



The Effects of gamification in teaching English vocabulary on students' motivations and achievement for High School Arab students in Jerusalem

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Abstract

The study aims to investigate the effects of gamification on helping Arab students improve their English vocabulary. One of the biggest challenges that face Arab learners in the English language is the ability to create an inventory of words that will help learners smoothly communicate using the target language.

Traditionally, creating such an active inventory is a very lengthy and complex process that still suffers some problems. Vocabulary learning includes many things other than the literal meaning of the word in isolation of its context; this implies that words should be learned in a context that resembles real-life situations as much as possible. Such a context cannot be

achieved through traditional classrooms or traditional methods of teaching. Students started paying less attention to their *traditional* teachers and became much more interested in their *electronic* gadgets. Therefore, a revolution, parallel with the technological one, on the strategies for teaching vocabulary became inevitable as a solution for teaching. This paper suggests that applying gamification techniques enhances motivation for learning in general and attracts students' attention and helps build a satisfying well-learned inventory of essential vocabulary that helps students confidently communicate using the target language, which eventually results in better achievement for the students.

Keywords: *Gamification, Teaching English Vocabulary, Motivation, Achievement.*

*** Introduction**

Most research and advice on learning a foreign language agree that it's vital to know a lot of words if one wants to make progress in a foreign language. Even if our grammar is excellent, we just won't be able to communicate our meaning without a good knowledge of vocabulary.

(Wilkins, 1972)) wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

But how can one increase his knowledge of vocabulary? There is a certain extent of vocabulary inventory to which we can use the language efficiently. Of course, grammar is very important but without enough vocabulary to help express the exact view of the speaker, it sometimes hinders the speaker and destroys or distorts his message. (Viera, 2017)

"Learning vocabulary seems to be one of the easiest things about learning a language (after all, it's not difficult to remember a word)". This, of course, is not true, because learning a word is much farther than remembering only the meaning of that word. Knowing a word means amongst other things:-

- 1- Which words it is usually associated with.
- 2- Its grammatical characteristics.
- 3- How it is spelled and pronounced.
- 4- The denotative and connotative meanings.
- 5- Word's derivation. (Suffixes, prefixes and root). (McCarten, 2007) (Chacón-Beltrán, Rubén, Abello-Contesse, Christian and del Mar Torreblanca-López, María. , 2010)

Learning vocabulary is one of the hardest things to do, especially when you have reached a certain level. In other words, the role of the student here is bigger than the role of the teacher. Teaching vocabulary is not like teaching grammar in that it is sometimes enough to mention the meaning of the word and then, it is the learners' role whether to memorize it or not, get to know the exact form and other vital characteristics of the vocabulary item to be able to use it effectively (Kamil, 2005), (McCarthy, 2009), (McCarten, 2007) (Fooziyeh Rasouli, 2016)

As a result, it became important that strategies for teaching English vocabulary to foreign learners must be modified to suit the needs of the twenty-first-century students which is mainly characterized by the technology revolution in every aspect of our daily lives, especially education. Employing technology in education became popular during the last two decades, especially during the period of Covid-19 2020 – 2021, when teaching became online, and both students and teachers were forced to use technology intensively. This, as well as the positive result of some

studies about employing technology and gamification in different school subjects, opened the doors in front of a potential solution for teaching and learning English in general; its skills and subskills, in specific.

Employing gamification in teaching English vocabulary is thought to improve students' ability to learn vocabulary more effectively and improve students' motivation, indulgence, interaction, and finally, their achievement in English.

Based on most of the results of the previous studies, employing gamification in different school subjects provided solutions to multi-dimensional school aspects such as motivating students, and improving their achievement in addition to leading to better class management where students are busy competing with one another to earn marks or points. Therefore, gamification seems to be a promising solution to our secondary students that can be later on generalized into other school subjects and school levels.

*** Research Design**

*** Problem Statement**

The questions this paper is trying to answer are:-

1- What is the effect of applying gamification in teaching vocabulary on improving the quality of learning in English classes?

2- What is the effect of applying gamification in teaching vocabulary on improving students' achievement in English?

3- To what extent does apply gamification in teaching vocabulary increase motivation for High School students?

4- Is there a significant effect for applying the strategy of gamification on the process of teaching vocabulary in High Schools?

* Hypothesis

1. There were no statistically significant differences ($\alpha < 0.05$) in the third aspect -applying gamification and its effect on increasing motivation attributed to the variable: degree of the teacher (BA / MA/ Ph. D).

2. There were no statistically significant differences ($\alpha < 0.05$) related to the gender of the teacher and its effect on improving students' achievement in English attributed to the variable: gender of the teacher (Male or Female).

3. There were no statistically significant differences ($\alpha < 0.05$) related to the years of experience of the teacher and its effect on improving

achievement in English, attributed to the variable.

* Research Objectives

1- To check the effectiveness of applying gamification on learning English vocabulary and therefore, achievement.

2- To arrive at some generalizations that might help High School students improve their level of learning English through learning vocabulary effectively.

3- To increase students' motivation towards learning vocabulary.

* Study Boundaries

1- Subject: Learning Vocabulary through gamification.

2- Place: East Jerusalem Public High Schools.

3- Time: 2020/2021

* Study Limitations

The findings of this study must be seen in the light of some limitations:-

1- The results of the study are limited to its society and the degree to which the teachers of the sample evaluate it.

2- The results of the study can be generalized in similar societies in accordance with the reliability and validity of measurement.

3- The accurate responses of the sample teachers on the questionnaire examine the effects of applying gamification in vocabulary classes on

their students' motivation and achievement.

*** The significance of the study**

Learning English for Academic purposes became an essential need for progress. Good command of written and oral English is required for everyone who seeks better chances of job opportunities or Academic achievements. In many cases, a humble knowledge of the English language resulted in losing a job opportunity or a failure in a course. As long as English as a foreign language is being taught traditionally, the chances of mastering the language will always be minimal. The vocabulary of the language also needs reconstructions in terms of learning. This created an urgent need nowadays for changing the traditional way of teaching into a more vivid and attractive one. The endless complaints of language teachers about the time they spend on trying to teach language skills in general and wasting a considerable time of the sessions trying to manage their classes with students showing indifference or reflecting negative energy out of boredom triggered an alarm. For a digital generation, a digital system of education must be applied to improve,

keep, or regain students' motivation to learn.

Gamification can create an exciting competitive environment for students to gain knowledge unconsciously, while at the same time, having fun.

The study aspires to enrich the educational system with solutions that aims to improve the quality of education if adopted wisely and precisely.

Digital gamification is a new strategy for teaching topics that still need research. In a world that is living an unstoppable technological revolution, digital gamification might be a great tool for teaching, especially in the case of distance learning which we have witnessed during the past two years because of the Corona Virus Disease which made distance learning common all over the world.

Gamification: is an educational strategy to help overcome social behavioral problems of the students based on achieving the desired results through spending exciting time and creating competitions and winning prizes or points and providing feedback.

Academic Achievement: the outcomes of the teaching-learning process. The extent to which objectives were achieved.

Motivation: the power that stirs and stimulates students to achieve or perform with persistence and insistence to do the best of what they have.

* Theoretical Framework

Learning vocabulary is a lengthy and complex process that requires adequate mastery of form, meaning, and usage. Unlike gamification techniques, which help students acquire vocabulary in a natural context, traditional teaching might result in a number of problems like the difficulty of retrieving the needed word; inappropriate use of the vocabulary item learned as a result of interference from the mother tongue; using bookish words in normal everyday situations; using vocabulary in a meaningless or in an unidiomatic way. (Afzal, 2019)

To help students overcome such problems, the teacher and the students are required to go through a lengthy and complex teaching process starting with the recognition stage, where the teacher is supposed to focus on the

pronunciation of the word; then use the word in an appropriate context. The next stage is the receptive stage, where the teacher provides the students with suitable exercises that stress reception rather than production. Finally comes the production stage where the teacher concentrates on how to let learners use the learned word/s productively. (Allen, 2015)

Other recommendations for appropriate teaching of vocabulary include learning related words and phrases at the same time. (Fooziyeh Rasouli, 2016)

So, when teaching the word 'school' for example, try to teach related words, such as the subjects taught in school, members, rooms, and whatever is related to the school. Also, try to teach words with the same root and phrases which include the word school.

As you teach more words students will start to spot connections between words. The more words the students learn, the easier they will find it to guess the meanings of new words. Students need to hear, see, and understand the word repeatedly in its various forms and its most typical context. (Fooziyeh Rasouli, 2016)

Repetition for memorization is also important. It is advised that you keep on repeating the new vocabulary items until a learner makes sure they are stored in the memory and ready to be retrieved anytime when needed. (Horst, 2013)

Today, the desired outcomes of the traditional effort can be achieved through games and technology in a spontaneous and funny way. Learning vocabulary through games has gained much attention since they make the learning experience enjoyable. Learners who learn through games adopt positive attitudes towards learning and become more motivated. (Faust, 2021)

Computers, tablets, I-phones and Ipads supplied with internet connections became an asset in every single house and for each member of the family as a result of the Corona Virus disease and the shift to distance learning during the past two years. This made the mission of English teachers much easier. The only thing to do is to work hard and find suitable games that aim at teaching the desired vocabulary items.

If the teacher is technology-oriented, he might also use his

creativity to create his own games that will target the collection of vocabulary he is aiming at. If not, dedication will lead him to consult with computer experts to help him learn the basic rules for that, knowing that most computer games need not much computer literacy to be prepared. Many of the samples of the study indicated that they didn't mind consulting with the technology expert at school a couple of times before they mastered the skill. Others said that they didn't even need to consult because most of the educational game programs available on the internet were straightforward and easy to use. So gamification helps pique students' interest and keep them engaged during lessons, but are there any other benefits? Students today get bombarded by information and images almost constantly. To keep up, teachers need to reassess their techniques to be in line with the times. (Faust, 2021), (Patrick Buckley, 2016) Although opponents of gamification say that it removes what makes education educational, students are still learning but in different ways. Traditional education techniques can sometimes be limiting, unstimulating,

and extremely average. (Darina Dicheva, 2015)

Modern techniques, involving gamification, offer chances that motivate children. Students can earn points and accomplish better with gamification. However, it's crucial to state that complete gamification may not be a great idea. Blended classrooms where students experience traditional and modern styles together tend to be more successful. Nonetheless, incorporating gamification in your class will give your students some variety and allow you to keep their attention better. (Meşe, 2019)

* **What is gamification?**

The term 'gamification' was coined by Nick Pelling in 2002. Gamification is a concept that refers to the application of game-design activities and principles in contexts other than games. It involves solving problems by following certain rules and aims to affect behavior. (Bunchball, 2010), (Burke, 2014) (Gartner, 2014) defined gaming as: "the use of game mechanics and experience design to digitally engage and motivate people to achieve their goals".

(Gabe Zichermann, 2011) defined gamification as "The process of using game thinking and game dynamics to engage audiences and solve problems. Gamification is a teaching strategy where game elements are used to create an educational game that is rich with engaging elements and a motivational environment. (Karram, 2021)

* **Gamification and Gaming**

Both gamification and gaming include games for learning.

In gaming, a game is employed for learning. Gaming is a play-based element in a course.

Gamification is the application of game-like attributes to motivate and encourage the learners to fulfill some planned learning objectives.

According to (Katja Fleischman, Ellen Ariel, 2016), gamification includes three important components:-
1- "The use of game attributes,": game mechanics/dynamics, game design principles, gaming psychology, player journey.

2- "To drive game-like player behavior: engagement, interaction, addiction, competition, collaboration, awareness, learning.

3- “In a non-game context,”: education, work, health and fitness, community participation, civic engagement, volunteerism, etc.

* **Types of Gamification**

(Ortiz, 2019) states two types of gamification:-

1- Structural Gamification is when a program has game elements included in the structure of the content but the two are unrelated.

2- Content Gamification is when your program's actual “fun” game elements are related to the game's application.

* **Electronic Gamification Platforms**

There are several sites and platforms on the internet that provide gamification for different educational levels. They are easy to use and of high quality which helps more involvement and excitement for learners.

Some of them are:-

Gametize: a simple gamification tool for rewarding and motivating users. It provides plenty of challenges on social media platforms.

Nearpod: a program that provides many interactive applications that uses gamification as a strategy for teaching different contents and enables follow-up and control over learners' performance.

Quizzes: a program used for creating quizzes and worksheets using the strategy of gamification and provides points, prizes, and feedback.

* **Classcraft**

A game that best helps classroom management. Students create their avatars with special powers. The irresponsibility of any player will affect the whole group. An excellent application for teamwork.

However, there are many other platforms on the internet; Gimkit, Class Dojo, Book Widgets, Classcraft, Kahoot, to mention but a few, that might be adapted to meet the different school subjects and their goals.

* **Literature Review**

1- (Debbita Tan, Malini Ganapathy, Manjet Kaur Mehar Singh, 2018) [Kahoot! It: Gamification in Higher Education] A study that used the survey approach, that used a descriptive design based on quantitative and qualitative data and was conducted in Universiti Sains Malaysia concluded that there were significant insights into the effectiveness of using Kahoot! In higher education, among adult learners.

2- (IbrahimYildirim, 2017) in his empirical study “The effects of gamification-based teaching practices

on student achievement and students' attitudes toward lessons" concluded that gamification positively affects students' achievements and attitudes towards learning.

3- (Al-Otaibi, 2021) An analytical-descriptive study about the degree of implementation of the gamification strategy and the obstacles to its implementation. The study was conducted in Riyadh in the Kingdom of Saudi Arabia and aimed to discover the drawbacks of implementing gamification strategy by the female teachers of computer science in Riyadh, KSA from their perspective, and the differences in the level of implementing it by the female teachers of computer science in Riyadh according to the variables of education qualification, years of experience, and school grade they teach.

The researcher concluded that gamification was highly implemented by the teachers. The study also showed that most of the teachers agree that there were obstacles to implementing gamification in Riyadh schools. Those obstacles were related to school administrations and financial issues, in addition to other obstacles related to the curricula and teachers.

4- (Alomari, I., Al-Samarraie, H. & Yousef, R., 2019) A study that examines the effects of gamification on elementary students' outcomes,

attention, relevance, confidence, satisfaction, and motivation. The experiment was conducted on two groups (treatment and control). The results of the experiment supported the positive effect on learners' outcome, relevance, satisfaction, and motivation, but they did not support it on attention and confidence.

5- (Darina Dicheva, 2015) in a study of the published empirical research on the application of gamification to education. The study concludes that most of the published research about gamification in Education was promising, but still more studies are needed because of the obstacles facing researchers as a result of the need for proper technological support, for controlled studies demonstrating reliable positive or negative results of using specific game elements in particular educational contexts.

6- (Caponetto, 2014) checked 120 scientific theoretical and empirical studies about merging gamification in Education and training published between 2010 and 2014 and implemented in different countries on different educational levels. The results concluded that gamification was a fast-growing phenomenon. It also concluded that gamification techniques are being applied in the field of education to support learning and to address transversal attitudes and

behaviors like group work and creativity.

7- (Ali Derakhshan & Elham Davoodi Khatir, 2015) A study that searched better ways to help both teachers and students understand vocabulary more effectively. The study hoped that applying gamification in teaching English vocabulary will attract more attention. The study concluded that gamification helps create contexts where language is useful and meaningful. It emphasized reflection on the part of the students while playing games; otherwise, learning may not occur.

8- (Huyen, N. T. T., & Nga, K. T. T., 2003) A study about the effects of using games in teaching vocabulary for Vietnam's students concluded that games have a great effect on the class atmosphere in general. Games provided a much relaxing atmosphere full of fun and by providing a friendly competition among students which all together helped to enhance students' motivation towards active participation in English classes in general.

* **Research Methodology**

* **What makes this study important?**

Gamification strategies and applying them into the educational system have been the main concern of many studies in different educational levels and for different school and non-

school subjects in different countries. Most, if not all the findings support that gamification if applied correctly, affected to a certain degree, motivation, and achievement. This study will try to check whether applying gamification on teaching vocabulary for secondary school students in public schools has a positive effect on students' achievement, motivation, and attitudes and to what extent. Research in this part of the world [East Jerusalem] about the topic is still scarce, especially about language skills like vocabulary and grammar which are primary skills for communication.

Therefore, the study is also trying to find to what extent gamification is applied, and what are some of the barriers that stand against its implementation. The study hopes to arrive at some recommendations about applying gamification in teaching English vocabulary that might help overcome obstacles related to students' motivation and achievements.

* **Methodology**

Based on the nature of this study and the objectives it is trying to achieve, the descriptive-analytical

methodology was adopted. It is a method that focuses on precisely studying, describing, and interpreting the historical data of the problem in question, quantitatively. Then, collecting data through a questionnaire given to the English teachers in public schools in East Jerusalem. Finally, processing data by accurate analysis and interpretation to arrive at conclusions.

* **Study Sample and Society**

For the analytical part of the study, a questionnaire was specially designed to collect the data needed, as the main tool of the study. The society of the study consists of 102 secondary school English teachers in 18 different secondary schools. The study used a random sample of 70 questionnaires that were distributed randomly to 70 teachers from 15 schools. The sample represents 68.8% of its society.

* **Research Tool**

A questionnaire that tried to cover all the questions and the objectives of the study was designed. The questionnaire consists of three main parts:-

The first part consists of the study. An introduction to the problem of the study [Learning Vocabulary] and an

introduction to the major concepts [gamification] which effect is going to be checked on teaching and learning vocabulary.

The second part consists of personal information about the sample members: [age, gender, and degree]

The third part answers the questions of the study and includes:-

1- Application of Gamification in Teaching: includes 12 questions according to Likert Scale.

2- The effect of Gamification on improving the quality of learning: includes 7 questions according to Likert Scale.

3- The effect of Gamification on teaching vocabulary: includes 6 questions according to Likert Scale.

4- The effect of Gamification on improving students' achievement: includes 8 questions according to Likert Scale.

5- The effect of Gamification on enhancing students' motivation towards learning vocabulary: includes 12 questions according to Likert Scale.

For the analytical part of the study, a questionnaire was specially designed to collect the data needed, as the main tool of the study.

*** Reliability and Validity of the tool**

The researchers checked the reliability and validity of the tool. The Cronbach alpha coefficient for the items of the tool is 0.995.

#	Criteria	Number of items	Cronbach Alpha Value	Comments
1	Application of gamification in teaching	12	0.995	Very Highly Accepted
2	The technical aspect of gamification	7	0.986	Very Highly Accepted
3	Effect of Gamification on teaching vocabulary	6	0.986	Very Highly Accepted
4	Effect of Gamification on students' achievement	8	0.963	Highly Accepted
5	Effect of Gamification on students' motivation	12	0.986	Very Highly Accepted
Total		45		

*** Statistical Processing**

We implemented quantitative statistical analysis through IBM SPSS software to find the following values:-

1- Frequency Analysis of all independent variables, which includes means and standard deviation.

2- The Stability of the Research Tool by finding Cronbach Alpha for all scales (Three in order scales from the Questionnaire and five rearranged scales).

3- Independent Samples T-tests were also done for independent variables and One Way ANOVA for independent variables to study the differences between the means of the respondents' answers to the different scales of our questionnaire.

*** Research Study Results & Discussions**

Question one: What is the effect of applying gamification in teaching vocabulary on improving the quality of learning in English classes?

The following statistical table illustrates the teachers' responses to question one:-

Aspect	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Application of Gamification in Teaching	Gamification increases the chances of keeping the effects of learning on the learners.	23	24	16	6	1
	Gamification helps students connect with other learning experiences	26	23	14	5	2
	Gamification helps students link with previous knowledge	25	24	16	4	1
	Gamification makes concepts clearer	27	23	14	5	1
	Gamification encourages students to proceed through logical sequences.	25	22	15	6	2
	Gamification improves the quality of learning.	28	22	16	4	0
	Motivates most of the students in the classroom.	28	23	15	3	1
	Gamification provides more chances for understanding new concepts in accordance with students' abilities.	20	22	16	10	2
	Gamification helps better understand new concepts than other learning theories.	23	26	16	4	1
	Gamification helps teachers easily provide students with resources.	25	25	17	2	1
	Gamification provides accessibility to enriching resources	22	25	16	5	2
	Gamification considers individual differences.	22	26	14	6	2

The overall teachers' responses show that 35% of the teachers strongly agree that applying gamification in teaching vocabulary improves the quality of learning in English classes, where 34% agree.

Question Two: What is the effect of applying gamification in teaching vocabulary on improving students' achievement in English?

The following statistical table illustrates the teachers' responses to question two:-

Aspect	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Effect of Gamification on students' achievement	Gamification enhances creative thinking and problem-solving.	30	26	12	1	1
	Gamification enhances research skills for students	19	26	18	5	2
	Students' performance is slower with gamification.	5	6	22	20	17
	Students' achievement became better with the use of gamification.	33	18	15	3	1
	Students' questions became more mature about vocabulary items with gamification.	31	25	12	1	1
	Gamification helps students to evaluate their performance easily.	40	22	5	2	1
	Gamification enhances students' knowledge and experience.	28	22	18	1	1
	Gamification indulges students within the context of English classes.	24	25	17	2	2

The overall teachers' responses show that 38% of the teachers strongly agree that applying gamification in teaching vocabulary improves students' achievement in English, where 30% agree.

Question Three: To what extent does apply gamification in teaching vocabulary increase motivation for High School students?

The following statistical table illustrates the teachers' responses to question three:-

Aspect	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Effect of Gamification on students' motivation	Gamification gains students' interests and therefore, motivates them.	36	18	12	2	2
	Students hand in a gamification-based assignment in time.	37	19	10	2	2
	Gamification creates a competitive atmosphere among students.	41	18	11	0	0
	Gamification helps shy students express themselves comfortably.	26	26	12	4	2
	Gamification enhances participation and teamwork while learning.	22	20	14	10	4
	Gamification increases motivation and participation during English classes.	35	16	13	3	3
	Gamification thwarts students and limits their participation.	1	2	13	26	28
	Game console and elements result in boredom after a while.	2	3	22	22	21
	Gamification decreases the stress that is common during traditional classes.	40	17	12	1	0
	Gamification creates a positive attitude towards learning.	33	22	12	2	1
	Gamification enhances students' self-confidence when they answer correctly.	35	23	9	2	1
	Gamification enhances students' self-respect when they level up or win.	36	22	10	1	1

The overall teachers' responses show that 41% of the teachers strongly agree that applying gamification in teaching vocabulary increases motivation for High School students, where 25% agree.

Question Four: Is there a significant effect for applying the strategy of gamification on the process of teaching vocabulary in High Schools?

The following statistical table illustrates the teachers' responses to question four:-

Aspect	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Effect of Gamification on teaching vocabulary	Gamification is as important as other teaching strategies in teaching new vocabulary.	33	19	15	3	0
	Gamification provides with real-life contexts for teaching vocabulary.	36	21	11	1	1
	Gamification helps with achieving the assigned objectives of a vocabulary lesson.	34	20	10	5	1
	Gamification adds amusement to teaching vocabulary.	40	12	15	3	0
	Gamification improves students' skills while using new technology.	30	27	10	3	0
	Gamification increases students' participation than other strategies.	35	24	9	1	1

The overall teachers' responses show that 50% of the teachers strongly agree that there is a significant effect for applying the strategy of gamification on the process of teaching vocabulary in High Schools, where 29% agree.

Dependent Variable: Effect of gamification in teaching vocabulary on motivation for High School students						
Factors with Independent samples T-test						
Factor	Group	Frequency	Mean	Std. Deviation	t	Sig-Value
Gender	Male	40	3.529	0.717	1.571	0.231
	Female	30	3.350	0.678		
Factors with ONE WAY ANOVA						
Factor	Contrasts	Sum of Squares	df	Mean Square	F	Sig - Value
Degree	Between Groups	46.604	3.0	0.535	1.138	0.009
	Within Groups	25.499	67	0.470		
Age	Between Groups	42.14	4	3.03	1.558	0.005
	Within Groups	26.0	66	0.077		

There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the third axis -applying gamification and its effect on increasing motivation attributed to

the variable: degree of the teacher (BA / MA/ Ph. D).

There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) related to the gender of the teacher and its effect on increasing motivation attributed to the variable: gender of the teacher (Male or Female).

There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) related to the age of the teacher and its effect on increasing motivation attributed to the variable: Age.

*** Conclusion**

The results of the study support the idea that introducing gamification has positive effects on students' motivation and achievement in acquiring vocabulary for secondary school students in East Jerusalem. Introducing gamification to our English classes helps students acquire vocabulary items naturally while engaged in funny relevant activities designed for specific goals. Through gamification, the traditional classroom atmosphere with its tension, boredom, the tyranny of a small group of active students, and withdrawal of shy or weak ones will all be changed into a

more healthy atmosphere characterized by vividness, vitality, and a high rate of participation. The teachers are no more the center of the process; on the contrary, it is the students' unconscious role to acquire what their teachers planned for through a careful designation of relevant activities to achieve specific goals.

The competitive atmosphere that gamification provides in classes is a positive and safe one. It might encourage shy students to move around, ask for specific information, repeat and finally achieve what they are supposed to acquire without feeling bored or shy. After all, it is their peers who are going to help them pass a certain level and keep the competition going.

It is clear that by applying this technique in our English classes in specific and in the school system as a whole, we are meeting the students' needs in this age of never-stopping technology.

Answering the questions in the introductory part of this paper, 1. *What is the effect of applying gamification in teaching vocabulary on improving the quality of learning in English classes?* 2. *What is the effect of applying*

gamification in teaching vocabulary on improving students' achievement in English? 3. To what extent does applying gamification in teaching vocabulary increase motivation for High School students? 4. Is there a significant effect for applying the strategy of gamification on the process of teaching vocabulary in High Schools?

Both the literature review and the results of the study support the questions above in that gamification improves the quality of learning. The majority of the reviewed studies concluded that gamification enhances motivation and therefore achievement.

*** Recommendations**

As long as the introduction of gamification helps vocabulary acquisition, as the results of this study indicate, this effect will exceed to influence other important skills of the English language such as reading comprehension and fluency which correlate highly with the level of vocabulary. Improving students' vocabulary will eventually affect students' achievement in English as a whole, as the results of the study affirmed.

We recommend that other in-depth studies be held to check the level of improvement on students' achievement in other skills and subskills of the language such as grammar, reading, writing, listening, and speaking.

We also recommend that studies tackle other school subjects like mathematics, science, history, and geography to find out whether the results agree with this study or not.

We recommend that school teachers be introduced through in-service training to different types of electronic platforms and gamification techniques to be able to master the skills of this seemingly future-prevailing technique which provides a potential solution for better achievement in school subjects.

We also recommend that gamification be applied as widely as possible to the different levels and school subjects after making sure it applies to them.

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