the post-test. The teachers wrote down their results through the data collection instruments, i.e., the motivation, the perception questionnaire, and an interview that included open-ended questions. After doing the task on Moodle, the teacher replied to their answers, evaluated them, and gave feedback on their work. Finally, the researcher advised students to reflect on their work, see appendixes (M, N, O, P).

3.11.6 Stage Four (Comparison Group)

The researcher compared the experimental and control group results after finishing the instruction. After that, the researchers gave students the two questionnaires, the motivation, and the perception, to check the impact of using GBL on enhancing students' motivation and perceptions after calculating the factorial analysis of each questionnaire to check the suitability of each questionnaire to the study. Then, students were interviewed to dig for specific information from them. The researcher

analyzed the interview data according to the thematic analyses system and wrote down their responses' themes and sub-themes to answer the study questions, see appendixes (J, T).

3.11.7 Stage Five (Evaluation)

The teacher gave students (experimental and control) groups the post-test. The researcher gave the experimental group the questionnaire before and after the experiment. Then the researcher analyzed the quantities and the qualitative data to report the result, see appendixes (C, D, E). The last step was that the researcher compared the results of the four instruments to see the similarities and differences in the data results. The researcher compared the results of the pre-test and the post-test. Then the researcher compared the application of the three-time questionnaire. Next, she conducted the interview and compared the result of it with the result of the three tools in this study. The researcher used reinforcement with students, so she gave them English short stories as a reward.

3.11.8 Study Ethics

Ethics are the center of scientific research. Researchers should take care of ethical issues in the different stages of their research. In this study, the participant's personal information was kept confidential. The researcher promised students and their parents to keep the data for scientific research. The researcher hid students' names and faces from the images she took while working with students. In addition, the researcher took permission from the schools' administrations and students' parents to apply the study instruments. The researcher sent a consent letter to students' parents to agree or disagree with their children's participation in this study, see Appendix (G). In addition, the researcher has chosen a suitable methodology for the study. In addition, the researcher included a suitable research protocol. She showed it to some University professors to modify. The researcher showed the participants the interview protocol before applying it and their responses after conducting the interview. The researcher developed a good relationship with the participants in the research, as Fleming (2018) pointed out the fundamentals of ethical research involving human participants.

In addition, the researcher asked for the participants' permission to participate in the interview, the test, and the questionnaires. Instruments such as questionnaires were

designed in the simple English language. The researcher translated and helped during the application to enable participants to save their rights and create interests. The researcher gathered the data by applying suitable instruments after modification from university professors and after the agreements of all the participants and their parents. Data management gathered without harming anyone. Above all, the researcher avoided plagiarism, cited the source, and cared for copyright. In addition, the researcher prepared a paper to be published. Finally, the researcher avoided any fabrication; she revealed the data and the result as it is and disseminated the result of the research in an understandable report. She kept the raw data, too.

3.12 Summary

This chapter contains the study procedure according to the researcher's steps in her teaching. It also contains how the researcher gamified blended learning in the classroom in two learning environments. The teacher taught English literature in two learning environments (online and offline). It also contains figures to show the learning environments. The researcher used in this study four instruments two questionnaires, achievement tests, and semi-structured interviews. She found the validity and reliability of the study instruments by conducting Cronbach Alpha and person correlation. The statistical analysis showed that the four instruments were suitable for this study. The total Cronbach alpha and person correlation were high and positive, indicating the instruments' suitability for this study. In addition, the researcher found the factor analysis of the two questionnaires to see if they were suitable for Palestinian students. The result of the factor analysis showed that the two questionnaires were suitable for this study. The researcher added a table containing each eight-game element and their benefit in the two learning environments. Finally, the researcher mentioned the ethical considerations which the researcher should follow during working in the study.

Chapter Four

Results of the Study

This chapter includes the results found through the study sample answers to the achievement test questions (pretest and post-test) and their responses to the two questionnaires (motivation and perception) and semi-structured interviews.

4.1 Results

4.1.1 What is the impact of GBL on students' achievements in learning English literature?

To answer the first question and to find the impact of GBL on students' English Literature achievement, the following null hypothesis was formulated from the above question:

There are no statistically significant differences between the experimental and the control groups at the significance level ($\alpha \leq 0.05$) for impact of GBL on students' achievements in learning English literature. The researcher used means, standard deviations, and ANCOVA to investigate the differences between the pre-test and post-test for the two groups (experimental and control) in English literature achievement. The tables below show the result:

Table (4.1)

Means and standard deviations of students' achievement for the two groups (GBL, traditional)

Group	N	Pre		Post	
		M	S. D	M	S. D
Experimental	52	7.58	3.93	20.58	9.74
Control	55	8.91	3.38	15.06	6.32

Table (4.1) shows that the means for the experimental group (GBL) in the post-test was (20.58) while (15.06) for the control group (traditional). The researcher used ANCOVA to test the significance of the differences between the two means. Table (4.2) presents ANCOVA results.

Table (4.2)

The result of ANCOVA to test the impact of GBL on students' achievement in English literature

Source	Sum of Squares	df	Means Square	F	Sig.
Pre Group	2364.654	1	2364.654	53.069	0.001
Error	1356.334	1	1356.334	30.440	0.001
Total	4634.065	104	44.558		
	7811.182	106			

Table (4.2) shows there are statistically significant differences between the two groups in favor of the experimental group. This means that GBL has an impact on students' English Literature achievement. To further have more insights, the interviews were analyzed and revealed that GBL can:

Increase student's learning outcomes for English Literature

GBL affected students' learning positively. It increased their learning outcomes after learning English Literature. Some experts classified learning outcomes into psychological and behavioral. Psychological, such as students' attitudes and social interaction. At the same time, behavior is students' performance and interaction. The result of the qualitative analysis shows that the experimental group studied by GBL shows more progress in their achievement than the controlled group. To ensure that GBL increased students' learning outcomes, the researcher asked her students about the effect of GBL on their learning outcomes. Most participants in this interview indicated that GBL increased and enhanced students' learning outcomes. As D&R students in the 11th grade said: "*GBL affected our learning positively. It helped us gain more new vocabulary and encouraged us to find the meaning of new words in stories and their synonyms. It increased our ability to learn and enhance our English literature learning*". Student Sh added, "*GBL let me challenge myself to understand English Literature, other cultures, and languages. I also increased my study hours. I understood English better and became more interested in English literature and did my homework on learning*". Student Sh added: "*I am interested more in English literature. It increased my achievement in English because I participated more in answering questions on Moodle. I tried to be number one*". Students R, T&S said: "*we enhanced our reading; we read more quickly. It enhanced our English learning and helped us to master our*

learning. She added: *"it enhanced my English comprehension. I learned more English and understood it better. Besides, I studied better, finished homework quickly, and gained new vocabulary. I kept learning although mastering the material. I did not feel bored:"* knowing more story events helps you learn more about other's culture, I became more independent learner, a good story reader, and I knew more about story elements, and we became more creative." Students T&H added: *"we became aware of analyzing stories' events and elements. This means that we enhanced our comprehension ability and have a high-performance standard. English topics became more attractive, so we structured our minds to enhance our language learning. So, they appreciate English literature and care about their achievement in English Literature subject.*

Enhancing student's Skills in learning English literature

As previous studies pointed out, using GBL help students enhance their learning English Language skills, such as speaking, reading, translating, and using IT apps. In addition, the teacher can teach students the four skills through literature. A student in the 11th grade said: *"GBL helped me to learn new skills, such as translation. I translated the short story that I get from the library or even from the teacher or Moodle. I think deeply".* Students D & Sh added, *"We read more short stories; our ability to read English became better."* They also said: *"we liked guessing the meanings of the new words from the context too much, our confident increased.* Students "T, M, R&S added that *"we tried to find word synonyms from the context, we comprehend more English Literature, and our reading skill became better than before.* Student Sh said: *" using GBL enhance my comprehension skill, I became aware of dealing with paragraphs in English."* In addition, using GBL helped students to break the borders between them and IT. Student D said: *"I became familiar with using IT apps like Moodle and Google. I broke the borders between me and IT apps on the one hand and between the Moodle on the other and me. Using Moodle in learning helped me to collaborate and gain permanent feedback; "I learned how to use new apps.* Students " R&M added: *"using Moodle develops oral translation and our personality. It lets us think, imagine, and be creative".* Student R added: *" I exchanged ideas and guessed the meanings of words.* Student," D said: *"I like folk tales too much because I read more from Moodle and describe the images orally that came from folk tales.* Students " T, B&R added that:"

GBL helped us to share in Moodle, and answer more questions. It helped me compete with others while learning English Literature and let us think and imagine added." it developed my personality. Besides, using GBL through Moodle enhances the ability to learn English Literature and enhances students' skills. We used game elements to learn. It created competition between us in the classroom and Moodle, using Moodle helped us to engage in the learning process". She added: *"it also enhanced my discovery skill. Student R, a weak student in the 11th grade, said: "using GBL enhanced my ability to read English story, I became better in English, through using Moodle in my learning."*

Communicative and cooperative ability

Using game elements in learning English literature lets students communicate and cooperate. Most of them said that they liked GBL and game elements because they feel they want to work with others to benefit from them. Student T said: *"I like to cooperate with my friend because I sometimes felt that I need to ask her about the meanings of new words or help me to find answers to some activities.* Student H added: *"I felt that I need to work with others to help each other. I think GBL developed my communication ability".* Student Sh said: *"I felt I needed to work with my colleague online and offline because we encouraged each other to work and compete with ourselves and others. It increased our interaction".* Student M added: *"I like to work with others too much because I felt that I need my friend's help in some stages."* On the other hand, student D did not like to work with others because she wanted to challenge them. *She said: "I did not like the idea of working with others because we were in a challenge and competition situation, so I needed to work alone to compete with others."* M&B said: *"we felt we needed our friends' help, so we like to work with others.* Students R, S, T said: *"we need to work with others to exchange ideas and cooperate in class and at home via Moodle.* Student " D added: *"working with others was very effective because my classmate helped me in correcting my mistakes and guessing some of the new words that I do not know their meanings. Using Moodle improved my collaboration, interaction, and permanent feedback".* Student R said: *"GBL helped us to learn values; we learned that from collaborative work and from learning English Literature. "It is clear that GBL helped students to understand school topics.*

4.1.2 What is the impact of GBL on students' motivation in learning English literature?

To answer the second question and to find the impact of GBL on students' motivation, the following null hypothesis was formulated from the above question:

There are no statistically significant differences between the experimental group before the experiment and after it at the significance level ($\alpha \leq 0.05$) for impact of GBL on students' motivation in learning English literature.

The researcher used paired sample test and ANCOVA to investigate the differences between the responses of the experimental group in the pre and post-test on the student's motivation questionnaire. The tables below show the result:

Table (4.3)

Paired sample test of students' motivation for the experimental group in pre and post-test

Pre		Post		D.F	T value	Sig.
M	S. D	M	S. D			
2.69	0.45	3.91	0.13	53	25.23	0.0001*

Table (4.3) shows the result of paired sample test for the experimental group. It was (2.69) on the pretest while (3.91) on the post-test. The researcher used ANCOVA to test the significance of the differences between the two means. Table (4.4) presents ANCOVA results.

Table (4.4)

The result of ANCOVA to test the impact of GBL on students' motivation towards English literature

Source	Sum of Squares	df	Means Square	F	Sig.
Pre	0.868	1	.868	27.474	0.0001
Group	68.591	1	68.591	2170.302	0.0001
Error	3.350	106	0.032		
Total	75.881	108			

Table (4.4) shows there are statistically significant differences between the experimental group in the two tests (pretest, posttest) in favor of the posttest. This means that GBL positively impacts students' motivation towards English Literature. To further have more insights, the interviews were analyzed and revealed that GBL can:

Internal and External Motivation

Using games in teaching and learning enhances students' internal motivation, as learning is an active process. It requires motivation to both begin and continue. Thus, gamification is used in e-learning systems to motivate and engage learners (Strmecki et al., 2015). However, using GBL in teaching and learning English enhanced the ability to be interested in English learning. Student challenged. The result of the motivation questionnaire in this study shows that employing GBL in learning increases students' internal and external motivation. The result of the interview also shows that using GBL in teaching and learning increased both internal and external motivation. Student R said that: *"GBL enhanced my internal motivation. I feel I want to learn more, gain more game elements, want to read more stories, and want to compete with others.* Student A said: *"I feel entertained while learning English Literature. It increased my internal motivation and caused a long-term effect on learning.* Student R said: *"it was an interesting experiment. It created competition between participants. It affected us positively said: "it enjoyed me. I spent my time learning through Moodle instead of wasting time. English became an interesting subject. It leads to curiosity in mind"*.

Student Sh added: *" I want to learn more English literature to become good at English and win more game elements. The game elements were mine"*. Student Sh added: *"We patiently waited for English class to learn, enjoy, and have fun."* R added: *"I became an active learner, I felt pleasure, I became an independent learner, too.* Students T&R: *"hours of study English have increased.* Student R pointed out: *"I study English in less time than before because it became easier and more fun. I can correct my mistakes by myself. I became independent"*. Student Sh added: *"I used to prepare the lesson every day to participate in the competition and become the winner. I searched about the meanings of new words by myself.* Student M said, *"I read more about the story writers and became aware of story elements than before. I participated more in English class."*

On the other hand, using game elements in teaching and learning enhances students' external motivation. They liked to gain more game elements to learn and be the first. Student H said: "teacher encouraged us to gain more elements through playing and studying at the same time." Student R said: "I like preparation and participation in English Literature class. I collect more stars and game elements to be the winner". A pointed out that "using GBL in teaching English literature encouraged us to speak English more fluently and translate orally. Student R added: "I did my best to get more badges, and my teacher is praising. I felt fun learning English Literature". Students D & Sh said: "we challenged ourselves to answer more questions and compete with others. Student H added: "We have been encouraged to get more elements and more praising. I worked hard to get more badges and awards". Student T said: "I encouraged to read more and discover the story events to connect events. This will help me to solve my daily problems". Student R added: "before using Moodle, English was complex. I spent less time studying it, but after using Moodle, I spent more time studying and reading English Literature. "S said: "I study English everyday than before; it was difficult and needed more time and efforts to understand. Students " M&A added: "Moodle help us to study English to read more and more stories. Student R said: "I hate studying English before using Moodle, but after using it in learning, I liked it and I increased studying English literature time than before."

Clearly, employing game elements in two different environments increases and enhances student motivation. This leads most of the students to increase their English study hours. Student Sh said: "I study English more than before. In the past, I did not spend much time studying English, but after using game elements, English became fun". Student D said: "I prepared for English class more than before, and I waited for English literature class to participate and work with my classmates. Student " H added: "my study hours increased than before, and I comprehended more English texts. Student " R added, "I broke the borders between English and me, I prepare more and read more stories, I try to speak English in classroom more than before." In short, using game elements help students to challenge themselves to enhance learning outcomes.

4.1.3 What is the impact of GBL on students' perceptions in learning English literature?

To answer the third question and to find the impact of GBL on students' perceptions, the following null hypothesis was formulated from the above question:

There are no statistically significant differences between the experimental group before the experiment and after it at the significance level ($\alpha \leq 0.05$) for impact of GBL on students' perceptions in learning English literature.

The researcher used paired sample tests and ANCOVA to investigate the differences between the responses of the experimental group in the pre and post-test on the students' perception questionnaire. The tables below show the result:

Table (4.5)

Paired sample test of students' perceptions for the experimental group in pre and post-test

Pre		Post		D.F	T value	Sig.
M	S. D	M	S. D			
2.18	0.12	3.91	0.18	53	54.058	0.0001*

Table (4.5) shows the result of paired sample test for the experimental group. It was (2.18) on the pretest while (3.91) on the post-test. The researcher used ANCOVA to test the significance of the differences between the two means. Table (4.6) presents ANCOVA results.

Table (4.6)

The result of ANCOVA to test the impact of GBL on students' Perception towards English literature

Source	Sum of Squares	df	Means Square	F	Sig.
Pre Group	0.094	1	0.094	3.183	0.077
Error	42.398	1	42.398	1430.816	0.0001
Total	3.141	106	0.030		
	46.038	108			

Table (4.6) shows there are statistically significant differences between the experimental group in the two tests (pretest, posttest) in favor of the posttest. This means that GBL positively impacts students' Perceptions of English Literature. To further have more insights, the interviews were analyzed and revealed that GBL can:

Sharing others with our learning experience

Students enjoy learning through gamified blended learning. They shared their experience with their parents, friends, and cousins. The result of the perception questionnaire in this study shows that employing GBL enhances students' perception of learning English Literature. Student D, a student in the 11th grade, said: *"I shared my experience with my mother. In the beginning, using Moodle was too complex. I would not say I liked it, but after practicing and sharing my experience with my classmate, I liked it and learning English Literature via Moodle. Now I work with my peer and compete with others "*. Student S said: *"I told my cousin about Moodle. I enjoy learning through it. I challenge myself and succeed in learning via Moodle. We learn in a real-life situation. My peer and I work free from their place and on our own time"*.

Student R added: *"I am interested in using Moodle to learn English Literature."* She pointed out: *"Using Moodle developed my personality. I became aware of Moodle, and I have been encouraged to use it. It provided us with a new experience in learning"*. Students T&R said: *"we shared our experience with our cousins and parents. Learning via Moodle developed our personality, and it created competitive between us and others in the class. I think we achieved the learning goals.* Student D added: *"I started to do my English homework very quickly than before. I like using Moodle in teaching and learning. It enhances my language and speaking skills"*. Student B said: *"my mom asked me about the way I learn English literature, so I told her about Moodle and how we use it."* M added: *"my mom encouraged me to use Moodle in learning English literature because it helped us to build bridges between theoretical learning and application.* Student T said: *"I told my sister about Moodle, she encouraged me to open Moodle in any time and do the task about the story, I waited for English class because I like it more than before. I can get the material any time I want"*. Student S said: *"I shared my experience with my mother. She liked it because she was studying English Literature, she encouraged me, and I became happy. I engaged in different discussions with my peers"*. It is clear that students learn in real-life situations.

Students' attitudes toward learning English literature

In addition, using GBL enhanced students' knowledge about learning English literature. They feel less hating of English as student D said: "the participant from the 11th grade said: *"English was very difficult, I hate it. Nevertheless, after using Moodle, it became easier, and I can translate the text and find the meaning of the new words, and my attitude became positive towards learning literature"*. She added, *"my writing skill became better, I learned how to write and summarize the story events, as a shy student, I participated effectively."* She added: *"my ability to use IT apps became better. Student A pointed out: "I was afraid of English, but after using the game elements in learning it, English became interesting because we learn through games; English became understandable for me, and I learned many new skills such as analysis. Student Sh said, "I have not translated any English text before because it was complex and difficult, but via Moodle, English became interesting and more flexible. I learned translation from Moodle and my classmate"*. Student Sh added: *"I like English literature too much. It is entertaining. I won many badges through Moodle and in the classroom"*. Using GBL helped students to face failure.

Two different Learning environments to learn

The researcher used two different environments in teaching English Literature. Both of them were effective in learning English. They developed students' communication abilities. Some participants from the 11th graders liked online, while others liked offline to learn English literature. M pointed out that: *"I like offline because I participate with my classmate face to face, we interacted effectively, I see my classmate in front of me, we help each other, the teacher boosts us directly. Student "She added, "Moodle is also benefited. I can open it at any time and place and rely on my friend's opinions. We accepted each other's point of view"*. Student S said: *"I prefer online because there are more game elements. I can win immediately after answering the question. We compete with each other's"*. She added: *"I like offline, too, because I can communicate with my classmate. The teacher gave us immediate feedback. We shared our experience"*. Student D added: *"I like offline because we compete, see each other face to face, and all students participate. I am waiting for English class to participate and be more active and interactive to win more stars and elements"*. Student H said: *"I like online because there is more competition, more game elements, more pleasure, more reinforcement,*

and encouragement, by learning via the online environment, the learning process became fun and motivated. We accepted each other's opinions, competed with my classmate, enhanced my learning, and understood English better. S student added: "I participated in more complex tasks on Moodle, I forgot my fear of Literature learning and exchanged it with entertainment, I became an independent learner."

Finally, it is clear that students in the 11th grade like game elements online and offline, so they have been encouraged to use GBL to learn English Literature. They explained above the reasons behind using gamified blended learning. It increased their motivation and ability to learn. Above all, it enhanced their feeling toward learning English literature. They study English more than before because they enjoy learning English literature by gamifying the two learning environments.

Interactive material

In addition, the teacher prepared all the activities and tasks, so there are many different activities on Moodle about the story. Most students like them and interact with them online or offline. As student Sh said, *"they were interesting activities; they encourage us to learn and interact with the material and the app itself."* D added: *"Activities on Moodle needs more thinking and focusing, but it was easy and interesting.* Student S said: *"it was easy and stimulating.* Student A added: *"Tasks were in the shape of games, entertaining my classmates and me."* She added: *"if we learn English literature through games, we will succeed and achieve our goals.* Student D said: *"all the activities were suitable and diverse. Moodle was full of different activities. This diversity stimulated us to do the task. "There were more game elements to gain after doing the activities.* Student S said: *"activities were too easy. I can do them after understanding them. I was able to interact with complex tasks.* Student M added: *"we all participated in learning and doing the task to gain more elements and win.* Student S liked choosing the correct answer. She said: *"I like to choose the correct answer from the different answers to complete the sentence and get the point.* Student R liked the images: *"I like them because they help us storm our brain and describe the picture. It also develops my speaking skill. I structured my mind"*.

Student M liked filling in the gap, *"I like to fill in the gap because it encourages my thinking. I revised the story through this kind of question"*. Students R, B, D liked to

choose the correct answer, " we liked choosing the correct answer because it was the easiest one between the types of questions. Student T liked the types of quizzes, "I like the quizzes on Moodle because they gave me immediate feedback after choosing the correct answer. I challenged myself". Students D&R like all the activities, "we like all of them. They were interactive. I like learning via Moodle, too". Student S added: "I like the activity of finding the synonyms of each word. It was fun". GBL helps students to engage in the learning process and helps the teacher to achieve the learning process goals.

Game elements

This study deal with eight-game elements; some students liked one more than others. D revealed: "I liked avatar, "I like avatar more than any game element because it helped me to learn English Literature." Students R, S&B like avatar. "We like avatars because it helped us to be the first while learning English literature, we can represent ourselves by choosing any kind of avatar. This motivated us more to learn". Student D liked to chat, "I liked chat because I felt I interacted with my classmate better than before. This developed my speaking and reading skills".

Students S&R liked feedback, "we liked feedback because we were in a position where we needed immediate feedback from our teacher on our learning. Student Sh likes points, "I liked points because it shows me my level in learning English so that I did my best to win and be the first".

Game elements helped participants to learn English and English Literature. Student H said: "I like badges and avatars because they helped me to learn Literature easily and not to forget it. Students" T&M added, "we liked badges because we felt interested while learning Literature. Students Sh &D liked avatar and chat, "we liked avatar and chat because we felt fun in learning, we communicated with each other easily. Students M & R liked badges and avatar, "we liked badges and avatar because we enjoyed learning and enjoyed winning more and more badges, they developed our thinking. Student T liked chat, "I liked chat because I relied on my classmates' responses and feel interesting in that, this makes learning literature easier than before. It is clear that both male and female students liked game elements, but they differed in the genre of the game.

Game elements which they use more in e-learning environment

Leaderboards come first because students keep looking at the board to see who comes. Leader boards. Student S said: *"We keep opening Moodle and check who came first. We do more and more tasks to be the winner". Leaderboard increases winners from students". Leaderboard determines to finish all the tasks to complete the levels". Then points, they determine to gain more and more points"*. Student D added: *"I like points too much, so I participate in doing the different tasks on Moodle to get more points."* *We competed each other to take points after each task. Students wanted to use points because they were able to see their progress. Student H," said," I was able to see my progress and others in the course. This increased my engagement". Next, indirect feedback, students keep asking their teachers to give them suitable feedback during the learning process to follow their progress while learning. Student A revealed: "We asked our teacher to evaluate our work. Student M added: "I keep sending messages through Moodle to my teacher to remind her to give me feedback to check my answers. Students like colored-in levels; they liked the yellow feedback but not the blue or green. Next, Levels; they challenge themselves to complete it to give rewards from the green color. Student M said:" *Levels challenge me to do different tasks. Although I had some difficulties in understanding some questions, I challenged myself to continue the levels".* Progress bar comes next. They will be aware to see their progress from time to next. They were waiting to win a suitable progress bar after doing some progress in our learning. They work individually to win and get more points and rewards. The overearer completing each level keeps gaining a suitable avatar to show that they graduate or finish the task. Student M added:" *my purpose was to win the avatar that symbolizes victory. Thus, I tried more and more to achieve my purposes"*. Game elements helped students to be independent and self-confident learners.*

Game elements which they use more in face-to-face environment

Points come first. Students challenged themselves and competed to take more points. Students R&M&S," said: *"We participated to gain more points to be the first so that sometimes we work as a team. Points help students feel at home. Student M said: "I feel at home when using game elements, especially points. "They asked for direct feedback to see their progress and their friends 'progress face to point. They "added: "We sometimes asked the teacher about our progress when we saw students work hard.*

“After each feedback, they do more efforts to be the winners to gain points and rewards. The progress bar comes after feedback. They keep working face to face to be the first. Students M&R” said: *“We keep working face to face more than on e-learning because we gained points and progress bar directly from the teacher. We saw all students participate and complete each other”*. They work as a team to benefit from each other. Then levels and badges; after finishing each task, they keep looking at their new level to see if they were the first or not. Students R&D”: said: *“We work as a team to help each other to complete the task to gain points to complete levels, the teacher promised us to reward if we finished levels first. Students D&R”* added: *“We like gifted or badges, if we complete the level, we wait for the gift from the teacher.”* They interested in their learning, too. Student M” said *“I felt happy and enjoyed during learning, it was enjoyable. Student D* added: *“badges helped me to cooperate with my friends in working as a team.”* Progress bar and levels together used to create depth learning. Student M said: *“I like to use both of progress bar and levels to understand the task easily and do it more quickly than others.”*

Suggestions to increase or improve

Using game elements increases students' competition. The researcher asked participants to suggest new ideas to help her increase student interaction and improve students' motivation and achievement. Most of the participants suggested using badges more to increase competition. More different awards should be given to students who did the task successfully and to those students whose motivation and perceptions increased. They suggested that other teachers use GBL in teaching and learning English Literature. Student D said: *“I suggest if Math, Arabic, Geography, IT, and English teachers, of course, could use game elements in their teaching to make us active learners.”*

Student B said that: *“Adding more questions increase more interaction. I suggest increasing the number of questions on Moodle. Student R said that:”* Adding more images will create more communication. I suggest increasing the number of images on Moodle because I like the description activities. It makes me interact more with Moodle. He adds that: *“we need more images in an offline environment to participate and compete more, and to say our point of view freely. Student S suggested, “I suggest more competitions in an offline environment to increase the interaction and motivation. Student B said: “I suggest using more badges with different levels and shapes to*

increase interaction and motivation. Student R said: "I suggest more puzzles and more offline games to interact with each other. Students R&D said, "we prefer to learn in a more competitive environment, so the teacher has to give us more prizes to create more competition between us. Students M&R added, "we need more extra marks as an award. Student S said: "I suggest showing us videos offline as online to interact with them during learning. Student T added: "activities should be gamified to help us interact more with Moodle. Student Sh. said: "I suggested chatting with each other in class and taking immediate feedback from the teacher to enhance our learning. Student D added: "I suggest drawing the story characters and learning via them. Student E added: "more videos will help students to interact more with Moodle and its activities". It is clear from students' suggestions that they need to become active learners by learning through game elements, puzzles, and videos to gain more marks and awards. Moodle fosters student interaction.

4.2 Summary

Using gamification in education increases students' motivation and achievement. It is considered a suitable tool to enhance students' English language learning; especially Literature enhanced students' learning. They started to think better; creatively, they studied English and became independent learners. They compete themselves. In addition, it enhanced their internal and external motivation. Students started to study English much more than before. They did their best to be the first and win more points and game elements. This leads them to achieve high achievement in their learning to develop their skills; they deal with comprehension and find the meaning of new words. Besides, students became interactive; it enhanced their communicative and cooperative ability to learn and communicate with their teacher and classmates. The interview responses showed that students enhance their learning, motivation, and perception after using game elements in their learning. Finally, both male and female students liked the same game elements; they liked elevator, feedback, chat, and points. Students like competition and interaction in class. Both of the game elements enhanced their English literature learning.

On the other hand, the achievement test result revealed that the experimental group's result was better than the control groups. This means that using GBL in learning English Literature effectively enhances students' motivation in English literature. Many studies

assured that using GBL in teaching and learning enhances students' learning. In addition, the result of the two questionnaires (Perception & Motivation) applied to students of the 11th grade showed differences in students' responses in favor of the experimental group. This indicated that GBL enhances students' motivation, perception, and achievement. This study agrees with the interview result that GBL enhances students' learning outcomes, attitudes, and motivation. Some students liked chatting, while others liked feedback. Other students liked avatars and badges because they competed with other students, and their motivation increased; they liked learning English Literature using GBL.

Chapter Five

Discussions, Conclusion, and Recommendations

5.1 Introduction

In this chapter, the study's findings will be succinctly outlined and subsequently analyzed in relation to the research questions. This study will present its limitations and recommendations based on the findings.

5.2 What is the impact of GBL on students' achievements in learning English literature?

These results indicate statistically significant differences between the experimental group, which GBL studied, and the controlled group, which was studied by blended learning but without game elements. The researcher explains these differences that GBL affected students' learning positively. So, their achievement in English literature is enhanced than before using GBL in teaching and learning English literature. The researcher believes that English teachers still use traditional teaching methods. These ways of teaching need to be changed because today's generation is called the digital generation, so they need to be taught by new methods and technology such as GBL. There is no doubt that English literature is difficult, but English teachers must facilitate students' learning by adopting new ways of teaching English literature, such as game elements within blended learning. This study showed that using GBL in teaching and learning English literature enhanced students' achievement and learning outcomes. Besides, to the result of this study, English teachers should change their way of teaching English literature. They have to use technology and have a fun environment. Teachers should employ it in their teaching to activate their students and create an independent learner during learning. Besides, today's world has shifted to e-learning and using technology and technological apps in teaching, especially languages. Students are part of this world. Thus, English teachers should adopt new technological ways of teaching to teach students to achieve the learning goals of the teachers themselves and the goals of the Ministry of Education. This ensures the effectiveness of using GBL in teaching English literature to students in the 11th grade.

The result of the achievement tests agrees with the interview result that most students said that using GBL in learning English literature enhanced their learning English

literature achievement. Most participants in this interview indicated that GBL increased and enhanced students' learning of English literature outcomes. They liked to learn English literature better than before. Besides, their study hours increased because they understand English better and enjoy studying it. Their perceptions towards learning English literature became positive; GBL affected students' learning positively. It helped them gain more new vocabulary and encouraged them to find the meaning of new words in stories and their synonyms.

Using GBL in learning English literature fosters students' learning outcomes. In addition, it enhanced their communication, cooperation, and the four skills in English; they became independent learners. They cooperate with themselves during their learning. They competed themselves. They wanted to do all tasks to get more game elements and be the first. This developed their social interaction skills. Before using GBL, they hate English. But after employing game elements, they became more active and independent learners. This came clear in the result of this study. The experimental group who studied the game elements fostered their achievement and learning outcome more than the controlled group who did not study with game elements. It was studied via blended learning alone. The differences between them were very clear. These results agree with Tatzl (2020) that literature enhances students' reading skills. Besides, it agrees with Nguyen et al. (2020) that using GBL in learning English literature enhances students' cooperative and communicative skills. They became active learners. It also agrees with Boudadi and Gutiérrez-Colón (2020) using GBL in learning English literature enhances students' enjoyment. Their learning became more fun. Many experimental studies, such as those (Boudadi & Gutiérrez-Colón, 2020), revealed that using GBL fosters learning and creates an effective learning environment students favor. The findings of the interview, the achievement test, and the questionnaires revealed that game elements are effective methods to enhance students' learning of English literature outcomes. This result agrees with Zainuddin et al. (2020) that gamification is a tool to enhance the learning process. These findings also agreed with Valtonen et al. (2021) noted the potential of using gamification to enhance language learning. Many experimental studies ensured that using gamification application tools in learning English has similar findings, such as improving motivation and engagement and fostering learning (Alsadoon et al., 2022). Park et al. (2019) stated that blended learning supported by gamification is more effective in terms of academic achievement

when compared with traditional teaching. Ismail and Mallemari (2020) believe that gamification helps to enhance students' performance and outcomes. It is clear from the result of the analysis of the study instruments that employing GBL in teaching and learning English literature is very effective and useful. Teachers should let students' teaching more enjoyment and easy by adopting GBL in learning. In fact, using game elements in two different learning environments under the control of teacher can achieve the learning goals easily. It is clear from participants' responses on the interview questions that students need to work with each other's to cooperate and learn values. GBL enhanced students' achievement, skills, motivation, and communication. Students' learning became active learning.

5.3 What is the impact of GBL on students' motivation in learning English literature?

These results indicate that there are statically significant differences between the motivation of the experimental group, which GBL studied, and between the controlled group, which studied blended learning but without game elements, in favor of the experimental group. The researcher explains these differences that GBL affected students' motivation positively. Motivation is a force that drives students toward good achievement. In some studies, it has been shown that high motivation helps students to focus on the learning process. Learning English Literature is considered a challenge for most students. They suffer from a lack of enjoyment in learning. Using gamification in education mediates students' motivation and engagement so that they enjoy learning. English Literature needs an effective and creative teacher to teach this subject creatively. GBL is a new way of teaching English literature to facilitate teaching and learning.

Changing students' learning way into fun and challenging learning is important. Using new methods in teaching, especially blended learning with game elements and via Moodle and other applications, will increase students' internal and external motivation because motivation is a force to learn. Without motivation to learn, students' learning will be meaningless. Good achievement leads to good motivation.

Gamification focuses students on the two kinds of motivation, intrinsic and extrinsic. This ensures the results of many previous studies, which say that using game elements

in learning fosters students' motivation. Students can't learn languages, especially English literature, without the internal and external desire to do. GBL, as the previous studies pointed out, assured that. It enhanced the two forces inside English learners.

There is a strong relationship between achievement and motivation. GBL enhanced them Both. They are very important to learn. Without them, students learning became not long learning and boring. GBL is a very effective way to help students to get rid of boredom and worrying in learning, as many previous studies revealed and the result of this study pointed out. These results agree with the interview that using game elements enhances students' desire to learn. As most students pointed out, they patiently waited for the English class to win and be the first. Most students who participated in the interview said that game elements enhanced their internal motivation; they liked learning English literature and became independent and self-confident learners. Another student pointed out that using game elements enhanced their external motivation. They explained that using game elements enhances students' external motivation. They liked to gain more game elements to learn and be the first. They challenged themselves and other students around them. Thus, their learning became active and fun.

Most students pointed out that they appreciated English literature and its benefits for human beings. GBL helped them to discover that. These results agree with Boudadi and Gutiérrez-Colón (2020), who said using game elements improves motivation and enjoyment. It also agrees with Malone and Lepper (2021) that using game elements lets students participate actively and pay more attention to certain learning tasks. In addition, it agrees with Pitoyo (2019) that using game elements increases learners' motivation and participation. In a study, Lee and Loo (2021) revealed that Gamification teaches children many new abilities at a young age. It increases their emotional well-being and emotional bits of intelligence. Miller (2021) pointed out that gamification draws users' attention concerning academic development, increasing engagement between them and motivating them.

It is clear from the result of the instruments of this study that GBL enhanced students' motivation. Motivation is very important and basic for learning. Learning languages, especially English, need an effective way of teaching to achieve the learning goals easily.

5.4 What is the impact of GBL on students' perceptions in learning English literature?

These results indicate that there are statically significant differences between the Perception of the experimental group, which GBL studied, and between the controlled group, which studied blended learning but without game elements, in favor of the experimental group. The researcher explains these differences that GBL affected students' Perceptions positively. The researcher believes that using GBL in teaching and learning English literature is very effective because it enhances students' perceptions of learning English literature more than before. Students need a new and effective way of teaching, especially English literature. They have some ICT background, so they accepted to learn via blended learning. Students accepted to learn more English literature because they learned using game elements. They liked games and learning with game elements because they are both human and digital generations. Students nowadays use technology and IT apps too much to chat with friends. Students sometimes waste their time in non-benefit actions. They do not benefit from their ICT background. The researcher in this study thought to teach students English literature via GBL to benefit from what they know about ICT apps. The researcher employed GBL in learning English literature to benefit from their experience in ICT. This changes their learning into effective and beneficial learning.

On the other hand, the result of the controlled group in this study showed that English teachers still using traditional ways of teaching language. They do not benefit from the teaching strategies and the previous studies in education. They keep teaching in the same way and do not think of changing. Some English teachers are not qualified enough to use new ways of teaching. Besides, they do not dare to try something new in their teaching; they are afraid to change. The result of this study assured that using new teaching methods can enhance students' achievement, motivation, and perception. This study will help teachers change, and students try new ways of learning. If students change their attitudes toward learning English literature into positive attitudes, they can learn English easily. GBL is considered a future of motivation. Students learn through competing with themselves. Their attitude towards learning will enhance the content of any subject. The result of this study assured that using GBL in teaching English literature is more effective; it enhances students' perception of learning. Students need to enjoy learning to achieve success.

In addition, the result of this study showed that using GBL in teaching English literature is a very effective way that most English teachers have to adopt in their teaching to get positive learning outcomes. These results agree with the interview result with the participants that game elements in both learning environments. Some participants pointed out that they hated English literature, but their learning became easier after using GBL in their learning, especially Moodle, with game elements. Game elements enhanced most students' ability to learn and use IT skills in learning. Some of the participants in the interview added that GBL enhanced their translation skills. They translate and learn by themselves. Their learning became active and fun because they learned via game elements. They shared their experience in learning via GBL with their classmates and parents. These results agree with Denden et al. (2022). It enhances course grades and participation. It also agrees with Park and Aldemir et al. (2018) that using Gamification in education enhances students' motivation and participation and improves their attitudes toward learning. They added that it is most actively used in the field of education. Gamification also has an impact on time management and social issues. Gamification in online learning reduces e-learning stress, helps them concentrate, and provides students with a new learning experience. Alsawaier (2018) pointed out that game characteristics can influence the changes in the student's behavior. According to Park and Aldemir et al. (2018), using Gamification in education enhances students' motivation and participation and also improves students' attitudes toward learning.

It is most actively used in the field of education. Gamification also has an impact on time management and social issues. It is clear from the result of the study instruments that using GBL in teaching and learning English literature makes English fun and able to learn. It facilitates students' learning. Ismail and Mallemari (2020) believe that Gamification helps teach students English Literature in blended learning. In addition, it can help students to interact with their teachers and classmates. Students like to learn through Moodle and face-to-face by using game elements because they think game elements enhance their learning, motivation, and perception. Students use game elements in the two learning environments. They use the leaderboard in e-learning more than face-to-face because they can see their progress and friends. At the same time, they used to point more face-to-face because they wanted to gain more points to be the first or even the winners. This result agrees with Rachmah (2020) that using badges, a

progress bar, and feedback can interest the learning system and cooperative learning. It creates a depth of learning and makes the course more fun and understandable. The researcher taught students English Literature through two different learning atmospheres. Some liked the offline environment because they participated and collaborated with their classmates to interact effectively. In contrast, others liked online environments, as students pointed out, because using Moodle has many benefits, they can open Moodle at any time and place, and they can rely on their friend's opinions.

5.5 Study limitations

This study is limited to investigating the impact of GBL on enhancing English language learning as perceived by the students in the eleventh grade.

5.5.1 Time

The study was conducted within two periods (4 months) (16 weeks), (96 classes), (6 classes a week) from the second semester of the academic year 2021/2022 to the first semester of the school year 2022-2023. The experiment was conducted with the participants in 96 sessions. There were four classes of introduction. Four for the pretest and four for the post-test. There are 64 classes for the treatment and 4 for the quiz (post-test). The researcher took 16 classes to collect the data briefly from the questionnaires' distribution. The researcher distributed the questionnaires three times (before, during, and after the treatment) and four classes to obtain deep information from the interview. In addition, the school has its learning system as implemented in the curriculum or syllabus. Thus, the teacher used her lesson plan to teach the Novels "The Call of the Wild" and "The Norwood Builder" using gamified blended learning. See appendix (Q).

5.5.2 Locative Limitations

This study covers students of the 11th grade in two secondary schools from Jerusalem Suburbs Directorates; Al-Ezaria Girl's Secondary School and Anata Boy's Secondary School.

5.5.3 Topical Limitations

This study investigates the Impact of GBL on Enhancing the 11th graders' English Literature learning in the Jerusalem Suburbs Directorate.

5.6 Conclusion

This study investigated the impact of gamified blended learning on enhancing English literature learning. The qualitative study was guided by three research questions, which served as the framework for the study. The researchers' questions explore the effect of GBL on students' learning outcomes, motivation, and perceptions. A set of three research questions guided the qualitative study. The inquiries aim to investigate the effects of gamified blended learning (GBL) on students' learning outcomes, motivation, and attitudes. The study employed an instrumental design to collect data through questionnaires, achievement tests, and interviews with some government school students in the 11th grade. Analysis revealed three themes and 12 sub-themes. The differences between the experimental and the controlled group came in favor of the experimental in the post-test in the three questions. Results came in favor of the experimental group in questionnaires post-distribution. Next, the interview result came to assure the results of the study questions. GBL enhanced many skills according to English language learners, such as cooperative and interactive learning. It enhanced internal and external motivation. In addition, it enhanced students' attitudes toward using game elements in two different learning environments. Finally, there are cross points and very big similarities between the result of the study instruments. They were suitable for the study. Results revealed that GBL enhanced students' achievement, motivation, and perception. This means that the study instruments are valid and reliable enough to suit this study. Above all, no doubt, using GBL enhanced students' English Literature Learning.

5.7 Recommendations

In light of the result of the study, the researcher recommends the following:

Teachers are advised to:

1. Use Model to facilitate their learning of English literature.
2. Use badges such as "Graduate" to enhance students' competitiveness in the two-learning environment.
3. Use chat to develop their communication and cooperation skills.
4. Change game elements during learning to change students' behavior.
5. Use GBL online and offline to facilitate students' intrinsic and extrinsic motivation.

6. Integrate two learning environments with game elements to enhance students' English literature learning.
7. Use GBL in teaching English literature to achieve learning goals.
8. Use the eight-game elements in teaching English literature to enhance students' perception of learning English literature.

Principals and Supervisors are advised to:

1. Encourage teachers to use game elements such as (chat, points, badges, leaderboards, feedback, progress bar, avatar, and levels) in all school subjects, not just in English literature.
2. Encourage English teachers to use game elements to develop the four skills in the English language (speaking, reading, writing, and listening).
3. Encourage teachers to use Moodle and other IT apps to facilitate students' English literature learning.
4. Encourage teachers to consider the SDT when they prepare to teach with GBL.

The Ministry of Education is advised to:

1. Train teachers to use game elements in the two learning environments (online and offline).
2. Encourage teachers to use GBL in their teaching of English literature.
3. Encourage teachers to use GBL in all school stages, not just in the primary stage.

Further Research is advised to:

1. Conduct more studies about the Impact of GBL on enhancing English writing skills.
2. Use more qualitative instruments such as focused groups and observation in their studies.
3. Conduct similar studies about gamification using variables such as (the number of hours students study English, the place of residence, and gender).
4. Adopt the questionnaires of this study with the dimensions to conduct a quantitative study.
5. Study the impact of gender differences on using GBL.

Instructional Designers are advised to:

1. Design a more interactive and enjoyable curriculum using game elements in two learning environments.
2. Design more interactive games and missions for face-to-face and Moodle platforms.
3. Design material depends on SDT to help students learn and motivate while learning English literature.

List of Abbreviations

Abbreviation	Meaning
LMS	Learning Management System
GBL	Gamified Blended Learning
MOODLE	Modular Object-Oriented Dynamics Learning Environments
SDT	Self Determination Theory
BL	Blended Learning
MOE	The Ministry of Education

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Appendices

Appendix (A)

The Committee of Judges

The Name	The Place of work
Dr. Fawwaz Aqel	Anajah National University
Dr. Ashraf Sayegh	Anajah National University
Mr. Zuhair Khlaif	Anajah National University
Dr. Hassan Tayyem	Anajah National University
Dr. Abdel Aziz Zohri	Al-Hassan El-Awwal University
Dr. Randa Najdi	Al-Quds Open University
Dr. Rania Qasrawi	Birzeit University
Dr. Mohsen Adas	Al-Quds University
Dr. Mohammad Awwad	Anajah National University
Dr. Samir Rammal	Birzeit University
Dr. Rafe' Daraghmeh	Anajah National University
Dr. Khalid Dwikat	Al-Quds Open University
Dr. Ghassan Shahin	Palestine Polytechnic University
Dr. Ashraf Abu Khairan	Al-Quds University
Dr. Hiba Muhtaseb	The Ministry of Education
Dr. Islam Ismail	Hayderabad University-India
Dr. Ahmad Ayyash	The Jordanian Ministry of Education
Dr. Yousef Sabbah	Al-Quds Open University

Appendix (B)

Tests Reviewers

The Name	Place of work	Years of Experience
Zuhair Khlaif	An-Najah National University	10
Ziad Marie	Al-Jeeb Boy's Secondary School	23
Nafisa Ibraheem	English Supervisor	30
Basem Salah-Din	English Supervisor	28
Siham Salah	Ezaira Girl's Secondary School	16

Section Two:

Here you will read the term “Gamified Blended Learning” is the use of game elements in integrating the face-to-face learning experience with the online learning experience.

Game design elements are the use of (feedback, chat, avatar, progress bar, badges, points, levels and leaderboard) while learning.

Items	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1. Gamified blended learning increases my interest in reading English novels.					
2. Gamified blended learning helps me to learn English effectively.					
3. Gamified blended learning doesn't enhance my knowledge about English Literature.					
4. Gamified blended learning enables me to understand English books, movies, songs...					
5. Gamified blended learning enables me to speak English accurately.					
6. Gamified blended learning enables me to appreciate arts.					
7. Gamified blended learning enables me to collaborate with my peers.					
8. Gamified blended learning enables me to feel Successful.					
9. Gamified blended learning doesn't make me feel happy.					
10. Gamified blended learning provides me with an interesting intellectual Activities.					
11. Gamified blended learning enables me to enjoy learning English Literature.					
12. Gamified blended learning enables me to learn more about the literature in different countries.					

Items	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
13. Gamified blended learning enables me to know others' values, culture, and thoughts.					
14. Gamified blended learning enables me to develop my personality.					
15. Gamified blended learning makes me nervous.					
16. Gamified blended learning makes me feels bored.					
17. Gamified blended learning improves my thinking skills.					
18. Gamified blended learning improves my English skills.					
19. Gamified blended learning enables me to predict the story events.					
20. Gamified blended learning enables me to learn new topics in English.					
21. Gamified blended learning enables me to make connection between current learning and previous learning.					
22. Gamified blended learning enables me to wait for English class patiently.					
23. Gamified blended learning broadens my view about literature.					
24. Gamified blended learning makes me do bad in English literature.					
25. Gamified blended learning has a negative effect on my social life.					
26. Gamified blended learning enables me to discuss very interesting topics in English.					
27. Gamified blended learning enables me to appreciate English literature.					
28. Gamified blended learning enables me to be proud of me.					

Appendix (D)

Perception Questionnaire after Revision (2)

Dear 11th Grade students:

This questionnaire is part of a study that aims to investigate the impact of Gamified Blended Learning on Enhancing the 11th graders' learning English literature in Jerusalem Suburbs Directorate. The study is a requirement for a Ph.D. degree at An-Najah National University. The information obtained will be treated confidentially and will be used only for completing this scientific research. All responses obtained are recorded anonymously so feel free to provide honest feedback. Your responses will help the researcher improve the teaching and learning process.

Thank you for your participation.

Researcher: Safia Tarteer

Section One

Personal data:

Please answer the following items to based on your own point of view:

Gender:

() Male

() Female

The number of hours they spend while studying English:

Place of residence:

() City

() Village

() Camp

Section Two:

Here you will read the term “Gamified Blended Learning” is the use of game elements in integrating the face-to-face learning experience with the online learning experience.

Game design elements are the use of (feedback, chat, avatar, progress bar, badges, points, levels and leaderboard) while learning.

Please rate your satisfaction level with the game design elements (feedback, chat, avatar, progress bar, badges, points, levels and leaderboard) while learning.

Items	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1. I enjoy using leaderboard while learning					
2. I find the use of leaderboard interesting while learning.					
3. Using the leaderboard motivates me to learn more English literature.					
4. I find the leaderboard useful in learning English literature.					
5. Using the leaderboard enhances my learning motivation.					
6. I enjoy using avatar while learning English literature.					
7. I find the use of avatar interesting while learning English literature.					
8. Using avatar motivates me while learning English literature.					
9. I find avatar useful in improving my English literature.					
10. Using avatar doesn't improve my learning literature.					
11 I find using badges enjoyable.					
12. I find the use of badges interesting while learning English literature.					
13. Using badges motivates me to learn more.					

Items	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
14. I find badges useful in learning English literature.					
15. Using badges enhances my English literature learning.					
16. I find it enjoyable to receive points while learning.					
17. I find the use of points interesting while learning English literature.					
18. Using points motivates me to learn more.					
19. Using points enhances my learning.					
20. I do not enjoy using progress bar while learning literature.					
21. I find the use of progress bar interesting while learning.					
22. Using progress bar motivates me to learn English literature.					
23. I find the progress bar useful.					
24. Using progress bar enhances my learning.					
25. I do not enjoy using levels for learning.					
26. I find the use of levels interesting while learning.					
27. Using levels motivates me to learn more					
28. I find levels useful.					
29. Using levels enhances my learning.					
30. I find it enjoyable to receive feedback.					
31. I find the use of feedback is helpful.					
32. Using feedback motivates me to learn literature.					
33. I find feedback useful in learning English literature.					

Items	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
34. Using feedback enhances my learning abilities in learning English literature.					
35. I do not enjoy using the chat for learning English literature.					
36. I find the use of chat interesting in learning English literature.					
37. Using chat makes me more motivated.					
38. I find chat useful in learning English literature.					
39. Using chat enhances my learning English literature.					
40. I find using chat is fun in learning English literature.					

Appendix (E)

Motivation Questionnaire after the Factor Analysis

Items	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
achievement					
1. Gamified blended learning increases my interest in reading English novels.					
2. Gamified blended learning helps me to learn English effectively.					
3. Gamified blended learning doesn't enhance my knowledge about English Literature.					
4. Gamified blended learning enables me to understand English books, movies, songs...					
5. Gamified blended learning enables me to speak English accurately.					
6. Gamified blended learning enables me to appreciate arts.					
intrinsic					
7. Gamified blended learning enables me to collaborate with my peers.					
8. Gamified blended learning enables me to feel Successful.					
9. Gamified blended learning doesn't make me feel happy					
10. Gamified blended learning provides me with an interesting intellectual Activities.					
11. Gamified blended learning enables me to enjoy learning English Literature.					
12. Gamified blended learning enables me to learn more about the literature in different countries.					
extrinsic					
13. Gamified blended learning enables me to know others' values, culture, and thoughts.					

Items	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
14. Gamified blended learning enables me to develop my personality.					
15. Gamified blended learning makes me nervous.					
16. Gamified blended learning makes me feels bored.					
17. Gamified blended learning improves my thinking skills.					
18. Gamified blended learning improves my English skills.					
19. Gamified blended learning enables me to predict the story events.					
communicative					
20. Gamified blended learning enables me to learn new topics in English.					
21. Gamified blended learning enables me to make connection between current learning and previous learning.					
22. Gamified blended learning enables me to wait for English class patiently.					
skills					
23. Gamified blended learning broadens my view about literature.					
24. Gamified blended learning makes me do bad in English literature.					
25. Gamified blended learning has a negative effect on my social life.					
education					
26. Gamified blended learning enables me to discuss very interesting topics in English.					
27. Gamified blended learning enables me to appreciate English literature.					
28. Gamified blended learning enables me to be proud of me.					

Appendix (F)

Perception Questionnaire after the Factor Analysis

Items	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
pleasure					
11. I find using badges enjoyable.					
12. I find the use of badges interesting while learning English literature.					
13. Using badges motivates me to learn more.					
14. I find badges useful in learning English literature.					
15. Using badges enhances my English literature learning					
Self-awareness					
36. I find the use of chat interesting in learning English literature.					
37. Using chat makes me more motivated.					
38. I find chat useful in learning English literature.					
39. Using chat enhances my learning English literature.					
40. I find using chat is fun in learning English literature.					
joy					
6. I enjoy using avatar while learning English literature.					
7. I find the use of avatar interesting while learning English literature.					
8. Using avatar motivates me while learning English literature.					
9. I find avatar useful in improving my English literature.					
Having motivation					
1. I enjoy using leaderboard while					

Items	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
learning					
2. I find the use of leaderboard interesting while learning.					
3. Using the leaderboard motivates me to learn more English literature.					
4. I find the leaderboard useful in learning English literature.					
5. Using the leaderboard enhances my learning motivation.					
Improvement					
26. I find the use of levels interesting while learning.					
27. Using levels motivates me to learn more					
28. I find levels useful.					
29. Using levels enhances my learning.					
Negative statements					
10. Using avatar doesn't improve my learning literature.					
20. I do not enjoy using progress bar while learning literature.					
35. I do not enjoy using the chat for learning English literature.					
Self-control					
30. I find it enjoyable to receive feedback.					
31. I find the use of feedback is helpful.					
32. Using feedback motivates me to learn literature.					
33. I find feedback useful in learning English literature.					
Usefulness					
16. I find it enjoyable to receive points while learning.					

Items	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
17. I find the use of points interesting while learning English literature.					
18. Using points motivates me to learn more.					
Enhancement					
22. Using progress bar motivates me to learn English literature.					
23. I find the progress bar useful.					
24. Using progress bar enhances my learning.					
Personality					
19. Using points enhances my learning.					
21. I find the use of progress bar interesting while learning.					
25. I do not enjoy using levels for learning.					

Appendix (G)

(Consent) Parental Letter

Research Title: The impact of Gamified Blended Learning on Enhancing the 11th graders' learning English literature in Jerusalem Suburbs Directorate.

Researcher: Safia Tarteer

Dear Parents,

Your permission is ordered to let your children participate in this study. Please read the following information carefully before you decide to whether or not to give your permission.

Purpose of the research: The purpose of this study is to help us gain data before and after the students participating in this study. The information obtained will be secret for the scientific research purposes.

Procedure to be followed: During an English class, your children will do the pre-test literature exam. After that they will be taught by using gamified (game elements) through moodle (platform) and in classroom (offline environment). Then, they will do the post-test exam to gain information to show if this experiment has an impact on their achievement and motivation. During the experiment, children will answer about the questionnaires' paragraphs.

Discomforts/risks: There is no discomfort or dangers to either you or your children in this study.

Benefits for participation: There are many benefits behind this study; your children may raise their outcomes in English Literature learning and motivation. They will also use Moodle to learn English Literature and practice learning via blended learning inside the class and out of it.

Time duration of participation: Children will be taught via gamified blended learning during two months: 16 classes, each month with 8 months. Teacher will teach students in each English class. Student will continue their activities at home and send their responses to the teacher.

Statements of Confidentiality: All records and data are kept confidential and will be available only to the researcher. If the result of this study is published, the data will be presented without personal names or personal data.

Voluntary participation: Your children’s participation is voluntary. If you feel your children feel concern into their participation, please tell the teachers. The researcher assume that you read this letter and you will read it to your children, too. Your children will be reminded with that later by their teachers.

Note: This research has been reviewed by the two schools head teachers. If at any time before, during or after the experiment your children experiences any problem, concern or discomfort as a result of his/her participation or if you have any question about the study or its outcome, please feel free to contact us.

Parent Signature box

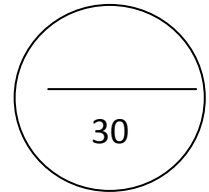
<p>I am the parent of.....in grade 11.I permit his/her to participate in this study entitled "The Impact of Gamified Blended Learning on Enhancing English Literature Learning".</p> <p>Signature..... Date.....</p>
--

Student Signature box

<p>I am..... from grade 11. I Agree to participate in this study that named above and understand that my participation is voluntary.</p> <p>Signature of students.....</p> <p>Date.....</p>

Appendix (H)

English Literature Exam (Pretest)



Name:

Section: A/B

Gender: male/female

You have studied the story of “The Norwood Builder”. Please answer the following question by using the following images :(14marks)

I haven't been to my office this morning,our visitor replied,and I haven't been to my home.It was very late . I left Mr Oldacre last night.I live in Blackheath,on the eastern edge of London,with my parents.I wasn't able to get back there,so I stayed at a hotel in Norwood.This morning ,I saw the newspaper and I read about Mr Oldacre's disappearance.And I read that the police were searching for me.I decided to come straight here to consult you.I think the police will follow me.

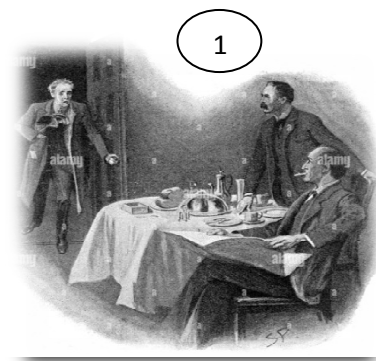
1. Look at picture number one and write down the name of the place :(3m)

a. The man used to live:

b. Who are the people in the picture?.....

c. Look at the image and describe the man who is coming :(3m)

.....



2. Imagine that you have read the newspaper, how do you feel? Why? (3 m)

.....
.....

3. Could you imagine what will happen to this man? What will the other two men do? What will the police do? Who killed Mr Oldacre?(5m)

.....
.....



4. Look at image number two then answer the questions :(3 marks)

- a. Who is this man?.....
- b. what is the relationship between him and Oldacre?.....
- c. Why was this man in a hurry?.....

5. Replace the picture with a suitable word from the story to complete the sequence of the story:(4 marks)

- a. (.....) is searching for evidence to help Mr. MacFarlane.
- b. They are in Mr (.....) house.
- c. She is Mr (.....)mother. She lives in (.....).
- d. They found another (.....) on the wall.



6. After your studying to the story, read the following sentences and decide which one is (T) or (F):(2 marks)

1. Mr Oldacre was charged with the murder of Mr McFalane (.....).
2. Mr Holmes promised to help Mr MacFarlane (.....).



7. Read the following sentences and choose the correct answer:(2marks)

1. Mr MacFarlane lives in:

- a. London b. Blackheath c. Norwood d. Office

2. Mr MacFarlane came to Mr Holmes to:

- a. hide b. consult him c. spend the night d. wait for the police

8. How do you describe the following characters according to the events of the story: (2marks)

- Mr Lastrade.....

- Mr Holmes.....

9.What would you do in the following situation? (1m)

1. If you were in MacFarlan's mother situation

2. If you have a good friend:

10. Describe each one (in your point of view) with one word:(2m)



House keeper



Mr Oldacre

.....

*GOOD LUCK FOR
ALL OF YOU*

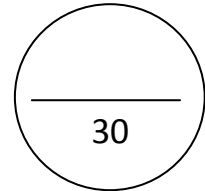
Appendix (I)

English Literature Exam (Posttest)

Name:

Section: A/B

Gender: male/female



You have studied the story of “The Call of the Wild”. Please answer the following question by using the following images:(14marks)

Judge Millar’s place was a big house in the sunny valley. With wide grass lawns at the front and trees all around. At the back, there were stables for the house and small houses for servants. There were long walks where grapes grew, orchards full of fruit trees, and fields for the horses. There was also swimming pool where Judge Millar’s boys swam on hot afternoon.

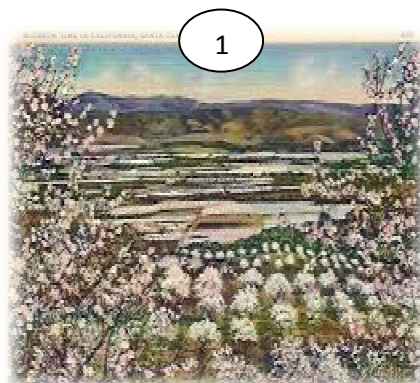
1.Look at picture one and write the name of the place: (3marks)

a. Buck used to live:

b. How was Buck living there? Why?.....

c. Look at the second image and describe Buck: (3m).....

.....



2. Imagine that you live in that place,how do you feel? Why?(3marks)

.....
.....



3. Could you imagine where did Buck use to go? What did he eat? What did he do during the day? Who did he go with? (5marks)

.....
.....



4. Look at image number three then answer the questions :(3 marks)

A. Who is this man?.....

B.What is the relationship between him and Buck?.....

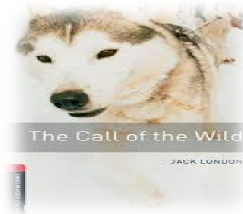
C.What happed to Buck later?.....

5. Replace the picture with a suitable word from the story to complete the sequence of the it: (4 marks)

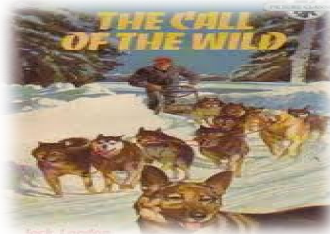
a. (.....) stole Buck at night and soled him to two Men from another country. The two men's names were (.....) & (.....).



b. (.....)used to trust people, so he didn't resist (.....) who stole him.



c. Buck started to live in the (.....).



d. His ancestors answered the call of the (.....).

6. After your studying to the story, read the following sentences and decide which one is (T) or (F) :(2 marks)

1. Buck learned how to become independent dog (.....).

2. Buck fought Spitz and killed him (.....).



7. Read the following sentences and choose the correct answer :(2marks)

1. (.....) didn't accept to sleep in the snow.

a. Buckb. Spitzc. Wolfd. Curly

2. A very kind master, he became Buck's friend (.....):

a. Mr Thornton b. Manuelc. Johnd. Yeehates

8. How do you describe the following characters according to the events of the story:(2marks)

- Spitz.....

- Santa Clara Valley.....

9. What would you do in the following situation?(1mark)

1. If you were in Buck's place.....

2. If you have a good friend:.....

10. Describe each image with one word(from your point of view):(2marks)



Husky dogs



Mr. Thornton

Good Luck for all of you

Appendix (J)

Interview Thematic Analysis

Theme

Learning English Literature Outcomes:

Sub-theme

gaining more new vocabulary, increasing my study hours, ability to learn, studying, find the synonyms of words, reading more quickly, enhance my learning, enhance my English, enhance English learning, comprehending more English, understanding English better, study better, doing HomeWorks, enhancing languages.

Quotations:

"Gamified blended learning affected our learning positively. It helped us to gain more new vocabulary, and encouraged us to find out the meaning of new words in stories and their synonyms. It increased our ability to learn and enhanced our English literature learning". "Gamified blended learning let me challenge myself to understand English Literature, others culture and languages, I also increased my study hours. I understood English better, and I became interest more in English literature and I did my homework on time". "I interested more in English literature. It increased my achievement in English, because I participate more in answering questions on Moodle, I tried to be number one ". "we enhanced our reading; we read more quickly. It enhanced our English learning and helped us to master our learning". it enhanced my English comprehension learn more English, and understand it better, besides, I study better and finished homework's quickly and gain more new vocabularies I keep learning although mastering the material". "knowing more story events helps you learn more about other's culture, I became more independent learner, good story reader, and I knew more about story elements". "We became aware of analyzing stories' events and elements, this means that we enhanced our comprehension ability and have a high-performance standard".

Theme

Internal motivation:

Sub-theme

positive affect, increase internal motivation, interest more in English literature, English became more interesting, waiting for English class, more active, more pleasure, enjoy, fun, interesting, spending time in benefit things, want to learn, want to read, independent learner, increase study hours, less time in studying English, more

preparation, interest in learning, game elements are stimulating, easy, correct my mistakes, find new meaning of new words.

Quotations:

"Gamified blended learning enhanced my internal motivation, I feel I want to learn more, gain more game elements, want to read more stories, and want to compete others". "I feel entertaining while learning English Literature. It increased my internal motivation". "It was interesting experiment, it created competition between participants. It affected us positively". "It enjoyed me, I spent my time in learning through Moodle instead of wasting time. English became interesting subject". "I feel that I want to learn more English literature to become good at English and win more game elements. Game elements were stimulating". "We waited for English class patiently to learn, enjoy, and fun". "I became active learner, I felt pleasure, I became independent learner, too". "Hours of study English have increased". "I study English in less time than before because it became easier and more fun. I can correct my mistakes by myself. I became independent. "I used to prepare the lesson every day to participate in the competition and become the winner". Searching about the meanings of new words by myself". "I read more about the story writers and became aware of story elements than before".

Theme

External motivation:

Sub-theme

challenge myself, answer more questions, competition, encouragement, to gain more elements, preparation, participation, collecting more elements, with elements, English became easier, gaining more stars, more reinforcement, encouragement, different game element, award, stars.

Quotations:

"Teacher encouraged us to gain more elements through playing and studying in the same time". "I like preparation and participation in English Literature class. I collect more stars and game elements to be the winner". "Using gamified blended learning in teaching English literature encouraged us to speak English more fluently and translating orally". "I did my best to get more badges and my teacher's praising. I felt fun in learning English Literature". "We have been encouraged to get more elements and more praising. I worked hard to get more badges and awards". "I encouraged to read more, and discover the story events to connect events with each other. This will help me to solve my daily problems": "before using Moodle, English was complex I spend less time in studying it but after using Moodle I spent more time studying and reading English Literature". "I study English everyday than before; it was difficult and need more time and efforts to understand". Moodle help us to study English to read more and

more stories". "I hate studying English before using Moodle, but after using it in learning, I liked it and I increased studying English literature time than before". I study English more than before. In the past, I didn't spend much time in studying English, but after using game elements, English became fun". "I prepare for English class more than before and I waited for English literature class to participate and work with my classmates". "My study hours increased than before, I comprehended more English texts". "I broke the borders between me and English, I prepare more and read more stories, I try to speak English in classroom more than before".

Theme

Communicative\cooperative:

Sub-theme

sharing in model, playing, offline interaction, student's participation, more competition, accept each other, opinions, complete with classmates, sharing experience with others, cooperate with others, ask my classmate. they communicate with each other and with the teacher to give direct feedback.

Quotations:

"I like to cooperate with my friend because I felt sometimes that I need to ask her about the meanings of new words or help me to find answers to some activities". "I felt that I need to work with others to help each other's". "I felt I need to work with my colleague in online and in offline because we encouraged each other to work and compete ourselves and others". "I like to work with others too much because I felt that I need my friend's help in some stages". "I didn't like the idea of working with others because we were in challenge and competition situation, so I needed to work alone to compete them". "We felt we need our friends help, so we like to work with others". We need to work with others to exchange ideas and cooperate with each other in class and at home via Moodle". "Working with others was very effective because my classmate helped me in correcting my mistakes and guessing some of new words that I don't know their meanings".

Theme

Learning skills

Sub-theme

(skills)learn new skills, using apps, develop comprehension skills, develop oral translation, using Moodle for studying, more story reading, more speaking, develop personality, let us think, imagine, creative, exchange ideas, guess the meanings.

Quotations:

"Gamified blended learning help me to learn new skills, such as translation, I translated the short story that I get from the library or even from the teacher or Moodle". "We read more short stories; our ability to read English became better". "We liked guessing the meanings of the new words from the context too much. "We tried to find word synonyms from the context, we comprehend more English literature our reading skill became better than before". "Using gamified blended learning enhance my comprehension skill, I became aware of dealing with paragraphs in English". "I became familiar with using IT apps like Moodle and google, I broke the borders between me and IT apps from one hand and between me and Moodle from the other. "I learned how to use new apps". "Using Moodle develop oral translation and develop our personality. It lets us think, imagine, and be creative". I exchanged ideas, guessed the meanings of words". "I like folk tales too much because I read more from Moodle and describe the images orally that came from folk tales"." gamified blended learning helped us to share in Moodle, and answer more questions. It helped me to compete others during learning English Literature, and let us think and imagine". It developed my personality. Besides, using gamified blended learning through Moodle enhances the ability to learn English Literature and enhanced student's skills. We used game elements to learn. It created competition between us in classroom and in Moodle". It also enhanced my discovery skill". "using gamified blended learning enhanced my ability to read English story, I became better in English, through using Moodle in my learning".

Theme**(perceptions):****Sub-theme**

understand English literature, understand English better, translation, reading stories, understanding better, discovering story events, know story events, know more story elements, less hating of English, break the boarders with English, know more vocabularies, enhance speaking.

Enjoyment, sharing experience, developing personality, competition, doing homework better, encouragement

Quotations:

"I shared my experience with my mother, at the beginning, using Moodle was too complex. I hated it, but after practicing and sharing experience with my classmate, I like it and I like learning English literature via Moodle". "I told my cousin about Moodle, I enjoy learning through it, I challenge myself and succeed in learning via Moodle". "I interested in using Moodle in learning English Literature". Using Moodle developed my personality, I became aware of Moodle and I have been encouraged to use it". "We

shared our experience with our cousins and parents, learning via Moodle developed our personality, it created competitive between us and others in class). I started to do my English homework very quickly than before, I like using Moodle in teaching and learning, it enhances my language and speaking skill". "My mom asked me about the way I learn English literature, so I told her about Moodle and how we use it": "I told my sister about Moodle, she encouraged me to open Moodle in any time and do the task about the story, I waited for English class because I like it more than before". "My mom encouraged me to use Moodle in learning English literature". "I shared my experience with my mother, she likes it because she was studying English literature, she encouraged me and became happy".

Theme

Learning environments:

Sub-theme

(offline): participation, face to face interaction, help, immediate feedback, interaction, communication,

(online): game elements, feedback, competition, reinforcement, increase the study hours.

"We keep opening Moodle and check who came first, we do more and more task to be the winner". Leaderboard increase student's motivation. "R&D": added: "We determine to finish all the tasks to complete the levels". "I like points too much so I participate in doing the different tasks on Moodle to get more points". They competed each other to take points after each task. Students wanted to use points because they were able to see their progress. "I was able to see my progress and others in course, this increased my engagement". "We asked our teacher to evaluate our work". "I keep sending messages through Moodle to my teacher to remind her to give me feedback to check my answers". "We liked the yellow feedback but not the blue or green". "I challenge myself and do the different tasks although I have some difficulties in understanding some questions but I challenged myself to continue the levels": "We were waiting for wining a suitable progress bar after doing some progress in our learning": "my purpose was to win the avatar that symbols to the victory, thus I tried more and more to achieve my purpose". "I like offline because I participate with my classmate face to face, we interacted effectively, I see my classmate in front of me, we help each other's, the teacher boosts us directly". Moodle is also benefit, I can open it in any time and any place, and reply on my friend's opinions, we accepted each other's point of views". "I prefer online because there are more game element, I can win immediately after answering the question, we competed each other's". "I like offline, too, because I can communicate with my classmate. The teacher gave us immediate feedback. We shared our experience". "I like offline because we compete each other, we see each other face to

face, all students participate, I am waiting for English class to participate and be more active and interactive to win more stars and elements". "I like online because there was more competition, more game elements, more pleasure, more reinforcement and encouragement. We accept each other's opinions, compete my classmate, enhance my learning, and understand English better".

Theme

Attitudes

Sub-theme

English was difficult, can't read, translate, summarize or using IT apps, Moodle needs efforts, difficult, need practice, we will not achieve our goals.

"English was very difficult, I hate it. But after using Moodle, it became easier and I can translate the text and find the meaning of the new words". "My writing skill became better; I learned how to write and summarize the story events". "My ability to use IT apps became better". I was afraid of English, but after using the game elements in learning it, English became interesting because we learn through games, English became understandable for me". "I wasn't translating any English text because it was complex and difficult but via Moodle, English became interesting and more flexible than before, I learned translation from Moodle and from my classmate". "I like English literature too much. It is entertaining. I won many badges through Moodle and in classroom".

Theme

Suggestions:

Sub-theme

more questions, more activities, more images, puzzle, games, more awards, more stars, more marks, videos, using chat more, more character images.

"I suggest if Math, Arabic, Geography, IT, English teachers, of course could use game elements with us in class to make us active learners". "more questions increase more interaction. I suggest to increase the numbers of questions on Moodle". "more images will create more communication, I suggest to increase the number of the images on Moodle because I like the description activities, it makes me interact more with Moodle". "We need more images in offline environment to participate and compete more, and to say our point of view freely". "I suggest more competitions in offline environment to increase the interaction and motivation". "I suggest using more badges with different levels and shapes to increase interaction and motivation". "I suggest more puzzles and more games in offline to interact with each other". "We prefer to learn in more competitive environment, so the teacher has to give us more prizes to create more

competition between us". "I suggest to show us video in offline as online to interact with it during learning". "We need more extra marks as an award". "I suggest to chat with each other in class and take immediate feedback from the teacher to enhance our learning". "I suggest to draw the story characters and learn via them". "More videos will students interact more with Moodle and its activities". "Activities should be gamified to help us interact more with Moodle".

Theme

Interactive material

Subthemes

Online material, activities, and tasks

Quotations

they were interesting activities; encourage us to learn and interact with the material and with the app itself". It needs more thinking and focusing but it was easy and interesting". It was easy and stimulating". They were on the shape of games, entertaining me and my classmates". "If we learn English literature through games, we will succeed and achieve our goals". "All the activities were suitable and diverse. Moodle was full of different activities; this diversity stimulated us to do the task". There were more game elements to gain after doing the activities". "Activities were too easy, I can do them after understanding it". We all participated in learning and doing the task to gain more elements and win". "I like choose the correct answer from the different answers to complete the sentence and get the point". "I like the images because it helps us to brain our storm and describe the picture, it also develops my speaking skill". "I like to fill in the gap because it encourages my thinking and I revised the story through this kind of questions". We liked choosing the correct answer because it was the easiest one between the types of questions". "I like the quizzes on Moodle because it gave me immediate feedback after choosing the correct answer". "We like all of them, they were interactive". "I like the activity of finding the synonyms of each word, it was fun".

Theme

Most game elements used

Subthemes: avatar, chat, feedback, points, direct feedback, Progress bar, team work, badges, enjoyment

Quotations:

I like avatar more than any game element because it helped me to learn English Literature". "We liked avatar because it helped us to learn English better". I liked chat because I felt that I interact with my classmate better than before, this developed my speaking and reading skill". "We liked feedback because we were in a position that we

need immediate feedback from our teacher on our learning". "I liked points because it shows me my level in learning English, so that I did my best to win and be the first". "I like badges and avatar because it helped me to learn Literature in easy way and not to forget it". "We liked badges because we felt interested while learning Literature". "we liked avatar and chat because we felt fun in learning, we communicated with each other easily". "We liked badges and avatar because we enjoyed learning and enjoyed winning more and more badges, they developed our thinking's liked chat,". "We were participating to gain more points to be the first, so that sometimes we work as a team". Points help students to feel at home". "I feel at home when using game elements specially points". "I sometimes asked the teacher about my progress when I saw students work hard". "We keep working face to face more than on e-learning because we gained points and progress bar directly from the teacher, we saw all students participate and compete each other", "We work as a team to help each other to complete the task to gain points to complete levels, the teacher promised us to reward us if we finished levels first". "We like gifted or badges, if we complete the Leve, we wait for the gift from the teacher". "I felt happy and enjoy during learning, it was enjoyable", "badges helped me to cooperate with my friends in working as a team". Progress bar and levels together used to create depth learning". "I like to use both of progress bar and levels to understand the task easily and do it more quickly than others".

Appendix (K)

Content Analysis of the Two Novels

Titles

Main Title: The Call of the Wild

"The Norwood Builder"

Sub: "The most unhappy man"

Concepts, general titles and sub-titles

Concepts (1)

fall, sled, tongue, embarrassed, club, husky, to growl, axe, fear, trail, to howl, to finish off, record, Irish setter, jealous, shadow, tribe of Native Americans, Northland, goldrush, stables, kennels.

Concept (2)

General Facts

- Buck used to live in sunny Santa Clara Valley.
- Buck was very kind with people.
- Buck trusted people.
- Buck has taken by Manuel the gardener.
- Manuel sells Buck to two men.
- People went to find gold in the Northland of Canada.
- Buck became stronger.
- Buck learned the rule of club and teeth.
- Buck found his perfect master" Mr Thornton".
- Buck found his ancestors "the wolves"
- The Yeehats tribes attacked the camp.
- The Yeehats tribes attacked Mr Thornton.
- Buck went with the wolves to the wild.
- Buck became wild animal.

Facts (2)

- Mr McFarlane is a lawyers
- Mr Oldare is a greedy man

- Mr Holmes was fair investigator
- Mr McFarlane asked help from Mr Holmes
- Mr Lestrade is stupid
- Mr Holmes is clever
- Mr McFarlane lives in London
- McFarlane's mother hates Mr Oldacre
- Mr Oldacre hid in the wall
- Mr Holmes succeeded in finding Mr Oldacre
- There were many evidences against Mr McFarlane in Oldacer's house
- Mr Oldacre was wicked person

General and specific principles

- Describing the place where Buck lives shows that he is different from other dogs.
- Buck is kind so he is the king of Judge Miller's place.
- Finding gold in the North made Buck different.
- Finding gold in the North let the men to look for dogs.
- Manules' greedy let him took Buck and sells him.
- Buck trust people so he was taken as a slave.
- Dogs are wild so they know the rule of club and teeth.
- Dogs fight to stay alive.
- Spitz killed Curly so Buck hated him.
- The killing of Curly taught Buck that if you fall to the ground you are finished.
- Living in the camp with other dogs let Buck work hard.
- Living in the camp taught Buck to catch fish to eat.
- Living in the camp taught Buck the rule of club and teeth.
- Buck was rescued by John Thornton so they became friends.
- Bucks' friendship with Neg and Skeet taught him to play many sorts of games.
- Buck learned from the wild life the rule of kill or you will be killed, eat or you will be eaten.
- Buck's life in the wild made his taste of blood stronger.
- Buck's love to Mr Thornton let him take revenge for him from the Yeehates tribe.

- The murder of Mr Thornton taught Buck what death are.
- The death of his best master let Buck go to the wild behind the wolves.

General and specific principles (2)

- Mr Holmes cleverness let Mr McFarlane asked for his help.
- Mr McFarlanes' visit to Oldacres house let the police charged him with the murder of Oldacre
- Breaking down McFarlane's engagement from Mr Oldacre let her hate him.
- Breaking down the engagement let Mr Oldacre taking the revenge from Mr McFarlane
- Blood stains on the wall let Mr Holmes think carefully with the real place of Mr Oldacre
- Many evidences in Oldacre's house against McFarlane let the police say that he was the murder of Mr Oldacre.
- The Newspapers advertisement about the murder of Oldacre let McFarlane went quickly and asked the help from Holmes.
- Changing the size of Mr Oldacre's house let Mr Holmes said that there was a secret room inside.
- Writing the well by Mr McFarlane was evidence against him in the murder of Mr Oldacre.

Procedures

- Buck taken by Manuel while he was alone in Santa Clara valley to sell him to take money.
- Two men bought Buck because they wanted dogs to find gold.
- Buck and the other husky dogs were trained to find gold.
- Buck and the other dogs trained how to pull the sledge.
- Buck learned to catch fish to eat to stay alive.
- Buck was taken from another man he was Mr Thornton.
- Mr Thornton talks Buck where he goes.
- The Yeehates tribes attacked the camp to take the gold.
- Buck attacked the Yeehates tribes because he loves Mr Thornton.
- Buck used to help others so that he attacked any one he doesn't know before.
- Buck flowed the wolves to the forest because he belongs to them.

Procedures (2)

- Mr McFrlane went quickly to Mr Holme's house after reading the newspaper.
- Mr Holes started to investigate in McFarlane's case.
- Mr Lestrade arrested Mr McFarlane with the murder of Oldacre.
- Oldacre disappeared last night.
- The police suspected that McFarlane killed Oldacre
- The police put McFarlane in the prison
- Oldacre asked McFarlane to come to his office to give him all his money
- Oldacre asked McFarlane to come to his house late at night to trick him
- The house keeper didn't help the police when they asked for her help
- Mr Holmes put down a plan to catch Mr Oldacre
- Mr Oldacre hid in the wall to prove that McFarlane murdered him.

The Lessons objectives (The Call of the Wild)

The Lessons objectives

-Knowledge

- 1.Students of the 11th grade will be able to fill the gaps after reading a small part of the story in 5 minutes without any help.
- 2.Students of the 11th grade will able to answer about the given questions after reading it in 2 minutes alone without any help.
- 3.Students of the 11th grade will be able to describe the given pictures with his peers after reading the story in 5 minutes.
- 4.Students of the 11th grade will be able to tell the story events in 10 minutes alone without any help after the teacher finishes her explanation.
- 5.Students of the 11th grade will be able to match each character with its features in 2 minutes after reading the story within 5 minutes.
- 6.Students of the 11th grade will be able to choose the correct answer after reading the questions carefully in 3 minutes without any help.
- 7.Student of the 11th grade will be able to describe the characters of the story alone in 10 minutes without mistakes.

Comprehension

- 1.The students of the 11th grade will be able to read the story fluently within 5 minutes without any help.

2. Student of the 11th grade will be able to imagine the events of the story during the class effectively.
3. The students of the 11th grade will be able to recognize the relation between the story characters within 5 minutes without any help.
4. The students of the 11th grade will be able to compare between the characters of the story without mistakes after reading the story.
5. The students of the 11th grade will be able to imagine what would they do if they in Buck's situation in 10 minutes without hesitation.
6. The students of the 11th grade will be able to give reasons why did Buck go to the forest.
7. Students of the 11th grade will be able to recognize why do people go to America in that period of time alone.
8. Students of the 11th grade will be able to mention the reasons behind killing Mr Thorenton without hesitation.
9. Students of the 11th grade will be able to summarize the story in five lines without any help in 10 minutes.
10. Students of the 11th grade will be able to tell the moral behind this story in 5 minutes without any help.
11. Students of the 11th grade will be able to give examples about good masters in the story in 5 minutes without any help.
12. Students of the 11th grade will be able to explain why did Manuel steal Buck in 1 minute after reading the short part from the story?

Applying

1. The students of the 11th grade will be able to distinguish between Buck and Spitz in 2 minutes without looking at the textbook.
2. Students of the 11th grade will be able to replace the picture from the story with a word in 1 minute correctly.
3. Students of the 11th grade will be able to describe the situation of Buck in Santa Clara alone in 2 minutes fluently.
4. Students of the 11th grade will be able to write a different ending to the story alone after reading it carefully.
5. Students of the 11th grade will be able to draw pictures for Buck in the two different situations in Santa Clara and in the wild.

6. Students of the 11th grade will be able to translate each question in the text without any help in 10 minutes.

Analyzing

1. The student of the 11th grade will be able to analyze the given pictures correctly within the class in 10 minutes.

2. The student of the 11th grade will be able to analyze the text after reading the story with his peers within the literature class.

3. Students of the 11th grade will be able to recognize the connection between the characters in the story within 5 minutes correctly.

4. Students of the 11th grade will be able to analyze the given pictures from the story alone in 15 minutes orally.

5. Students of the 11th grade will be able to distinguish between Buck's situation in Santa Clara and the Wild in 2 minutes correctly.

6. Students of the 11th grade will be able to give the differences between Mt Thornton and Mr Miller after reading the story within 4 minutes without mistakes.

7. Students of the 11th grade will be able to give the reasons behind taking care of dogs in that period of time in the class after reading about the history of America.

8. Students of the 11th grade will be able to compare between Buck before and after killing Spitz in the story without mistakes in groups.

Evaluation

1. Students of the eleventh grade will be able to give his opinion about Spitz in 1 minutes fluently.

2. Students of the 11th grade will be able to appreciate Mr Thornton's role in the story after finishing the reading of the story without any help.

3. Students of the 11th grade will be able to evaluate the best character in the story after reading it without mistakes within the English Literature class.

2. The Lessons objectives (The Norwood Builder)

The Lessons objectives

-Knowledge

1. Students of the 11th grade will be able to say who rushed quickly to Mr Holmes' office.

2. Students of the 11th grade will be able to fill the gaps after reading a small part of the story in 5 minutes without any help.

3. Students of the 11th grade will be able to answer about the given questions after reading it in 2 minutes alone without any help.
4. Students of the 11th grade will be able to describe the given pictures with his peers after reading the story in 5 minutes.
5. Students of the 11th grade will be able to tell the story events in 10 minutes alone without any help after the teacher finishes her explanation.
6. Students of the 11th grade will be able to match each character with its features in 2 minutes after reading the story within 5 minutes.
7. Students of the 11th grade will be able to choose the correct answer after reading the questions carefully in 3 minutes without any help.

Comprehension

1. The students of the 11th grade will be able to read the story fluently within 5 minutes without any help.
2. Student of the 11th grade will be able to imagine the events of the story during the class effectively.
3. The students of the 11th grade will be able to recognize the relation between the story characters within 5 minutes without any help.
4. The students of the 11th grade will be able to compare between the characters of the story without mistakes after reading the story.
5. The students of the 11th grade will be able to imagine what would they do if they in Mr McFarlane's situation in 10 minutes without hesitation.
6. The students of the 11th grade will be able to give reasons why did Mr Oldacre hid in the wall.
7. Students of the 11th grade will be able to recognize why did Mr Holmes go to Blackheath to Mr McFarlane's mother.
8. Students of the 11th grade will be able to mention the reasons behind killing Mr Oldacre without hesitation.
9. Students of the 11th grade will be able to summarize the story in five lines without any help in 10 minutes.
10. Students of the 11th grade will be able to tell the moral behind this story in 5 minutes without any help.
11. Students of the 11th grade will be able to give examples about evidences against Mr McFarlane in the story in 5 minutes without any help.

12. Students of the 11th grade will be able to explain why did Mr McFarlane go to Mr Oldacre's house after midnight in 1 minute after reading the short part from the story?

Applying

1. The students of the 11th grade will be able to distinguish between Lestrade and Holmes in 2 minutes without looking at the textbook.

2. Students of the 11th grade will be able to replace the picture from the story with a word in 1 minute correctly.

3. Students of the 11th grade will be able to describe the situation of Mr Holmes when the police arrested him alone in 2 minutes fluently.

4. Students of the 11th grade will be able to write a different ending to the story alone after reading it carefully.

5. Students of the 11th grade will be able to draw pictures for Lestrade in the two different situations in Mr Holmes' office and in Mr Oldacre's house.

6. Students of the 11th grade will be able to translate each question in the text without any help in 10 minutes.

Analyzing

1. The student of the 11th grade will be able to analyze the pictures of Mr McFarlane when he charged with the murder of Mr Oldacre accurately without mistakes.

2. The student of the 11th grade will be able to analyze the text into story elements without any help after reading it.

3. Students of the 11th grade will be able to recognize the connection between the characters in the story within 5 minutes correctly.

4. Students of the 11th grade will be able to analyze the given pictures from the story alone in 15 minutes orally.

5. Students of the 11th grade will be able to distinguish between Holmes and Lestrade's investigation during the class without mistakes.

6. Students of the 11th grade will be able to give the differences between Mr Oldacre's house before his murder and after his disappearance without mistakes within 2 minutes.

7. Students of the 11th grade will be able to give the reasons behind hating Mr Oldacre from McFarlane's mother within 5 minutes in front of the class.

8. Students will be able to compare between the housekeeper and McFarlane's mother in the story after reading it with his peers.

Evaluation

1. Students of the eleventh grade will be able to give his opinion about Oldacre's plan of hiding in 1 minutes fluently.

2. Students will be able to appreciate Mr holmes help to Mr McFrlane in the story after finishing the reading of the story without any help.

3. students of the 11th grade will be able to evaluate the best character in the story after reading it without mistakes.

Appendix (L)

Lesson Plan

Grade: 11th.Grade

Unit: Novels "The Call of the Wild"&"The Norwood Builder".

Aims	Content	Procedures	Teaching Strategies and aids	Evaluation	Period of time	Notes
<ul style="list-style-type: none"> -Students of the 11th grades will be able to read the introduction about the Novel in groups within 15 minutes. - Students of the 11th grades will be able to read the title of the novel without mistakes at the beginning of the class. - Students of the 11th grades will be able to discuss the elements of the story in groups without mistakes in ten minutes. - Students of the 11th grades will be able to distinguish between the story and the Novel fluently in ten minutes. 	<p>-Buck lives in Santa Clara Valley happy life. Manuel stole Buck and sold him to another two men. In that period, people used to go to Canada to find Gold. Buck started new life there.</p>	<ul style="list-style-type: none"> -The teacher give introduction about the Novel. -The teacher asks them to read and discuss. 	<ul style="list-style-type: none"> -Text book -Poster -Audio of 11th grade syllabus. Strategies: Collaborative learning. Flipped classroom. 	<ul style="list-style-type: none"> -What is the name of the Novel? -Who is the author? -What is the difference between the novel and the story? 	<p>March &April March-week-1- From 1to5</p>	<p>Part One (24 classes) -Introduction -Pretest -Questionnaire -Introduction about Moodle</p>
<ul style="list-style-type: none"> -Students of the 11th grade will be able to read part one from the story fluently in five minutes. - Students of the 11th grades will able to match the elements of the story with the events of it in ten minutes without mistakes. - Students of the 11th grades will be able to will read to say the main idea in 		<ul style="list-style-type: none"> -The teacher asks them to read and answer questions about the part of the story. -She gave them some explanation about the game elements and the 	<ul style="list-style-type: none"> -Text book -Story elements. -Game elements. -Moodle. Strategies: Brain storming Module learning 	<ul style="list-style-type: none"> -What are the elements of the story? -What is the main idea in this part? -What is the moral behind this story? 	<p>Week-2- From 9-13</p>	<p>-Treatment</p>

Aims	Content	Procedures	Teaching Strategies and aids	Evaluation	Period of time	Notes
<p>each part after each section in pairs.</p> <ul style="list-style-type: none"> - Students of the 11th grades will be able to say the morals in the story without mistakes in five minutes. 		<p>aim behind using them.</p>	<p>Hot chair</p>			
<ul style="list-style-type: none"> -Students of the 11th grade will be able to say the elements of this part from the story in groups without mistakes. - Students of the 11th grades will able to will say the role of each character in the story in groups within ten minutes. - Students of the 11th grades will be able to say the morals within the story in ten minutes without mistakes. 		<ul style="list-style-type: none"> -The teacher asks them to say the elements of the story. -The teacher asked them about the role of each character. -They will say the moral behind each event. 	<ul style="list-style-type: none"> -The novel characters. -Moodle for reading extra material, and doing the task. -Game elements -Poster for the game elements. Strategies: -Interactive learning -Flipped classroom 	<ul style="list-style-type: none"> -What is the role of Buck in chasing the wolves? -What is the moral in this part? 	<p>Week-3- From 16-20</p>	
<ul style="list-style-type: none"> -Students of the 11th grade Students of the 11th grades will be able to read the part of the story again in five minutes without mistakes. - Students of the 11th grades will be able to answer the teacher's questions about the story fluently in one minute. - Students of the 11th grades will be able to gain game elements after doing the task in one minutes without mistakes. - Students of the 11th grades will be able to get suitable feedback from the teacher orally. - Students of the 11th grades will be able to use Moodle to do the task at home without mistakes. 		<ul style="list-style-type: none"> -The teacher asks the students to read and say the elements of the story. -The teacher gave them feedback. -They choose the game elements they like. 	<ul style="list-style-type: none"> -Text book -Game elements -Moodle -Pair work Strategies: Problem solving Brain storming 	<ul style="list-style-type: none"> -Who was the best master for Buck? Why? -Why did Buck used to go to the forest? -What is the name of the camp? 	<p>Week-4- From23-27</p>	

Aims	Content	Procedures	Teaching Strategies and aids	Evaluation	Period of time	Notes
<ul style="list-style-type: none"> - Students of the 11th grades will be able to read part two from the story without mistakes in fifteen minutes. - Students of the 11th grades will be able to say the elements of this part from the story in five minutes without mistakes. - Students of the 11th grades will be able to say the morals in this story without mistakes in two minutes. - Students of the 11th grades will be able to answer the teachers' questions after each activity in a minute orally. - Students of the 11th grades will be able to gain elements after each response without mistakes in five minutes. - Students of the 11th grades will be able to use Moodle to complete the tasks at homes without mistakes. 	<p>-Buck learn new lessons when he went to Canada. He became stronger and learn the role of club and teeth. He also learns how to catch fish and feed himself.</p>	<ul style="list-style-type: none"> -The teacher asked the students to read and say what they benefit from the story. -They answer the teacher's question and get points. 	<ul style="list-style-type: none"> -Text book -Group work -Game elements -Moodle <p>Strategies:</p> <ul style="list-style-type: none"> -Critical thinking -Groups discussion 	<ul style="list-style-type: none"> -What are the elements of the story in this part? -What is the difference between the story and the novel? 	<p>April-week-1- From 1to5</p>	<p>Part Two (24 classes) -Treatment</p>
<ul style="list-style-type: none"> - Students of the 11th grades will be able to read the part of the story again in groups within ten minutes. - Students of the 11th grades will be able to summaries this part from the story orally without mistakes. - Students of the 11th grades will be able to say the morals behind the story after reading the story in four minutes. 		<ul style="list-style-type: none"> -The teacher asked the students questions as an introduction about the story. -She asked about the morals of the story. 	<ul style="list-style-type: none"> -Moodle -Game elements' poster -Group work to complete the task. -Pair work to do the task. <p>Strategies:</p> <ul style="list-style-type: none"> -Project based learning -Active learning 	<ul style="list-style-type: none"> -What are the morals behind the story? -What are the events of the story? 	<p>Week-2- From 9-13</p>	

Aims	Content	Procedures	Teaching Strategies and aids	Evaluation	Period of time	Notes
<ul style="list-style-type: none"> - Students of the 11th grades will be able to write their favorite characters after reading the story in ten minutes. - Students of the 11th grades will be able to use Moodle to do the tasks at home after reading the story. - Students of the 11th grades will be able to compare between face to face and Moodle after doing homework's in groups. 		<ul style="list-style-type: none"> -The teacher asked them about the story characters. -She asked about the benefit of each character. -The teacher helped them to use Moodle and do the task. 	<ul style="list-style-type: none"> -Text book -Story characters -Moodle -Game elements poster. <p>Strategies:</p> <ul style="list-style-type: none"> -Problem solving -Group work 	<ul style="list-style-type: none"> -What is your favorite character? -What is the role of Thornton to change Buck? 	<p>Week-3- From 16-20</p>	
<ul style="list-style-type: none"> - Students of the 11th grades will be able to read the two parts of the story fluently in fifteen minutes. - Students of the 11th grades will be able to work in pairs to say the elements of the story correctly in ten minutes. - Students of the 11th grades will be able to say the morals fluently in five minutes. - Students of the 11th grades will be able to do the task in groups after reading the story. - Students of the 11th grades will be able to read the story again orally in five minutes. 		<ul style="list-style-type: none"> -The teacher asked the students to read. -She asked them to describe each character and the connection between the different parts of the story. 	<ul style="list-style-type: none"> -Moodle -Text book -Pair and group work -Group work to chat. <p>Strategies:</p> <ul style="list-style-type: none"> -Mind maps -Concept maps 		<p>Week-4- From 23-28</p>	
<ul style="list-style-type: none"> - Students of the 11th grades will be able to read the part of this story orally without mistakes. - Students of the 11th grades will be able to name the characters of the story after reading it orally without mistakes. 	<ul style="list-style-type: none"> -In this part, Buck sent to another club to try a new master. He found his best master after 	<ul style="list-style-type: none"> -The teacher asked the students the name of each character and the role of each one 	<ul style="list-style-type: none"> -Name the characters in the novel? -What is the moral behind this part of 	<ul style="list-style-type: none"> -Group work -Game elements -Moodle with different tasks 	<p>September & October September-week-1- From 1to 5</p>	<p>Part Three (24 classes) -Treatment -Questionnaire for the second time</p>

Aims	Content	Procedures	Teaching Strategies and aids	Evaluation	Period of time	Notes
<ul style="list-style-type: none"> - Students of the 11th grades will be able to say the morals behind the story orally without mistakes. - Students of the 11th grades will be able to do the task in the class after reading the story orally. - Students of the 11th grades will be able to do the task on Moodle at home without mistakes. - Students of the 11th grades will be able to get game elements as reinforcement after doing the task in ten minutes. 	<p>Mr Miller. He found Mr Thornton the person who rescued Buck after his fall.</p>	<ul style="list-style-type: none"> in the novel. -She asked the students about the morals behind the story. -Group work to do the tasks on Moodle. -The teacher gave the students suitable feedback. 	<ul style="list-style-type: none"> the novel? -What game element do you like? Strategies: -Group learning -Active learning 	<ul style="list-style-type: none"> -Text book -Feedback -Rewards 		
<ul style="list-style-type: none"> - Students of the 11th grades will be able to read the part of this again orally in ten minutes. - Students of the 11th grades will be able to analyze the events of the story orally without mistakes. 		<ul style="list-style-type: none"> -The teacher asked the students to read the story. -She asked the students to analyze the events and say the connection between the events and the characters. 	<ul style="list-style-type: none"> -What happened to Spitz? -Who attacked the camp? why? -Were was Buck in that moment? Strategies: -Critical thinking -Cooperative learning -Jigsaw 	<ul style="list-style-type: none"> -Text book -Pair work -Group work -Game elements 	<p>Week -2- From9-13</p>	<p>-Treatment</p>
<ul style="list-style-type: none"> - Students of the 11th grades will be able to discuss the task on Moodle after reading the story without mistakes. - Students of the 11th grades will be able to do another task face to face orally without mistakes. - Students of the 11th grades will be able to gain more game elements after doing the task orally without mistakes. 		<ul style="list-style-type: none"> -The teacher asked the students to open their laptops to use Moodle to do the task in group work. -She helped and gave feedback. 	<ul style="list-style-type: none"> -Who called Buck to the forest? -Did he answered that called? why? -How does Buck look like? Strategies: -Brain writing -Story telling 	<ul style="list-style-type: none"> -Moodle -Game elements -Tasks -Text book 	<p>Week-3- From 16-20</p>	

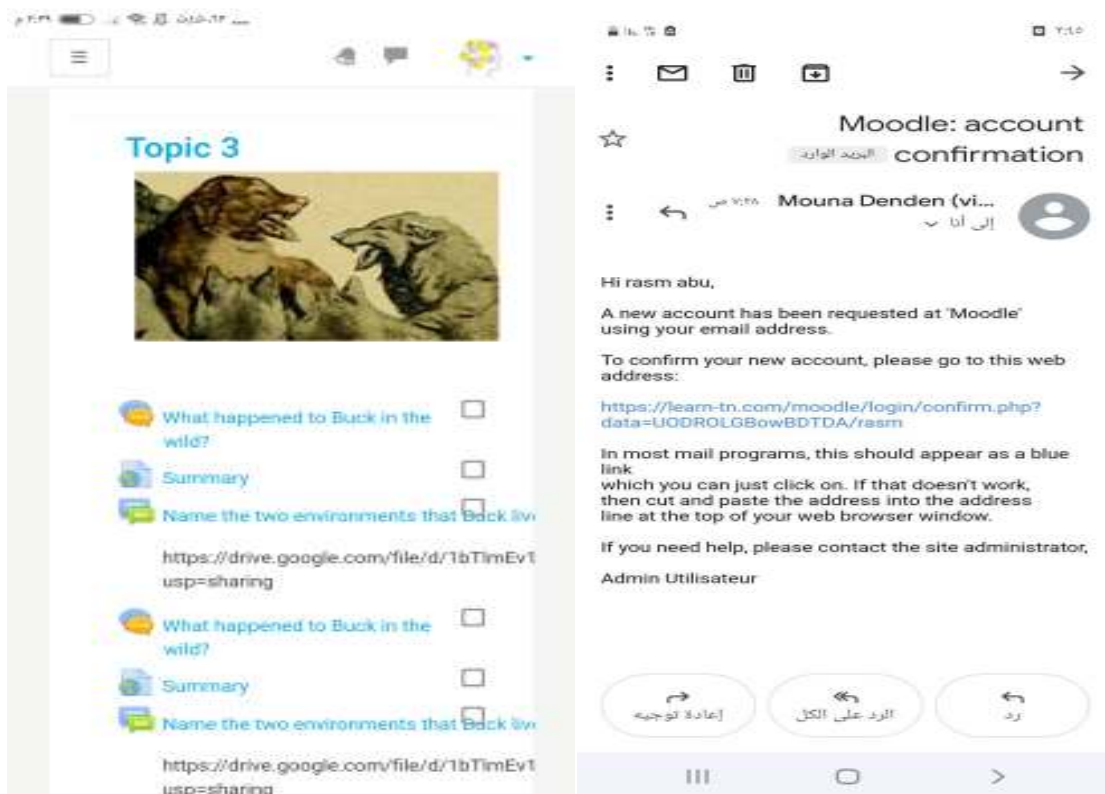
Aims	Content	Procedures	Teaching Strategies and aids	Evaluation	Period of time	Notes
<ul style="list-style-type: none"> - Students of the 11th grades will be able to read the three previous parts from this story without mistakes in ten minutes. - Students of the 11th grades will be able to say the story elements after reading the story in ten minutes. - Students of the 11th grades will be able to say the morals behind the story after reading it without mistakes in five minutes. 		<ul style="list-style-type: none"> -The teacher asked the students to work in pairs and groups to read the three previous parts from the story. -The teacher asked the students to say the moral behind the story. 	<ul style="list-style-type: none"> -Who helped Mr Thornton? -Who was the first master for Buck? -Who was the second master for Buck? -What did Buck do to her friend Curley? <u>Strategies:</u> -Discussion -Mantel of Expert 	<ul style="list-style-type: none"> -Text book -Game elements -Story elements -Moodle Pair and group work -Mantel of expert. 	<p style="text-align: center;">Week-4- From 23-28</p>	
<ul style="list-style-type: none"> - Students of the 11th grades will be able to read part four from the story orally in ten minutes. - Students of the 11th grades will be able to say the elements of the story after reading it without mistakes. - Students of the 11th grades will be able to will narrate the events of the story by summarizing them in ten minutes in groups. - Students of the 11th grades will be able to explain some new words orally without mistakes in five minutes. 	<p>-In this part, Buck answered the call of the wild. He went to the forest with wolves. He went to the club to visit his best master Mr Thornton. But sadly, he found that some of the American trips attacked the camp and killed Mr Thornton. Buck returned to the wild to live like his ancestors.</p>	<ul style="list-style-type: none"> -The teacher asked the students to read the story. -The teacher asked them to say the story elements and say their favorite. -She asked them to explained the new words in groups. 	<ul style="list-style-type: none"> -Did Buck and the other Huskies find Gold? -Who became the leader of the dogs? -Who killed Spitz? Why? -Did Buck win the fight? <u>Strategies:</u> -Mantel of Expert. -Active learning. 		<p style="text-align: center;">October- week-1- From 1to 5</p>	<p style="text-align: center;">Part Four (24 classes)</p> <ul style="list-style-type: none"> -Treatment -Evaluation -Posttest -Questionnaire for the third time -Interview

Aims	Content	Procedures	Teaching Strategies and aids	Evaluation	Period of time	Notes
<ul style="list-style-type: none"> - Students of the 11th grades will be able to read the next part of the story orally without mistakes in five minutes. - Students of the 11th grades will be able to will discuss the events of the story after reading it orally in ten minutes. - Students of the 11th grades will be able to do the task after reading the story in five minutes. 		<ul style="list-style-type: none"> -The teacher asked the students to read and discuss the story events. -They worked in groups to complete the task in face to face and then on Moodle at home. 	<ul style="list-style-type: none"> -Who can summarize the story events? -Strategies: -Cooperative learning. Microteaching 	<ul style="list-style-type: none"> -Group and pair work -Moodle 	<p style="text-align: center;">Week -2- From 9-13</p>	
<ul style="list-style-type: none"> - Students of the 11th grades will be able to read the part of the story again without mistakes in five minutes. - Students of the 11th grades will be able to use Moodle to do the task at home after discussing it in ten minutes. - Students of the 11th grades will be able to gain more game elements after doing the task orally in five minutes. 		<ul style="list-style-type: none"> -The teacher asked the students to read and do the task. -The students chose the elements they like as a kind of feedback and reinforcement. 	<ul style="list-style-type: none"> -Who helped Buck to kill the thieves? -Who damaged the camp? -Who stole Buck? How? -Where was Buck lived? With Whom? Strategies: -Jigsaw 	<ul style="list-style-type: none"> -Text book -Group work -Pair work -Moodle -Game elements Poster -Questions -Assessment -Evaluation 	<p style="text-align: center;">Week-3- From 16-20</p>	
<ul style="list-style-type: none"> - Students of the 11th grades will be able to read the whole novel after reading the story orally in five minutes. - Students of the 11th grades will be able to say the elements of the story orally without mistakes in five minutes. - Students of the 11th grades will be able to summarize the novel parts after discussing the story in ten minutes. - Students of the 11th grades will be able to say the morals behind the story after analyzing it in ten minutes orally. 		<ul style="list-style-type: none"> -The teacher asked the students to read the story again and distinguish between the story elements. -She asked them again to summarize the events of the story and draw their 	<ul style="list-style-type: none"> -What were the two environments that Buck lived in? -How was he before the wild and after? -Why did Buck answer the call of the wild? -Where was Buck at the end of the story? -Why did people travel to North 	<ul style="list-style-type: none"> -Text book -Group work -pair work -Moodle -Game elements -Poster of game elements 	<p style="text-align: center;">Week-4- From 23-28</p>	

Aims	Content	Procedures	Teaching Strategies and aids	Evaluation	Period of time	Notes
<ul style="list-style-type: none"> - Students of the 11th grades will be able to watch the movie of the story after studying the story in groups in ten minutes. - Students of the 11th grades will be able to draw their favorite character after studying the story in fifteen minutes. - Students of the 11th grades will be able to say the connection between the characters of the novel orally in ten minutes. - Students of the 11th grades will be able to say what they benefit from literature after studying it in ten minutes. - Students of the 11th grades will be able to say their opinion with the game elements after studying it in ten minutes. - Students of the 11th grades will be able to gain reward from their teacher "short stories" after doing all tasks in face to face and Moodle within two months. 		<ul style="list-style-type: none"> favorite characters. -The teacher asked the students to say the connection between the characters in the story. -She asked them about the benefits from the events and the morals behind that. -She asked them to do the task and gain the game elements they liked. -She rewarded them. 	<ul style="list-style-type: none"> Canada in that time? -Did they find Gold? -Was that area safe or dangerous? Strategies: -Role play -Drama -Mantel of Expert 	<ul style="list-style-type: none"> -Text book -Group and Pair work -Moodle -Game elements -Poster of the game elements -Quizzes -Games -Rewards 		

Appendix (M)

Moodle Platform



Appendix (N)

Online and Offline Learning Environments



Appendix (O)
Blended Learning



Appendix (P)
Rewarding Students



Appendix (Q)

Person Correlation for the Motivation & Perception

Factor	Person Correlation for motivation
1-6	0.812**
7-12	0.791**
13-19	0.800**
20-22	0.741**
23-25	0.636**
26-28	0.788**
** Correlation is significant at the 0.01 & at 0.05 level (2-tailed).	
Factor	Person Correlation for perception
11-15	0.766**
36-40	0.653**
6-9	0.661**
1-5	0.690**
26-29	0.701**
10-20-35	0.501**
30-33	0.708**
16-18	0.586**
22-24	0.729**
19-21-25	0.670**

Appendix (R)

Cronbach's Alpha for each Item of the Test

	Cronbach's Alpha if Item Deleted			
	pre-control group	pro-control group	pre-experimental group	pro-experimental group
knowledge	0.81	0.84	0.79	0.80
comprehension	0.76	0.83	0.76	0.85
Applying	0.81	0.83	0.76	0.84
Analyzing	0.76	0.77	0.75	0.76
evaluation	0.80	0.81	0.75	0.75
Total	0.75	0.81	0.79	0.84

Appendix (S)

Cronbach Alpha for Questionnaires' Items

Factor	Cronbach's Alpha if Item Deleted		
	Before	During	After
Number of studying hours	0.86	0.86	0.86
Achievement	0.85	0.85	0.85
Intrinsic	0.85	0.85	0.85
Extrinsic	0.85	0.85	0.85
Communicative	0.85	0.85	0.84
Skills	0.86	0.85	0.85
Education	0.85	0.85	0.85
Pleasure	0.85	0.85	0.85
Self-awareness	0.85	0.85	0.85
Joy	0.86	0.85	0.85
Having motivation	0.85	0.85	0.85
Improvement	0.85	0.85	0.84
Negative statements	0.85	0.86	0.85
Self-control	0.85	0.85	0.85
Usefulness	0.85	0.85	0.85
Enhancement	0.85	0.85	0.85
Personality	0.85	0.85	0.85
Total (motivation tool)	0.85	0.85	0.85
Total (perception tool)	0.85	0.85	0.84
Total	0.85	0.85	0.84

Appendix (T)

Interview Protocol

Dear 11th Grade students:

you are being invited to take part in an academic interview (of maximum 45 minutes) as a part of my Ph.D research that aims to investigate the impact of Gamified Blended Learning on Enhancing the 11th graders' Learning English Literature in Jerusalem Suburbs Directorate. The study is a requirement for a Ph.D. degree at An-Najah National University. The information obtained will be treated confidentially and will be used only for completing this scientific research. All responses obtained are recorded anonymously so feel free to provide honest feedback. Your responses will help the researcher improve the teaching and learning process. There is no wrong answer, but different point of views, please feel free to share your ideas and point of views even if it differs from someone else point of view. You have already noticed the microphone; the researcher wants to record the interview because she didn't want to miss anything.

Thank you for your participation.

1. Introduction

a. Hello, my name is.....

b. Could you please introduce yourself and tell me about your background, your age, education, and school:

2. Interview questions

What is the effect of Gamified blended learning on students' learning outcomes?

1. How does gamification affect your motivation?

2. As a student in the 11th grade, how do game elements affect your ability to learn?

3. What new skills did you gain during your learning? Could you name some?

4. Could you describe you feeling towards English before and after learning through game elements?

5. Which gamified context do you prefer more online or offline? Why?

What is the effect of Gamified blended learning on students' motivation (intrinsic and extrinsic)?

1. As a gamified learning student, how do you feel while learning through gamified blended learning?

2. Does gamification enhance your motivation to study literature? How?

3. What suggestions can you provide to increase the design of the gamified course?

4. Did gamification helps in increasing your study hours? why?

What are the perceptions of students towards gamified blended learning?

1. Did you share your experience in gamified blended learning with your parents? Why?

2. How did you find gamified blended learning the activities?

3. What activities do you prefer more? Why?

4. What elements do you use in your learning via gamified blended learning?

5. What elements do you like more? Why?

6. Which game elements helped you in learning English Literature?

7. Do you like the same game elements of your classmates? What is the difference?

8. What game elements that make you think differently "creative"? How?

9. Do you feel that you want to cooperate with your classmates? why?

What game elements do you use more in e-learning environment?

What game elements do you use more in your face-to-face environment?

What game elements do they use in e-learning environment?

What game elements do they use in face-to-face learning environment?

What are the game elements that most used?

Conclusion

Finally, is there any suggestion you would like to add; any element to use more, any suggestions to increase or improve the elements of games, which subjects you like to use them in, when....

Thank you for your time.

Appendix (U)

Certificate of acceptance of the research extracted from the dissertation

Research title: THE IMPACT OF GAMIFIED BLENDED LEARNING ON ENHANCING STUDENTS' ENGLISH LITERATURE LEARNING.



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Dear Authors*

It is a pleasure to inform you that the Research Manuscript titled, "THE IMPACT OF GAMIFIED BLENDED LEARNING ON ENHANCING STUDENTS' ENGLISH LITERATURE LEARNING", is accepted for Publication in the Jilin Daxue Xuebao (Gongxueban)/Journal of Jilin University (Engineering and Technology Edition), with ISSN: 1671-5497 and CNKI Number: CN 22-1841 / T in Vol:42 Issue:07:2023.

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جامعة النجاح الوطنية
كلية الدراسات العليا

أثر تلعب التعليم المدمج في تحسين تعلم طلبة الصف الحادي عشر
الأدبي في الأدب الإنجليزي في مديرية تربية ضواحي القدس

إعداد

صفية عطية محمد الترتير

إشراف

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د. سهيل صالحه

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الدكتوراه في التعلم والتعليم،
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2023

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الملخص

التلعب هو استخدام عناصر الألعاب في التدريس، وقد وظفته الباحثة في هذه الدراسة في تدريس الأدب الإنجليزي للصف الحادي عشر الأدبي في بعض المدارس الحكومية من خلال تلعب التعليم المدمج في البيئة التقليدية وبيئة التعلم عن بعد. لذلك هدفت هذه الدراسة إلى التعرف على أثر تلعب التعليم المدمج في تحسين تعلم الأدب في اللغة الإنجليزية لطلبة الصف الحادي عشر الأدبي في بعض المدارس الحكومية التابعة لمديرية تربية ضواحي القدس. تكون مجتمع الدراسة من جميع طلبة الصف الحادي عشر الأدبي في مديرية تربية ضواحي القدس البالغ عددهم (1440) طالب وطالبة حيث تم اختيار عينة قصدية بلغ عددها (109) طالب وطالبة، منهم (56) إناث و(53) ذكور في مدرستين ثانويتين واحدة للذكور والأخرى للإناث. استخدمت الباحثة المنهجين الكمي والكيفي حيث طبقت أربع أدوات خلال الدراسة وهي إستبانة الدافعية واستبانة قياس آراء الطلبة واختباري تحصيل قبلي وبعدي والمقابلة. وقد تكونت المقابلة من مجموعة أسئلة مفتوحة-مغلقة مع (15) طالبة من الإناث و(5) طلاب من الذكور وجهاً لوجه لمدة تتراوح بين (30-45) دقيقة حيث أعدت الباحثة بروتوكول للمقابلة يتكون من عدة أسئلة رئيسية وفرعية مشتقة من أسئلة الدراسة.

ولتحقيق أهداف الدراسة استخدمت الباحثة برنامج الحزم الإحصائية (SPSS) حيث قامت بإيجاد المتوسطات الحسابية والانحرافات المعيارية وحساب معامل كرونباخ الفا لفقرات الإختبار والإستبانتين كما استخدمت إختبار (ANCOVA) لمعرفة أثر طريقة تلعب التعليم المدمج على التحصيل والدافعية والإتجاهات لطلبة

الصف الحادي عشر الأدبي واستخدمت أيضا إختبار (paired sample test) لعينتين مرتبطتين للإجابة على أسئلة الدراسة. كما وأجرت الباحثة التحليل العاملي لفقرات الإستبانيتين لقياس ثبات الأدوات ومناسبتهم للدراسة الحالية.

وقد بينت نتائج تحليل أدوات البحث أنها تناسب هذه الدراسة حيث جاء معدل كرونباخ ألفا مرتفع وهناك إرتباط بين فقرات الإستبانة ومجالاتها وهناك ارتباط بين الأهداف وفقرات الإختبار. وقد بينت نتائج الإختبار بين المجموعة التجريبية والضابطة أن الفرق لصالح المجموعة التجريبية في الإختبار البعدي فقد حسن تلعب التعليم المدمج من تحصيل الطلبة ومخرجات التعلم و الدافعية والإتجاهات نحو تعلم الأدب الإنجليزي.

وقد خلصت الدراسة بعدة توصيات لوزارة التربية والتعليم أهمها تدريب المعلمين على استخدام عناصر الألعاب أثناء تدريسهم وتنويع استخدامها وأوصت الدراسة أيضا المعلمين بإستخدام منصات التعليم عن بعد في التدريس. كما وأصت الدراسة مصممي التعليم بتصميم مناهج تفاعلية لإستخدامها في بيئة التعلم المدمج.

الكلمات المفتاحية: التلعب، الأدب الإنجليزي، آراء الطلبة، الدافعية، التحصيل.