

DIGITAL GAMIFICATION IN HIGH SCHOOLS: A STUDY OF EFL TEACHERS 'PERSPECTIVES AND PRACTICAL DIFFICULTIES

الألعاب الرقمية في المدارس الثانوية: دراسة وجهات نظر المعلمين والصعوبات العملية

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ABSTRACT

This academic study explores Algerian high school EFL teachers' perspectives on digital gamification and its integration into English language instruction. Using a mixed-methods approach, data were collected from 17 EFL teachers in Relizane district through Google Forms and analyzed descriptively and thematically. The findings reveal that teachers frequently employ game-based and ICT-supported activities, mainly through Kahoot and Quizizz, particularly for teaching vocabulary, grammar, and writing. While participants demonstrated a clear understanding of gamified learning, many reported limited expertise in implementing it effectively and emphasized the need for professional training. Overall, the study highlights teachers' positive attitudes toward adopting digital gamification as an innovative teaching method and suggests the potential for future curriculum development based on gamified learning practices.

Keywords : *Digital gamification; Digital technology; EFL teachers; Gamified learning; Motivation*

ملخص

تهدف هذه الدراسة إلى استكشاف تصورات أساتذة التعليم الثانوي حول استخدام التلعيب الرقمي في تدريس اللغة الإنجليزية كلغة أجنبية بالجزائر، والكشف عن سبل توظيفه في العملية التعليمية. اعتمدت الدراسة المنهج المختلط، وشملت عينة مكونة من 17 أستاذًا للغة الإنجليزية بولاية غليزان تم اختيارهم بناءً على استخدامهم لاستراتيجيات تعليمية قائمة على الألعاب. جمعت البيانات بواسطة استبيان إلكتروني، وُحللت وفق المنهج الوصفي التحليلي. أظهرت النتائج أن الأساتذة يوظفون بانتظام الأنشطة التعليمية القائمة على الألعاب وتقنيات تكنولوجيا المعلومات والاتصال في تدريس المفردات والقواعد ومهارات الكتابة، كما يمتلكون فهمًا جيدًا لمفهوم التلعيب الرقمي. ومع ذلك، كشفت الدراسة عن وجود نقص في الخبرة التطبيقية لدى عدد من الأساتذة، مما يدفعهم إلى المطالبة بتدريبات متخصصة لتعزيز كفاءتهم في هذا المجال. يؤكد الدراسة أهمية التلعيب الرقمي كمدخل تعليمي مبتكر، وتوصي بتطوير برامج تكوينية تدعم دمج في تعليم اللغات الأجنبية.

الكلمات المفتاحية:

اللعب الرقمي، مدرسو اللغة الإنجليزية كلغة أجنبية، التكنولوجيا الرقمية، التعلم بالألعاب، التحفيز

1.Introduction

In an era marked by rapid technological and digital transformations, proficiency in the English language has become more than a necessity to meet the demands of the twenty first century education. Within the field of English as a foreign language (EFL) teaching , various pedagogical approaches and methods have emerged to enhance learners' engagement and learning outcomes ,including experiential learning, collaborative learning ,and game based pedagogy. In this regard, the integration of digital games in a non-game context into language instruction presents a promising avenue for the future of English language learning , as it is considered an effective instructional strategy .This approach aligns with the characteristics of digital natives and has demonstrated significant potential in facilitating English vocabulary acquisition as well as improving writing and speaking skills , particularly at secondary and higher education levels.Through the integration of realistic, simulation-based problem-solving activities, digital gamification facilitates the enhancement of essential cognitive skills in students, including critical thinking, logical reasoning, creativity, and effective problem-solving (Prensky, 2007)

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Despite an increasing amount of research investigating the pedagogical benefits and educational outcomes associated with gamified instruction, there has been relatively little focus on the roles and viewpoints of teachers concerning its implementation in the classroom. Since teachers' beliefs, attitudes, and experiences are vital elements that affect the successful integration of gamification, this lack of empirical investigation signifies a notable deficiency in the existing literature. To fill this void, the current study examines the perceptions and experiences of high school English teachers regarding the application of digital gamification in language instruction across various high schools in the Relizane district. It assesses the effectiveness of digital games as a teaching strategy and records the challenges that teachers face when incorporating digital games into their curricula. This academic paper seeks to address the following questions.

1-What are the perceptions of high school teachers regarding the implementation of digital gamification in English language instruction?

2-What benefits do teachers identify when integrating digital gamification into their EFL teaching?

3-What obstacles do they encounter when incorporating digital tools into their classrooms?

By situating these questions within the identified literature gap, the study contributes both empirically and conceptually to the discussion of the potential of digital gamification in secondary education. This research offers multiple contributions to the field of secondary English language education by presenting evidence regarding both the efficacy and the obstacles associated with the implementation of digital gamification in high school EFL classrooms. While existing research highlights the motivational value of gamified learning environments, fewer studies critically examine their real classroom application within secondary education contexts. By examining measurable learning outcomes alongside teachers' perceptions, an area

that was underrepresented in prior studies ,it offers a balanced and context sensitive understanding of gamification in practice.Furthermore ,it advances discussions in digital pedagogy by bridging the gap between game mechanics and language learning objectives in secondary education.Ultimately, the findings provide evidence –based insights to inform pedagogical decision-making, teacher training, and future research on technology-enhanced EFL instruction at the High school level.

2.Literature Review

2.1.Game-Based Learning, Digital Game-Based Learning, and Gamification

Game-based learning (GBL) has attracted sustained attention in educational research due to its potential to enhance learner engagement and learning outcomes. Within this broad paradigm, digital game-based learning (DGBL) has emerged as a distinct instructional approach that integrates digital games into teaching and learning processes with explicitly defined educational objectives (Mayer, 2016; Reinders, 2012).

One frequently referenced definition of digital game-based learning is offered by Tang, Hanneghan, and El Rhalibi (2009), who characterize it as "the innovative learning approach derived from the use of computer games that possess educational value or various types of software applications that utilize games for learning and educational purposes such as learning support, teaching enhancement, assessment, and evaluation of learners" (pp. 34–35). This definition underscores the pedagogical intent inherent in DGBL, highlighting that learning outcomes are fundamental to the design and execution of game-based activities. Consequently, digital game-based learning can be perceived as any type of gameplay integrated within instructional settings that is explicitly aligned with educational objectives. Previous studies have shown that learners can gain domain-specific knowledge and skills through engagement with digital games and educational software applications (Marklund & Taylor, 2016; Plass, Homer, & Kinzer, 2015; Razak, Connolly, & Hainey, 2011).

In addition to game-based learning and digital game-based learning, the notion of gamification has gained significant traction in educational environments.

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Gamification has been embraced as a strategy to enhance learners' creativity and productivity (Johnson et al., 2014; Turan et al., 2016) as well as to boost cognitive engagement (Lim, Nonis, & Hedberg, 2006; Spires et al., 2011). Although the terms game-based learning, digital game-based learning, and gamification are occasionally used interchangeably, they denote conceptually distinct methodologies despite their common emphasis on innovation and learning outcomes. The initial applications of the term gamification can be traced back to the early 2000s; however, it did not achieve widespread recognition until, approximately 2010 (Groh, 2012). Since that time, gamification has been implemented across various fields, leading to differences in its definition. From an educational standpoint, a frequently cited definition conceptualizes gamification as "The application of game-based mechanics, aesthetics, and game thinking serves to engage individuals, inspire action, facilitate learning, and address challenges" (Kapp, 2012, p. 10). This definition highlights a significant difference between gamification and game-based learning methodologies. While game-based learning and digital game-based learning utilize games directly as educational activities, gamification involves the integration of specific game elements; such as points, leaderboards, or badges; into non-gaming educational settings. In essence, gamification employs game design principles within the learning process itself, rather than incorporating an actual game into the instructional framework, as noted by Holmes and Gee (2016),

Gamification is frequently perceived as a motivational strategy that utilizes game elements to enhance learner engagement. This distinction has been clearly articulated by (Al-Azawi, Al-Faliti, & Al-Blushi, 2016), who contend that "gamification transforms the entire learning process into a game, whereas game-based learning involves the use of games as components of the learning experience" (p. 134)

2.2.Theoretical Underpinnings of Gamification

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The incorporation of game-like elements and mechanics into educational settings has a rich history, tracing back to the early 1900s; nevertheless, the term gamification only became widely recognized in the late 2000s as educators began to appreciate the potential of integrating game-based elements into non-game learning contexts. The theoretical underpinnings of gamification in education are based on well-established psychological and educational theories that elucidate its effectiveness. From a behaviorist standpoint, operant conditioning theory posits that reinforcement mechanisms, such as rewards and feedback, can influence learner behavior and facilitate learning (Skinner, 1953). In addition to this perspective, self-determination theory highlights the importance of intrinsic motivation, suggesting that autonomy, competence, and relatedness are crucial for maintaining learner engagement in gamified settings (Ryan & Deci, 1985). Additionally, constructivist theories highlight learning as an active and experiential process, aligning closely with the interactive and participatory nature of gamified instruction (Piaget, 1950; Vygotsky, 1978). More recently, technological advancements—including artificial intelligence, adaptive learning systems, virtual reality, and blockchain—have extended the theoretical and practical scope of gamification by enabling personalized, immersive, and credential-based learning experiences (Gee, 2003).

2.3. Teachers' Perceptions of Digital Gamification :

EFL high school teachers' perceptions of digital gamification are closely tied to their understanding of its pedagogical value and practicality in the classroom. Educators who are confident in using digital tools often view gamified activities—such as points, levels, instant feedback, leaderboards, and collaborative challenges—as effective strategies to enhance learner engagement, motivation, and performance (Huang & Soman, 2013; Sodiq et al., 2021). They indicate that gamification fosters a vibrant and engaging learning atmosphere, promoting active involvement, prolonged focus, and a willingness to take risks. Teachers also highlight the capacity of

gamified activities to foster healthy competition and peer cooperation, supporting both cognitive and social aspects of learning (Kabilan, Annamalai, & Chuah, 2023). However, teachers’ readiness to adopt gamification is influenced not only by perceived benefits but also by their digital competence, prior experience, and confidence in integrating gamified tools effectively into language instruction, while developing new language abilities.

2.4 .Challenges in Implementing Digital Gamification

Despite recognizing its educational potentials, teachers face several challenges in implementing digital gamification. Limited technological infrastructure—including insufficient devices, unstable internet, and lack of functional software remains a primary barrier, particularly in under-resourced contexts (Asilestari et al., 2020). Insufficient training and professional development further constrain adoption, as teachers may feel unprepared to design, manage, or evaluate gamified activities effectively (Zhang, 2022). Practical challenges such as large class sizes, restricted instructional time, and workload pressures exacerbate these difficulties. Additionally, institutional factors, including limited administrative support and lack of structured guidance, can hinder consistent and pedagogically meaningful implementation. These interrelated challenges highlight that ,although gamification has the potential to improve engagement and educational results, its effective implementation relies on sufficient resources, the proficiency of educators, and the presence of supportive institutional frameworks.

3. Methodology

3.1. Research design:

This scholarly research employed a mixed-methods strategy, incorporating an online survey that combines close ended with open ended questions to capture both breadth and depth in teachers’ perspectives. The research was conducted with17 EFL high school teachers from public secondary schools. by integrating both qualitative

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and quantitative methods, the study ensures a balanced exploration of both trends and detailed insights into teachers' real experiences.

3.2. Participants:

The participants consisted of 17 EFL teachers from different public high schools (Directorate of education Relizane) responsible for first- and second-year students selected purposively based on their experience with digital tools specifically game-based ones also on their insights from real classroom experiences

3.3. Instruments:

The tool employed in this study to collect data was a structured questionnaire divided into 6 sections: (1) Background information, (2) teaching experience, (3) teaching practices, (4) attitudes and Perceptions toward digital gamification, (5) Challenges in implementing digital gamification 6) open ended questions to elaborate more on their insights and practices.

3.4. Data Collection Procedures:

Data were gathered using an online questionnaire that was distributed to EFL teachers. This instrument aimed to explore teachers' perceptions and opinions concerning the use of digital games as a teaching strategy in the classroom. Before participating, respondents were briefed on the study's objectives, and their informed consent was secured. The questionnaire was conducted online, enabling participants to fill it out at their convenience. Ethical considerations were rigorously upheld throughout the research process; participants' anonymity was guaranteed, and the confidentiality of their responses was preserved at all stages of the study.

4. Results and Discussion

4.1. Results:

4.1.1. Analysis of the Questionnaire

The aim of the questionnaire was to collect insights and opinions from high school teachers, regarding the use of digital games in EFL lessons. It was divided into five key sections: background information about the participants; teaching

strategies in their classes, including the use of gamification; their perceptions of its usefulness; and the difficulties they encountered when putting it into practice. An open-ended question about the effectiveness of digital games as an instructional approach to teaching English in high school context, was included at the end .The results are detailed in the ensuing subsections.

Section one: Sample Population Background Information

The sample consisted of sixteen high school teachers from the Relizane district. Among them, four were male (25%) and twelve were female (75%). Most participants were between 25 and 35 years old. Regarding the field of expertise, over most of instructors specialize in didactics, followed by 18% in applied linguistics and 7% in literature.

Section two : Teaching Practices and beliefs

The second section of the questionnaire examined teachers’ incorporation of digital games in their courses as instructional strategy. Additionally, it aimed to find out which digital application teachers rely on most frequently in their courses. It sought to identify their views about the attitudes of their learners in gamified based lessons .The last question targeted their opinion if they have ever received any training in the implementation of digital gamification

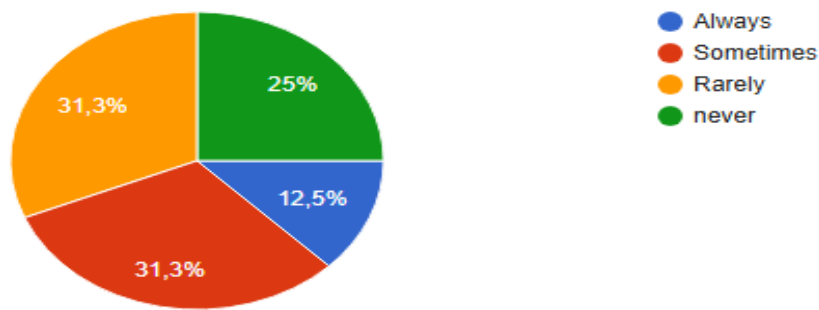


Figure 1: Frequency of educators' utilization of digital gamification in language teaching

1. The results indicate that high school teachers in those schools frequently incorporate games in their teaching .12% of the teachers claim that they always integrate games in their lessons while the other 31% report that they sometimes use games as a part of their grammar and vocabulary lessons. In contrast, 31 % report using game on a rare basis . while 25% say that they never rely on digital or classical games in their teaching context.

2- The second question of the second section asked supervisors to determine which platform they usually rely on while teaching. The findings show that 35% prefer using Quizizz while 28% like using Kahoot. Some teachers prefer using Duolingo, Wordwall, Classcraft with 7% for each. One teacher reported not relying on those platforms rather using classical games in his lessons. The table below will show the results in detail:

Gamification platforms	Percentage of use
-Kahoot	28.6%
-Quizizz	35 .7%
-Duolingo	7.1%
-Classcraft	7.1%
-Wordwall	7.1%
-I did not use them	7.1%
-Others	7.1%

Table1 :The platforms commonly used by teachers in their courses
The Source : (Benmohammed, Benghalem, & Nasri, 2026)

3. The third question of the second section questioned teachers whether they received any training in teaching with digital gamification. As shown in Figure 2, the majority of teachers (**81.3%**) report that they have not received any formal training in digital gamification that aligns with their objectives and class needs. Only three educators from the entire sample, assert the implementation of gamification in their teaching practices, specifically those employed in both public and private

educational institutions where gamification and various other techniques are commonly utilized.

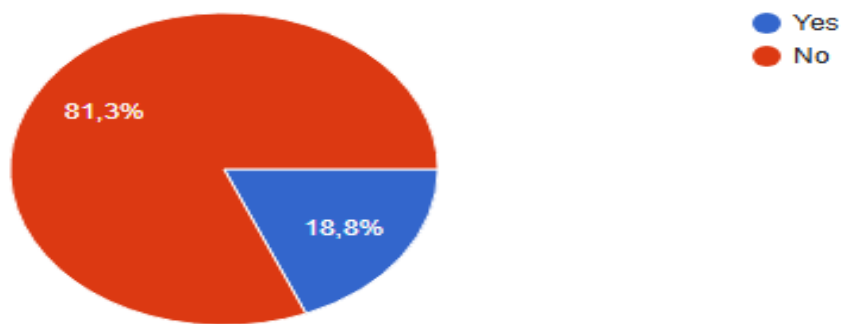


Figure 2: Teachers' views about the training in digital gamification

4-The fourth question to teachers was about their learners' perceptions about the implementation of digital games in the lessons. As expected, (40%) of teachers perceive that their learners found games highly motivating and engaging, while over half of them (53.3%) ,see that their learners regard games as enjoyable and useful. Only one teacher cited that digital games are demotivating, time wasting and meaningless while no one, believe it makes confusion and distraction from the lesson. The graph gives the results as follows:

Section 3: Teachers' attitudes and perceptions towards the use of digital Gamification

1. The third section of the questionnaire given to teachers explores their perceptions of incorporating games in language teaching. It focuses on benefits associated with its implementation such as learners' motivation, engagement in the session and its effects on skill development. The section ends with questioning them about the utility of combining both classical and digital games for better learning in the EFL classroom. The first question aimed to identify teachers 's views about the impact of digital gamification on learners' engagement. As illustrated in the bar graph, the results demonstrate that 75% of educators agree that digital games are such an

efficient tool that drives learners' engagement in the class while three teachers assume their neutrality concerning this issue. Only two teachers (18.75%) strongly disagree that games stimulate engagement.

1-Strongly disagree 2- Disagree 3-Neutral 4-Strongly agree 5- Agree

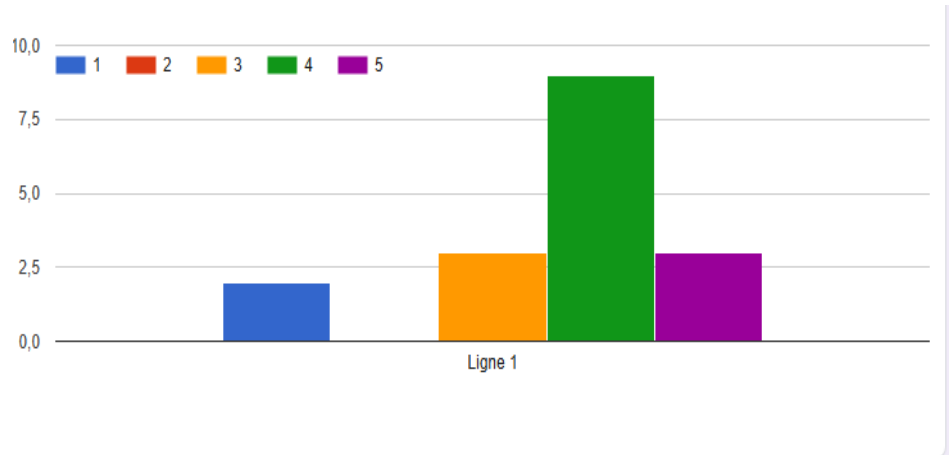


Figure 3:Teachers' perceptions about the related impact of digital gamification on learner's engagement

The Source : (Benmohammed, Benghalem, & Nasri, 2026)

2-In relation to vocabulary retention, another question in the third section asked teachers about the impact of using games on retaining vocabulary effectively. According to the findings, (81.25%) of teachers agree that digital gamification helps learners memorize and retain vocabulary effectively. While the minority of them disagree about its usefulness, one teacher was neutral concerning the effect of games on vocabulary retention. The graph presents details as follows:

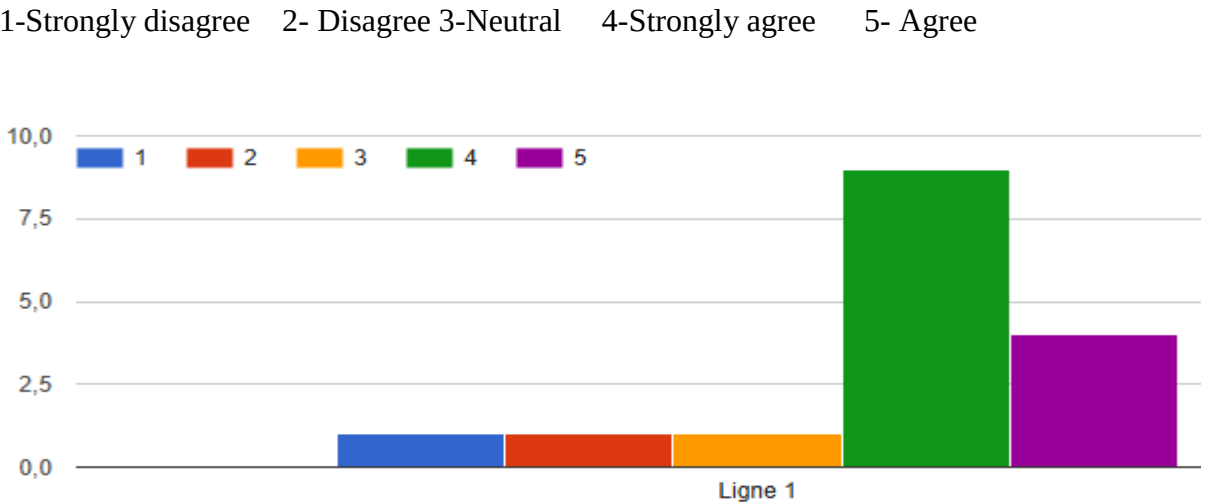


Figure 4: Teachers’ views regarding the impact of digital gamification on learners’ vocabulary retention

The third section ended with a question that seeks to identify teachers’ perceptions about the utility of combining both classical and digital games in language instruction .The findings show that nearly (81.5%) perceive this combination as effective and contributing to better learning outcomes. Two teachers (12.5%) show their neutrality concerning this combination while, only one teacher (6.25%) strongly disagrees about the benefits of combining classical with digital gamification.

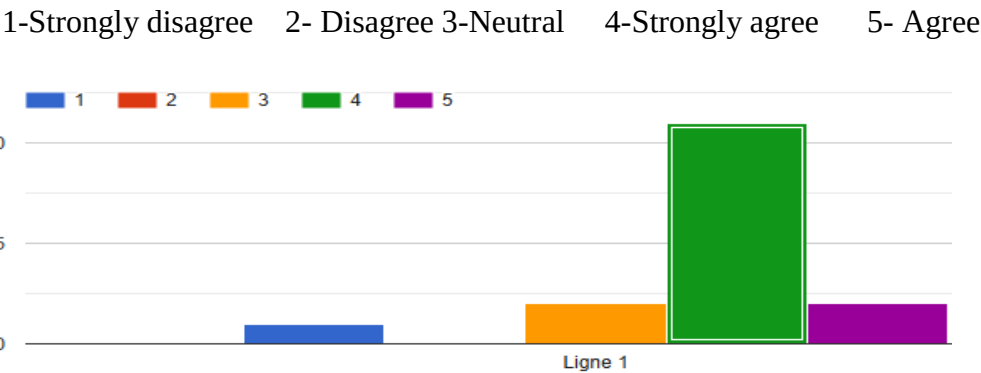


Figure 5: Teachers’s perceptions of the benefits of combining both classical and digital gamification in EFL context.

Section 4: Challenges that hinder the implementation of digital Gamification

This section explores the challenges that high school teachers usually confront when trying to incorporate digital games in teaching their lessons .Such challenges which hinder successful implementation include (lack of formal training , difficulty of assessment, poor connectivity and syllabus requirements)

The first question of the fourth section of the questionnaire aimed to identify teachers ‘s views concerning technology infrastructure as a barrier that impedes the use of digital games. Most teachers (75%) agree that technology infrastructure represents an obstacle in the Algerian context. While one teacher strongly disagrees with the stated view, three teachers (18.75%) were neutral about this matter. The graph shows the results in detail:

1-Strongly disagree 2- Disagree 3-Neutral 4-Strongly agree 5- Agree

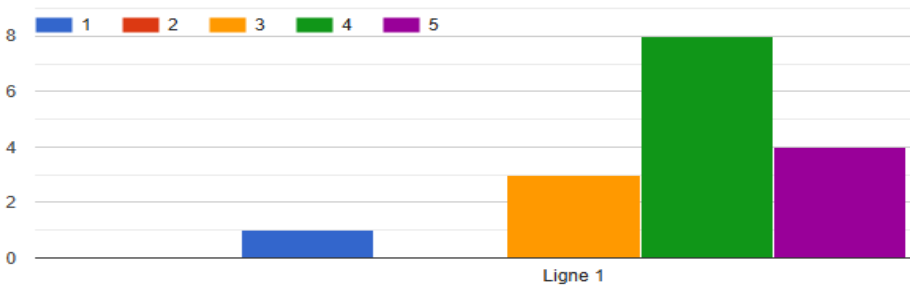


Figure 06: Teacher’s views concerning technology infrastructure as a barrier to the implementation of digital gamification

The second question in the fourth section of the questionnaire inquired whether teachers have undergone any formal training regarding the use of digital gamification as part of their professional development. Eleven teachers strongly agree that formal training is essential for the effective implementation of digital

games in the classroom. Three teachers claim to have already received training in the use of digital games, while one expresses some reservations about the training. The findings are illustrated in the following graph:

1-Strongly disagree 2- Disagree 3-Neutral 4-Strongly agree 5- Agree

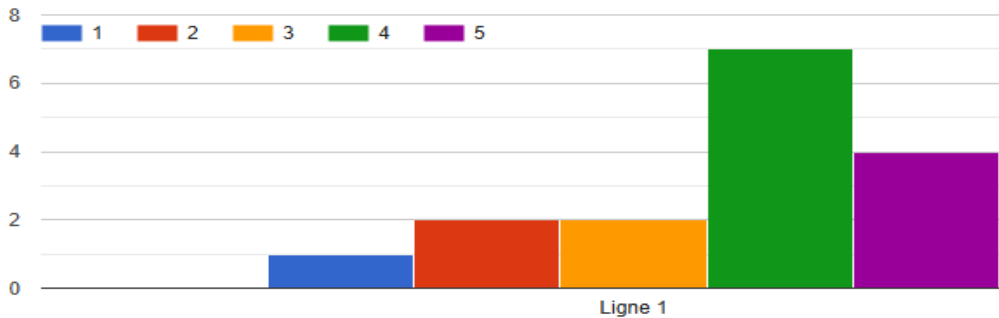


Figure 07: Teachers‘ views about the training in digital gamification

-Another question from the fourth section of the questionnaire aimed to question teachers about preparing game-based lessons and whether it takes time and efforts. Most teachers (75%) claim that digital game-based lessons require too much efforts and time while the already mentioned three teachers (18.75%) disagree that the preparation requires much efforts and time. Only two teachers were neutral concerning the issue of game-based lessons’ preparation. The bar graph below shows the results as follows:

1-Strongly disagree 2- Disagree 3-Neutral 4-Strongly agree 5- Agree

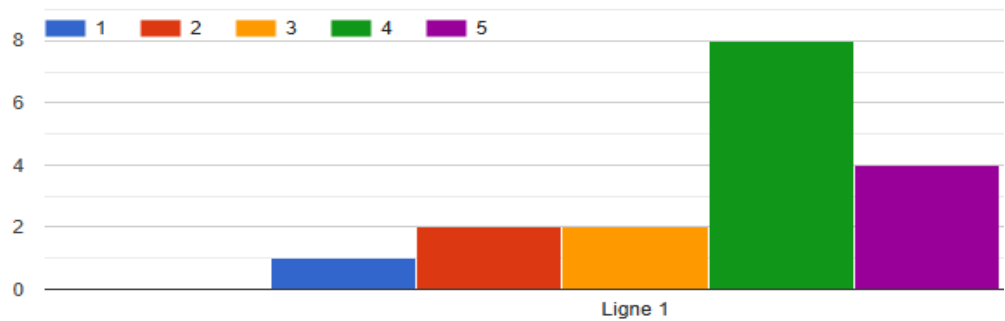


Figure 08: Teachers' Attitudes Toward the Time and Effort Involved in Developing Digital Game-Based Lessons

4.1.3. Section 05: Open-ended Questions

This section further explores in depth views of teachers about the benefits and challenges in implementing digital gamification in language instruction in addition to, their recommendations to effectively use digital gamification in the context of teaching English at high schools.

The responses of teachers to the three open-ended questions were examined through thematic analysis. This process included becoming acquainted with the data, identifying recurring concepts, and organizing related codes into over-reaching themes. Three primary thematic categories were identified: perceived advantages, perceived obstacles, and proposed enhancements concerning the integration of digital games in educational lessons

4.1.4. Perceived benefits of using digital Gamification in language instruction

Educators recognized multiple advantages linked to the implementation of digital gamification in their instructional practices. A prominent one is enhancing students' engagement and motivation, with most respondents noting that the use of digital games raises interest and participation in the classroom activities. Teachers also highlighted that it improves learning outcomes, stating that games helped students

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learn easily at their own pace, while being in an enjoyable and supportive atmosphere. Some participants emphasized the role of digital games in promoting collaboration and critical thinking, as students were often required to work together and solve problems during gameplay. Additionally, some teachers stated that the use of digital games contributes to skill development (reading, writing, speaking, listening) as one teacher said « using digital gamification enhances student's skills and creates innovative learning environment »

4.1.5. Challenges in Implementing Digital Game-Based Learning

Despite acknowledging the benefits, educators reported a number of challenges that impede implementing digital games in EFL lessons. The most frequent challenge was the absence of technology infrastructure including digital devices (tablets, projectors, ...) and poor connectivity. Most teachers believe that technology becomes a hindrance when teachers want to use digital gamification as an innovative instructional strategy in the Algerian context. Another significant challenge observed by most teachers is the lack of training, indicating that they need digital literacy and skills to effectively employ gamification for educational purposes. One teacher said « The adoption of digital games as an innovative teaching approach requires building teachers and learners' digital literacy and providing equipment ». Most teachers stated that overcrowded classrooms in Algerian high schools is particularly a major obstacle toward its successful implementation, there is an inability to manage digital game based lessons in such conditions that turn the game to a distraction rather than a source of learning. Teachers also noted that the time allocated to syllabus coverage in high schools doesn't allow teachers to prepare and implement digital gamification in EFL classes successfully.

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4.1.6. Teachers' Suggestions for Improving the Use of Digital Games in high school context.

In terms of recommendations, the participants proposed several strategies to enhance the effective integration of digital games in education. A common suggestion was to offer formal training as a component of teachers' professional development, aimed at improving their digital literacy. The latter helps teachers to plan and manage digital game-based lessons effectively. Participants also suggested the need of designing syllabus in which tasks based on games are integrated within those syllabi to efficiently reduce planning and preparation time. Furthermore, improving technological infrastructure and institutional support was emphasized as essential for the sustainable integration of digital games in classroom practices. One teacher said « In the 21st century education, gamification becomes a reality, our institutions should lay the groundwork for its successful implementation ». Furthermore, improving technological infrastructure and institutional support were emphasized as essential for the sustainable integration of digital games in classroom practice.

4.2. Discussion

The results of this research offer significant insights into the perceptions of high school EFL teachers concerning the application of digital gamification in language instruction. In general, the findings suggest that a majority of teachers possess favorable attitudes towards the incorporation of digital games in EFL classrooms, especially because of their educational and motivational advantages. Nevertheless, the research also highlights various obstacles that could impede the successful execution of gamification. Although the frequency of use varies among teachers, many reported incorporating digital games into their teaching activities. Some use them regularly in grammar and vocabulary lessons, while others employ them more occasionally. This variation suggests that gamification has not yet become a fully established instructional approach, despite its clear advantages.

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Teachers who use digital games often rely on accessible platforms such as Quizizz and Kahoot, which provide instant feedback and interactive learning experiences.

The findings also demonstrate the role of digital gamification in increasing students' motivation and engagement. The majority of educators concurred that games enhance students' engagement and involvement. Self-Determination Theory, which highlights the significance of intrinsic motivation in the learning process, provides insight into this phenomenon. As per the theory, when educational settings address students' requirements for relatedness, competence, and autonomy, their motivation is significantly improved. Digital games frequently satisfy these needs by offering prompt feedback, well-defined goals, and chances for collaboration. As a result, there is a notable rise in student engagement and their readiness to take part in language-related activities. Additionally, the findings suggest that gamification supports language retention. Many teachers reported that game-based activities help students memorize vocabulary and language structures more effectively. This may be attributed to the repetitive and contextual nature of digital games, which provide an enjoyable and interactive way to practise language skills. Moreover, most teachers believed that combining traditional and digital games could further enhance learning, indicating that gamification is viewed as an auxiliary resource instead of a substitute for traditional teaching techniques.

Despite these benefits, several challenges were highlighted. A major barrier is the lack of technological infrastructure, including limited access to devices, insufficient classroom equipment, and unstable internet connectivity. Another significant issue is the absence of formal training; many teachers stated they had not received professional guidance on effectively implementing gamified learning, which can affect their confidence and ability to design meaningful activities. Teachers also noted that creating gamified lessons often requires substantial time and effort, especially in classrooms with tight curricula. These constraints may discourage regular use of digital games despite their benefits.

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To sum up, this study indicates that teachers view digital gamification as a valuable teaching strategy that can enhance motivation, engagement, and vocabulary development. However, successful integration in EFL classrooms requires greater institutional support, including improved technological resources and professional development programs to help teachers implement gamified learning strategies effectively.

5.Conclusion

The integration of game-based learning within school education is characterized by an ongoing effort among researchers to elucidate and grasp its comprehensive essence, particularly its influence on enhancing student motivation during classroom activities. The principal outcomes of the study revealed a significant inclination among high school educators, indicating a promising pathway for the advancement of education in Algerian high schools. Nevertheless, to fully harness the potential of digital game-based learning, it is essential to foster well-coordinated initiatives from all sectors of the educational community. This encompasses not only educators but also students, syllabus developers, and stakeholders who must contribute to overcoming the obstacles that hinder the effective implementation of digital games as a pedagogical strategy in the high school environment. Addressing technical challenges and offering formal training are crucial, as this empowers teachers to develop the requisite skills and knowledge for the successful integration of digital games into their instructional practices. Ultimately, additional research and development are necessary to comprehend the effects of this digital gamification on learning outcomes and to refine methodologies as empirical insights are gained. Our focus on these domains aims to transform the educational framework into a dynamic, interactive, and engaging model that leverages gamification to meet the evolving demands of 21st-century digital natives.

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