

THE IMPACT OF GAMIFIED BLENDED LEARNING ON ENHANCING STUDENTS' ENGLISH LITERATURE LEARNING

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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. This study aims to investigate the impact of gamified blended learning (here after GBL) on enhancing English literature learning for the 11th grade in selected governmental schools in Jerusalem Suburbs Directorate. The sample consisted of (109) students from both genders. The researcher adopted the mixed-method design to accomplish the goals using four instruments, an achievement test (pretest and posttest), 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. The researcher used means and standard deviations to analyze the results of the two achievement tests and the ANCOVA test. Whereas Cronbach's Alpha is used to check the reliability of each item of the questionnaires. Data showed the suitability of the instruments for the study. The achievement test results show differences between the experimental and controlled groups in favor of the experiment groups. This means that using GBL enhances students' achievement in learning English Literature. At the same time, the result of the two questionnaires' (Motivation and Perception) analysis showed the result in favor to the experimental group in the post distribution. This means that using GBL in teaching English literature enhances students' achievement, motivation, and perception of English literature. Results of the interview indicates 1 theme, and 3 sub-themes. They revealed that using GBL in teaching English literature enhanced learning outcomes finally, the study recommended that teachers should use more game elements such as levels and leaderboard to increase students' motivation and enhance their classroom interaction.

Keywords: Gamification, Blended Learning, English Literature, Achievement

INTRODUCTION AND BACKGROUND

The rapid evolution of technology has positively impacted different domains, including education. Technological developments have changed the structure of the learning environment. Nowadays, the learning environment has been changed into a blended environment with face-to-face and online via web-based learning activities. In education, there are tendencies to establish a blended learning environment to enhance and promote learning. Related pieces of research on blended learning reported the importance of putting these two environments into practice (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. Many examples of online social networks include MOOCs and learning management systems LMS.

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, we acknowledge that there are 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 games in teaching help, students learn more new vocabulary than the traditional way.

Particularly, gamification is one of the most popular ideas in English language learning literature is the application of gamification. It aims to include game elements in a non-gaming context to increase students' interaction. Gamification has been widely observed in learning English around the world. It made the teaching and learning process more interactive and enhanced the learning outcomes, especially regarding language teaching (Van et al., 2021).

Sanchez et al. (2017) revealed that gamification had been widely used in education to understand the connection and provide empirical support in this field, which has been applied in gamified literature such as Pei (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 platform helps students engage in the learning process (Zainuddin, 2020). Since gamification is an entertaining instructional method, teachers have used it to build bridges between theoretical learning and application. Valtonen et al. (2021) said that gamification offers students the chance to participate, compete, and cooperate in the learning process.

Introducing technology in education is unavoidable and necessary simultaneously from primary to university levels (Nistor et al., 2018). The use of computers in language instruction is a growing tool in everyday teaching in parallel with the increase in technology usage. At the same time, teachers depend more and more on ICT in teaching and learning because emerging ICT in teaching will not let students lose their interest easily. Using letters, pictures, and audio instruction through game elements would benefit the students in learning the correct way of pronouncing the words and help them to learn better. The benefit of using the aforementioned is expected to facilitate students' learning.

Therefore, learners' motivation to learn was decreased (Wu et al., 2022). Teaching and learning English is a basic demand in today's world. It is generally accepted that many scholars in previous literature have discussed the importance of using literature in English class. Several theories have been proposed for English learning, some focusing on learning traditionally and others on using technology. Meishar and Topal (2021) pointed out that teaching literature in the classroom provides a similar context to real-life situations.

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 teaches literature to help his students to become more confident. He should employ technology in teaching to achieve what they have mentioned earlier.

Based on the preceding, the teacher needs to motivate students to learn to carry out learning activities effectively. In the educational field, Gamification has played a

significant role in enhancing learning and increasing students' motivation and achievement. Most schools encouraged using gamification by rewarding students with rewards and points to stimulate their motivation and raise their achievement. According to Wu (2022), game elements enhance students' behavioral and cognitive aspects. This led to the ability to retain knowledge and skills. In addition, gamification helps students to face failure that revolves around learning. Using game elements in class help students to challenge themselves and work with others to solve many educational challenges. It helps to enhance their performance and learning outcomes. A study by Aljrawi (2019) showed a difference in the mean score of posttest academic achievement between the control and the experimental groups in favor of the experimental group. This means that gamification can enhance students' achievement, and the aspiration to learn is much higher than before (AISadoon, 2022).

Study Question

The current study aims to investigate the effectiveness of gamifying blended learning in enhancing English literature learning, specifically learning English Literature. Based on the highlighted gap, this study answers the following research questions:

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

Study Hypothesis

1. 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' English literature achievements

Study Methodology

This study adopts self-determination theory to design gamified blended learning. As mentioned in the study gap, most studies adopted different models, while others randomly adopted gamification in learning environments without adopting any instructional design.

Table 1: Description of the used game elements and their benefits (Denden et al., 2021)

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.

Designing Gamified Course

Denden et al., (2021) pointed out that designing gamified course according to students' gender and personality consider a hard and challenging work. There are individual differences may affect the designing. The experience of the researcher started from choosing to teach her students English Literature. She decided to do that because literature is still teach by lectures. English literature is like a small window, students look through it to learn 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 class and on Moodle platform (see figure 1).

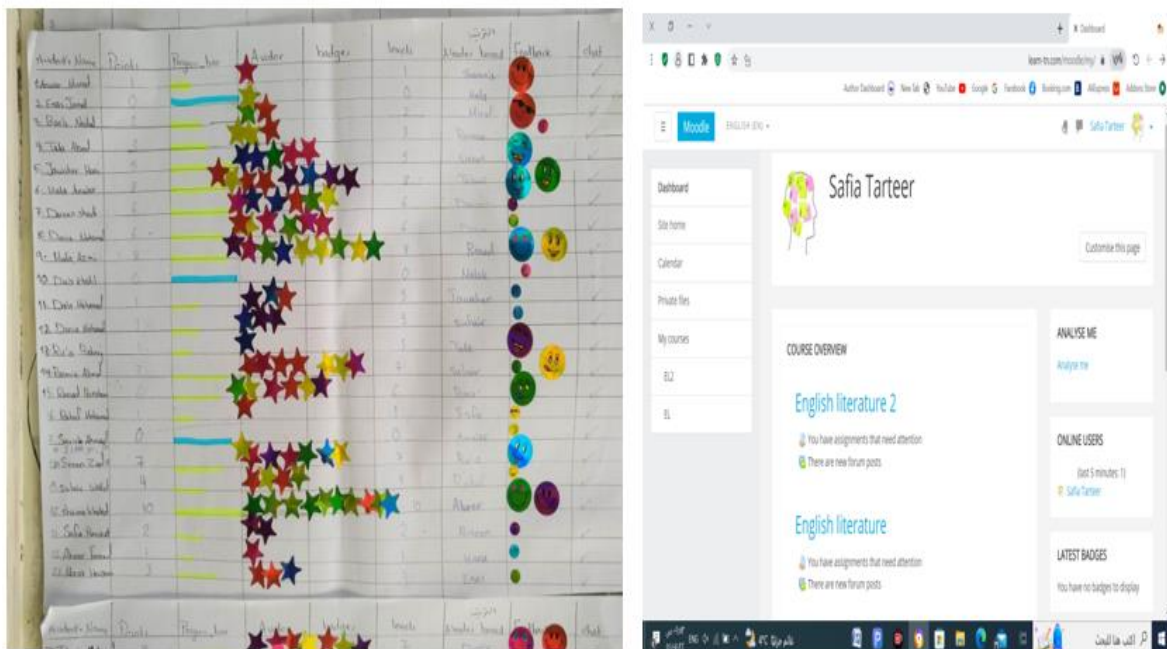


Figure: 1 Gamified Blended Learning In Online and Offline

The researcher gamified the online learning environment by adopting Moodle to teach through. She adopted Moodle because it allows the integration of game elements such as badges and leaderboards. The researcher designed the two learning environments depending on the theory of self-determination. Because it contains three intrinsic psychological needs (see figure 2).

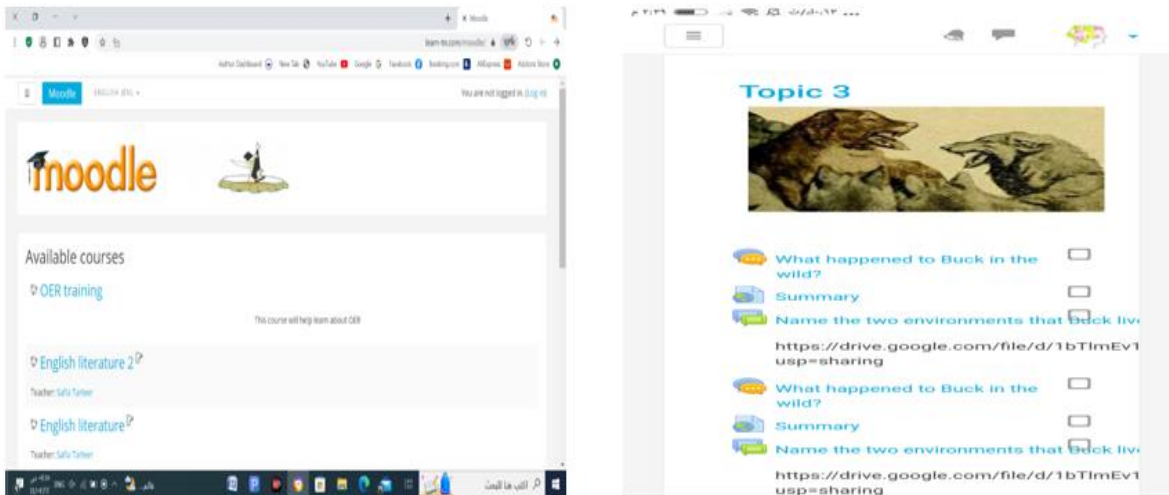


Figure 2: Moodle with English Literature Exercise in the Two Learning Environments

She added material from the English Literature textbook. She added also the game elements as rewards for each student who answer any question or do the task correctly. She gamified the classroom by using the eight game elements on the poster in front of the students. She gave the students tasks. They answer and get a point (star). On Moodle, students did the task or the activity and already get a game element (point). After gaining a suitable game element from the student, the result appeared on the leaderboard (see figure 3).

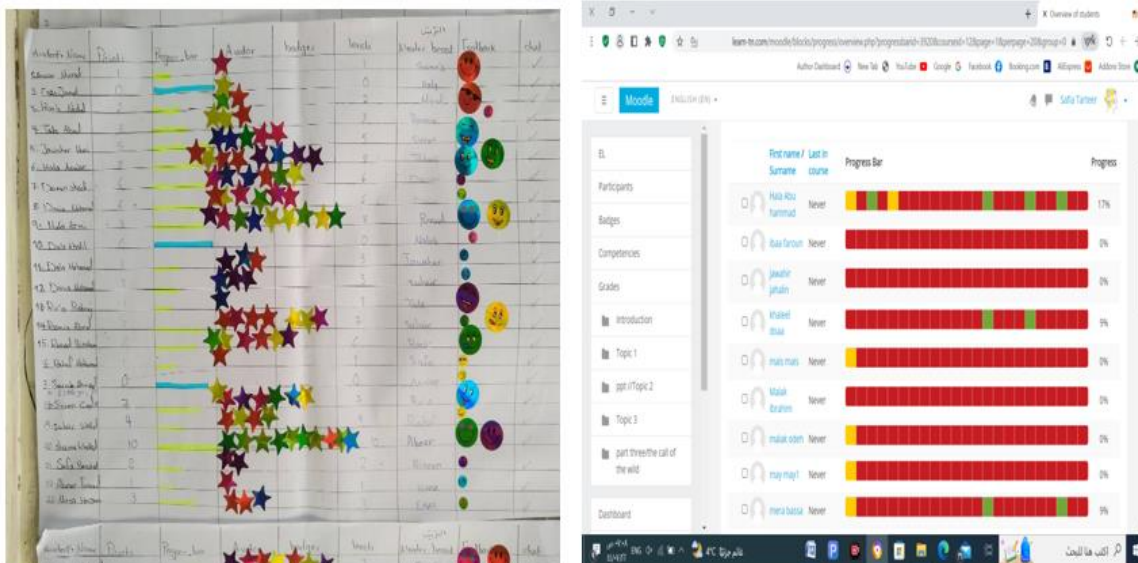


Figure 3: Points and Leaderboard

Additionally, she gamified the offline learning environment by making a leader board like a poster. She added the students' names and added the name of each game element.

Any student who does the task or answer any question gain a suitable game element. Game elements appeared on the leaderboard in front of the students. She rewarded them after competing each task.

Each game element that used by the teacher has a special function to develop the student's intrinsic motivation. For instance: Points were used to show students' contribution. Levels were used to show students' expertise. Leaderboard were used to show students' performance. While progress bar to show students' progression. Badges to show students' achievement. Then feedback to show students' performance. In addition to the chat to complete the given goals (Denden et al, 2021).

Students had the challenge of collecting points to reach the next level. Thus, students could see themselves going up on the board, and they will have the chance to win. They got feedback every week. Students got 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. The progress bar to make the course is meant for students. They should see their progress toward the course goal (Nikmah, 2020). Therefore, a colored progress bar was implemented to add weekly activities.

An unfinished activity was colored blue, while a finished activity was yellow. Upon receiving feedback on an activity, it was colored green. This could give students a sense of progression in the course. Finally, in chat, students could discuss and collaborate with their friends or help them if they had any inquiries. In addition, to motivate students to complete the required goals, they would receive several points once they had achieved them as recommended (Vera, 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.

On the other hand, the teacher taught the controlled group in the two learning environments but without the game element; without gamification. She opened another class on Moodle without game elements and taught the students. Any student who does the task or answer the question rewarded by the teacher without any game element. In the same time, the teacher taught the controlled group in the offline learning environment. Any student who does the task rewarded by the teacher but without the leaderboard or the game element.

Gamified Classroom Learning

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

- **Points:** Points are how much stars did students collect during their learning. In classroom environment, students count the stars and write down how many stars under points' title. When they do the task, they get a star (point).
- **Levels:** Each class contains different level from easiest to hardest. Students collected many points to complete the level. In classroom, the teacher ordered each student according to the number of the points they got. She gave them

numbers; anyone who collect more comes first. The students finished the level and starts the next one and so on.

- **Badges:** After the students finish a complete level, they got a badge that he chooses. They may get a cup or a smile 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 avatar will be after a certain task or an activity. Students are free to choose an avatar; it was smiling face or stars.
- **Leaderboard:** It is like a leader or a rank; students were ordered according to the points they got. Any student 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 completed his task and the blue for not finished task.
- **Feedback:** It was the praise and rewards to students who completed all levels and got the highest points than others. It contains from oral and written notes to all students on their work.
- **Progress bar:** Like the leader board but in progress bar any students who completed his weekly task got the yellow color line but if he doesn't complete it, he got the blue line.
- **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. The process of working came as follow:

PROCEDURE (LEARNING PROCESS)

In face-to-face, the teacher presented the Gamified content once and via e-learning as a blended learning method the other. This means that the two groups, the experimental and the controlled groups, studied via Moodle.

Stage one (Introduction)

The teachers briefly introduced the topic for four weeks to the students in the class (male and female).

First, the researcher explained to the participants that she would give the pretest and the questionnaires for the students to answer before the treatment. She explained that she would use blended learning in teaching English Literature on Moodle platform.

Second: the teacher explained to the students how they would be taught during three months of studying via blended learning. She explained that she would divide them into experimental and controlled groups.

Third: According to the face-to-face environment, the researcher trained the male and the female teachers to teach their students in a face-to-face environment by using the Teams application;

Stage two (Implementation)

First: The teacher and students have to download Moodle package available on <https://learn-tn.com/moodle/>. After that, the package has to be uploaded to the web page designed for the course. The researcher opened two classes via Moodle (English literature and English literature2), one of them for the experimental group and the other for the controlled one providing different tasks and assignments to do whenever they want.

Second: The teacher gave the students the pretest before conducting the experiment built by using the table of specifications and dividing the aims of the lesson according to Bloom's taxonomy.

Third: After weeks 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 teachers continue teaching students English literature. After teaching students via Gamification in the two environments of learning, she conducted the post-test and compared the results after analyzing the data by using the SPSS program and thematic analysis to check the impact of using GBL on student achievement and motivation, and answer the study questions.

Stage three (Intervention)

The teachers conducted the treatment. The teacher showed students how to perform the real word task and what examples she illustrated. After the students were taught the new strategy (Gamified blended learning), they did 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.

Stage four Comparison Group

The researcher compared the experimental and controlled group results after she finished the instruction.

Stage five (Evaluation)

The teacher gave the posttest. Then the researcher analyzed the quantities and the qualitative data and reported them). The last step is that the researcher compares the results of the four instruments to see the similarities and differences in the data collection.

METHODOLOGY DESIGN

A mixed-method design was adopted in this study. A combination of quasi-experimental and qualitative research methods (open-ended interview questions) was used. This is an experimental study; quasi-experimental research methods were used to measure the effect of GBL on students' achievement, motivation, and perceptions. The researcher is the teacher who teaches students English Novels.

PARTICIPANTS IN THE STUDY

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 participants of this study were divided randomly into four groups; two were experimental (one of them is female and the other is male) and the other two were controlled groups (one is female, and the other is male) whereas each group consists of (26-28) students. Two experimental groups were directed to (Gamify blended learning) provided with game elements, but the controlled group was learned without game elements in the blended learning environment. The study started in May 2021 to September 2022. The next year of 2022 till the first period of the school year.

DATA COLLECTION

Instruments

The researchers collect and analyze data using experiments to achievement tests, appendixes (2,3), and an interview. Two instruments were used in this study. The qualitative data was gathered from semi-structured interviews with open-ended questions, appendix (4). The researcher measured the effect of using GBL on enhancing learning language by using the experimental method (experimental and controlled groups).

A semi-structured interview was conducted with 20 students of the 11th grade students and were recorded. Copies of consent papers were sent to the participants and their parents and returned during the interview, appendix (1). The interview was conducted within 45 minutes. The researcher developed a protocol for the interview

Data Analysis

Data Collected from the semi-structured interview were analyzed through the following procedures suggested by (Marshall and Rossman, 2011), appendixes (4,5). 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) See appendix (5). The following procedures were carried out as came in (Tarteer et al., 2022) study. The researcher read the transcript and split it into small units based on the ideas and concepts related to the research questions; numbers and labels were added for each text idea. The main idea of each unit was identified; themes were developed based on the common characteristics among the units; related themes were

categorized and organized in clusters. All interview data were assigned into themes and checked for accuracy. After the final themes were organized, the researcher discussed themes that emerged during data analysis. The researcher organized the study's themes and sub-themes.

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.

Variables

The dependent variables in this study were (student's achievement). Means, standard deviations, and ANCOVA tests were used to analyze the study's data. The independent variable in this study was the GBL in the two learning environments. The SPSS program was used to obtain the data and reveal it. The researcher calculated Cronbach Alpha for the independent variables to check the reliability of the study instruments. The researcher found the validity and the reliability of the four instruments. The researcher checked the reliability of the test. Cronbach alpha is (0.79). It was (0.84) for the questionnaires. This indicates that the instruments are suitable for the study.

RESULTS AND DISCUSSIONS

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

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 controlled groups at the significance level ($\alpha \leq 0.05$) for impact of GBL on students' English literature achievements. 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 controlled) in English literature achievement. The tables below show the result:

Table 2: 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 (2) showed the means for the experimental group (GBL) in the post test was (20.58) while (15.06) for the controlled group (traditional). The researcher used ANCOVA to test the significance of the differences between the two means. Table (3) presents ANCOVA results.

Table 3: 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	2364.654	1			
Group	1356.334	1	2364.654	53.069	0.001
Error	4634.065	104	1356.334	30.440	0.001
Total	7811.182	106	44.558		

Table (3) 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*

The result of the qualitative analysis shows that the experimental group which studied by GBL show 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 pointed out 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."

- *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.

- *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."

These results indicate that there are statistically significant differences between the experimental groups which studied by GBL and between the controlled group which studied by blended learning but without game elements. The researcher explains these differences that GBL affected student's learning positively. So, their achievement in English literature enhanced than before using GBL in teaching and learning English literature. The researcher believes that English teachers today still use traditional ways in their teaching. These ways of teaching need to be changed because the generation of today called the digital generation so they need to be taught by new methods and technology. On the result of this study, English teachers should change their way of teaching English literature. They have to use technology and fun in teaching. Human being likes fun by nature. Teachers should employ it in their teaching to active their students and create and independent learner during learning.

This result agrees with the interview result that most students pointed out that using GBL in learning English literature enhanced their learning outcomes; their achievement and personality. Most participants in this interview pointed out that GBL increased and enhanced students' learning outcomes. They liked English literature better than before. Their English study hours increased because they understand English better and enjoy studying it. GBL affected their 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, cooperative, and the four skills in English; they became independent learners. This came clear in the result of this study. These results agree with Tatzl (2021) that literature enhances students' reading skills. Besides, it agrees with Nguyen et al., (2020) that using GBL in learning English literature enhanced students' cooperative and communicative skills. They became active learners.

CONCLUSION AND DISCUSSION

The results of this study came to reveal that using GBL in teaching English literature is benefit. It enhanced students' learning outcomes. The result of the pretest and the post test showed that using GBL suits the students' learning style. The result came in favor to the posttest after conducting the experiment. It is important to all English teachers and other teachers for other subjects to use GBL in their teaching. Most of English teachers still use traditional ways in teaching. So, after conduction this experiment, they should encourage to use GBL and other ICT apps to enhance the students' learning and achievement. Gamification is one of the approaches which teachers have to use in their teaching and learning.

RECOMMENDATIONS

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

1. Students should employ more game elements (such as levels, badges, leaderboard) in their learning to increase collaboration.
2. Using badges helps students to face failure, develop students' personality, and translation ability.
3. Students suffer from the lack of enjoyment so they have to adopt (levels, badges, leaderboard, and chat) to enjoy.
4. Both of the two learning environments (online and offline) should contain more movies about the stories to interact with during learning.
5. Teachers should attach more interactive quizzes on Moodle to create active learners.
6. Using leaderboard on Moodle increases students' motivation and IT skills.
7. Students should use leaderboard to increase students' motivation.

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Appendix (1)

(Consent) Parental Letter

Research Title: The Impact of Gamified Blended Learning on Enhancing English Language Learning.

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 participate 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 through 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

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 Language Learning". Signature..... Date.....

Student Signature box

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

Interview Protocol before Pilot Study

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' achievement?
 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?
 3. Could you describe your feeling towards English before and after learning through game elements?
 4. 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 help 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 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?
- What is the impact of gender (male and female) on 11th grade student's motivation and game elements of English Literature as a foreign language?
 1. Do you like the same game elements of your classmates? What is the difference?
 2. What game elements that make you think differently "creative"? How?
 3. Do you feel that you want to cooperate with your classmates? why?
 4. What game elements do they use in e-learning environment?
 5. What game elements do they use in face-to-face learning environment?
 6. 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 (5)

The Result of the Thematic Analysis of the Interview

Themes	Sub-themes	Example
<i>Research question 1: What is the effect of GBL on students' learning outcomes?</i>	Learning outcomes skills Communicative and cooperative	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 I became more interested in English Literature. 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. Student T said: "I like to cooperate with my friend because I sometimes need to ask her about the meanings of new words or help me find answers to some activities.
<i>Research question 2-What is the effect of GBL on students' motivation (intrinsic and extrinsic)?</i>	Internal motivation 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 H said:" teacher encouraged us to gain more elements through playing and studying at the same time."
<i>Research question: 3-What are the perceptions of students towards Gamified blended learning?</i>	Perceptions Sharing others attitudes Learning environments (offline) (online) Game elements Interactive material	Student S said: "I told my cousin about Moodle. I enjoy learning through it. I challenge myself and succeed in learning via Moodle". 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." Student M pointed out that: "I like offline because I participate with my classmate face to face. We interact effectively, I see my classmate in front of me, we help each other, and the teacher boosts us directly". Student "S" added: "I like points too much, so I participate in doing the different tasks on Moodle to get more points." 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 skill. Student D added: "it needs more thinking and focusing, but it was easy and interesting." S said: "it was easy and stimulating.

	<p>More game elements in e-learning</p> <p>suggestions</p> <p>-Game elements</p> <p>-interactive material</p> <p>face to face</p>	<p>Student M said: "I like points. I felt that I challenge other classmates".</p> <p>Student H said: "I liked the avatar because I was competing with my classmate Dunia."</p> <p>Student B said that "more questions increase more interaction. I suggest increasing the number of questions on Moodle".</p> <p>Students A&M said: "We keep opening Moodle and checking who came first. We do more and more tasks to be the winner".</p> <p>Students R & M & S "said: "We were participating to gain more points to be the first so that sometimes we work as a team."</p> <p>I liked chatting because I felt I interacted with my classmate better than before, which developed my speaking and reading skills".</p>
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