



Gamified English Learning Through Live Blooket: Effects on Classroom Participation and Motivation in Moroccan Secondary Schools

تعلم اللغة الإنجليزية بأسلوب الألعاب عبر منصة Blooket المباشرة: التأثيرات على المشاركة الصفية والدافعية في المدارس الثانوية المغربية

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Abstract

The idea of using games to teach English to people who do not speak it as their first language has become very popular. People are looking into this because it can make students more interested and excited about learning. This study looks at how using the game Blooket in class affects how much students participate and how motivated they are. The study is based on ideas about why people do things and how games can be used to teach. The study used a mix of numbers. Talking to people to get its results. It asked 250 students from high schools in Morocco some questions and also talked to 20 of them in more detail. The results show that using Blooket in class really helps students participate more and makes them more motivated. It also helps students feel less anxious in class. The study found that girls tend to like this way of learning more than boys. However there are some problems with using Blooket in class. Sometimes the internet does not work well. Students do not have the devices they need. This makes it hard to use the game well as it could be used. This study helps us learn more about using games to teach English in places where resources are limited. It also gives us some ideas about how to use technology in schools. The results of the study are important for teachers and people who make decisions about education in Morocco. The use of Blooket in English as a Foreign Language classes is a thing because it makes students more engaged and motivated. Blooket is a tool, for teaching English as a Foreign Language.

Keywords : Gamification; Blooket; EFL; student engagement; motivation; mixed-methods; Moroccan education; ICT integration.



ملخص

لقد لاقت فكرة استخدام الألعاب لتدريس اللغة الإنجليزية لغير الناطقين بها رواجاً كبيراً، حيث يسعى المعلمون والباحثون لتبني هذا الأسلوب لقدرته على تعزيز اهتمام الطلاب وحماستهم تجاه التعلم. تبحث هذه الدراسة في تأثير استخدام لعبة "Blooket" داخل الفصل الدراسي على مستويات مشاركة الطلاب ودافعيتهم. وتستند الدراسة إلى نظريات تتعلق بالدافعية البشرية ودور الألعاب في العملية التعليمية. وقد اعتمدت الدراسة منهجية مختلطة (كمية ونوعية)؛ حيث شملت استطلاع آراء 250 طالباً من المدارس الثانوية في المغرب، بالإضافة إلى إجراء مقابلات تفصيلية مع 20 منهم. وأظهرت النتائج أن استخدام "Blooket" يساهم بشكل فعال في زيادة مشاركة الطلاب ورفع مستوى دافعيتهم، كما يساعد في تقليل شعورهم بالقلق داخل الفصل. وكشفت الدراسة أيضاً أن الطالبات يملن إلى تفضيل أسلوب التعلم هذا أكثر من الطلاب الذكور. ومع ذلك، ثمة تحديات تواجه استخدام "Blooket" في الفصول الدراسية، مثل عدم استقرار خدمة الإنترنت أو افتقار الطلاب للأجهزة اللازمة، مما يعيق الاستفادة المثلى من اللعبة. وتساهم هذه الدراسة في تعميق الفهم حول استخدام الألعاب لتدريس اللغة الإنجليزية في البيئات ذات الموارد المحدودة، كما تقدم رؤى حول توظيف التكنولوجيا في المدارس. وتكتسب نتائج الدراسة أهمية بالغة بالنسبة للمعلمين وصناع القرار في مجال التعليم بالمغرب؛ إذ يُعد استخدام "Blooket" في فصول تدريس اللغة الإنجليزية كلغة أجنبية (EFL) وسيلة فعالة لتعزيز تفاعل الطلاب ودافعيتهم.

الكلمات المفتاحية: التلعيب (gamification)؛ Blooket؛ اللغة الإنجليزية كلغة أجنبية (EFL)؛ تفاعل الطلاب؛ الدافعية؛ المنهجية المختلطة؛ التعليم المغربي؛ دمج تكنولوجيا المعلومات والاتصالات (ICT).

1. Introduction

The way we teach and learn has changed a lot because of digital technologies especially when it comes to teaching English as a Foreign Language. In Morocco schools have started to use computers and the internet to make classes more interesting and help students learn better. However many students in Moroccan schools are still not very motivated and do not participate much in class and this is because teachers are still using old methods that focus on the teacher talking all the time. Using games in the classroom is a way to teach that might help with these problems. This is called gamification. It means using things that make games fun like competition and rewards to make learning more fun. There are websites that can be used for



this and one of them is Blooket. Blooket is popular because it is interactive and can be used in different types of classes. We know that using games in the classroom can help students learn better. We do not know much about how this works in Moroccan schools. So this study looks at how using Blooket in class can help students participate more and be more motivated. It also looks at if there are any differences between boys and girls and what problems teachers might have when they start using Blooket. The study focuses on English as a Foreign Language classes in Morocco. Uses Blooket to make learning more fun. The goal is to see if Blooket can help students, in secondary schools learn English better and be more motivated.

2. Literature Review

2.1 Theories Related to Gamification and Learning

Lots of research shows that gamification makes people more excited about learning languages. Some researchers looked at studies and found that gamification really works. It helps people think better and want to learn more. Someone else found that when classrooms are gamified people participate more and talk to each other more. Gamification is based primarily on Self-Determination Theory (SDT) (Deci and Ryan, 2017), which states that motivation is based on the three basic needs of mankind: autonomy, competence and relatedness. Additionally, Flow Theory (Oliveira & others, 2021) describes how a student's ability to reach a state of complete immersion in their learning process increases their engagement and ultimately their performance in learning.

2.2 How Gamification Can Help EFL Students

The same trend keeps popping up: EFL students show way more motivation and get involved when you add gamification to the mix. Sailer and Homner (2020) put together a meta-analysis and saw that gamified classrooms boost both motivation and how well students think and learn, compared to classes that don't use games. Xu (2021) backed this up—students participate more and interact a lot in game-based settings than in regular lessons.

2.3 Gamification and Digital Platforms

There are some websites like Kahoot and Quizizz that're really popular for learning languages. They help people learn words and get more excited about learning.. There is another website called Blooket that is not studied as much even though it has some really cool features. Some recent studies show that Blooket is really good at making people want to learn and interact with each other. In Morocco some researchers found that using computers and gamification to learn languages is really effective. We still need to learn more about how Blooket works in language learning especially in the Moroccan context and how gamification and Blooket can help people learn languages, like English as a foreign language or EFL and other





languages. Kahoot! and Quizizz have gotten plenty of attention. Studies link them to better vocabulary and students who actually want to come to class (Cheng, 2019; Zainuddin, 2020). Blooket hasn't been examined much, even though it uses live gameplay that feels different from Kahoot! and Quizizz. There's also some research from Morocco proving ICT-driven gamification works well (Ennouari & Houssaini, 2023; Mrissa & Anasse, 2023), but honestly, Blooket hasn't been put under the microscope in depth yet.

3. Research Gaps

There are some things we do not know about gamification. First we need to do research on how Blooket works in Moroccan secondary schools. Second most studies look at how Blooket helps with vocabulary not how it makes students participate and want to learn. Third we should use methods to study Blooket. Finally we need to look at how boys and girls feel about Blooket and compare schools to see how they use it.

4. Research Objectives and Questions

4.1 Objectives

The goal of this research is to see how Blooket affects participation and motivation. It also wants to know what students think about learning with Blooket if boys and girls feel differently about it and what problems come up when using Blooket in Moroccan schools.

4.2 Research Questions

- A. How does Blooket change the way students participate in class?
- B. What does Blooket do to student motivation?
- C. What do students think about learning with games like Blooket?
- D. Do boys and girls have opinions about Blooket?

5. Hypotheses

- A. We think that Blooket will make students participate more in class.
- B. We also think that Blooket will make students more motivated to learn.
- C. We think that girls will like Blooket more, than boys.
- D. We think that students will like using Blooket to learn.





6. Methodology

6.1 Research Design

We used a research design that describes and analyzes things. We collected numbers and information from questionnaires. We also had conversations with students to get more details. This way we can look at the numbers. Also understand what the students really think.

6.2 Participants

There were 250 high school students from Morocco in our study. We had 100 boys and 150 girls. We picked these students in a way to make sure we had a good mix of boys and girls from different schools.

6.3 Instruments

Questionnaire: We gave all the students a list of questions to answer. These questions were about how much they participated how motivated they were and what they thought of Blooket.

Interviews: We also talked to 20 students to learn more about what they thought. We asked them about what they liked what they did not like and what was hard, for them.

7. Data Analysis

7.1 Questionnaire Data Analysis

Table 1: Students' Perceptions of Blooket

Variable	Agree	Neutral	Disagree
Enjoyment	82%	12%	6%
Participation	79%	15%	6%
Motivation	85%	10%	5%
Anxiety Reduction	68%	20%	12%

The results show that most students think Blooket is a fun and motivating way to learn. A lot of students said they participated more and felt more motivated which proves that making learning a game really works. Even though some students did not feel much less anxious most students still felt more at ease when they used Blooket for learning. Blooket seems to make learning more enjoyable, for students.





Table 2: Gender Differences

Gender	Positive Attitude	Negative Attitude
Male	72%	28%
Female	84%	16%

The female students really liked Blooket. They thought it was great because Blooket has features that let them work together. They do not get scared of making mistakes. This makes Blooket a good place for students to learn because it is a place where everyone can feel okay about trying things. Blooket is helpful for students because it lets them learn in a way that feels safe and fun. Female students, like using Blooket because it helps them learn with their friends and they do not have to worry about making mistakes with Blooket.

Table 3: Challenges Faced by Students

Challenge	Percentage
Internet issues	48%
Device limitations	30%
Competition stress	12%
Difficulty understanding rules	10%

The big problem is issues, especially when the internet is not working. Technical issues, like internet connectivity are really tough to deal with. Limited access to devices is also a problem that affects how people can participate. Some students, a number of students said they feel stressed because of the competition or they just do not understand the rules of the game. Technical issues, such as internet connectivity are still the challenge.

7.2 Interview Data Analysis

7.2.1 Thematic Analysis

I did 20 interviews with students. I looked at what they said about using Blooket in class. I used a way to analyze what they said it is called reflexive thematic analysis, which was thought up by Braun and Clarke (2006). This way of analyzing has six steps: I got familiar, with what the students said .After that, I gave codes to the things they said .Later ,I made themes from these codes .I looked at these themes again then I defined what they really meant. Finally, I wrote it all down. I wanted to see if there were any things that students said about using Blooket.

I kept looking at what the students said over to make sure I understood it correctly. I found four things that students said about Blooket:





A. Enhanced motivation : Blooket made students more motivated to learn

B. Enjoyment and affective engagement : students enjoyed using Blooket. It made them feel happy

C. Increased classroom participation : they participated more in class when they used Blooket

D. Technological constraints : sometimes the technology did not work properly which was a problem.

Table 4: Emergent Themes and Frequencies

Theme	Frequency (n=20)	Percentage
Enhanced motivation	18	90%
Enjoyment and affective engagement	17	85%
Increased participation	16	80%
Technological challenges	12	60%

Students really agree that using games to learn is a thing. It seems like Blooket is very good at making them want to learn and this is because it makes learning fun and gives students a reason to keep going. 90 Percent of students said that they felt motivated to learn when they used Blooket. This is like what some researchers said about how students learn and it is called Self-Determination Theory. A lot of students also said that they enjoyed learning with Blooket, 85 percent. This means that using games to learn can make students happy and make learning not feel hard. This is important because it can help them learn a language and not get too stressed out about it. Many students, 80 percent said that they liked participating in class more when they used Blooket. This means that using games to learn can make students more willing to join in and try things even if they are afraid of making mistakes. Some students had problems, with the technology about 60 percent. This is a deal because some students do not have good internet or devices and this can make it hard for them to learn.

7.2.2 Illustrative Extracts from Student Interviews

To make things clearer some quotes from people are shown below:

Theme 1: Enhanced Motivation

"Blooket makes me excited to participate because I want to win and learn at the time."

This means that Blooket is really good at motivating people. It does this by making students want to win and learn at the time. Blooket is a way to make them excited about learning.

Theme 2: Enjoyment and Affective Engagement

"It feels like playing a game not studying. I enjoy English now."





This shows that Blooket makes learning feel like fun. Students do not think they are studying when they use Blooket. They think it is a game. This is a thing because it makes them happy to learn. Blooket makes them enjoy English more.

Theme 3: Increased Participation

"I usually don't speak in class. During Blooket I always try to answer."

This means that Blooket helps students participate more in class. Some students are usually too shy to speak up. Blooket helps them feel more confident. Blooket is a way to get students to participate.

Theme 4: Technological Challenges

"Sometimes the internet is slow. I cannot join the game properly."

This shows that sometimes technology can be a problem. If the internet is slow students cannot use Blooket properly. This is a problem because it can be frustrating, for students who want to learn. Blooket needs technology to work well.

8. Discussion

The results of this study show that using Blooket for learning in a way has a good effect on how much students participate in class and how motivated they are in Moroccan high schools. Students seem to pay attention during lessons and are more involved when compared to the old way of teaching. This is what other studies have found too which says that making learning fun can help students get more engaged and learn better in schools.

What we found out is that girls are more likely to participate in class than boys. This could mean that making learning fun helps students feel less nervous in class and makes the classroom a nicer place to be. In high schools, where students are often shy to speak up this can really help students who are not as confident to say what they think.

Even though we found some good things we also found some problems. Sometimes the internet does not work well. There are not enough computers or the school does not have the technology it needs. These are problems that get in the way of using Blooket and other digital tools in some public schools. This is especially true in Moroccan schools that do not have a lot of resources, where it's hard to use digital tools because the school does not have the technology it needs.

So even though making learning fun is a way to get students motivated and participating it will only work well in Moroccan high schools if we can make sure everyone has access to the technology they need and if the schools have better digital systems. Blooket can be a tool for learning but we need to make sure the schools are ready, for it.





A. Recommendations

Teachers should use Blooket in English classes all the time to get students more involved. Schools need to make their internet and devices better. Teachers should learn how to use games in their lessons. We should do research to see how Blooket affects students in the long run and include more students from different places.

B. Limitations

This study only looked at high school students in Morocco so we do not know if it will work for students. We did not have students from all areas. Sometimes the internet did not work well which might have changed our results. We also only talked to a students to get their thoughts.

9.Conclusion

This study looked at how using Blooket to teach English in a fun way affects how much students participate and are motivated in Moroccan secondary schools. The study found that making learning fun is a good way to teach English as a foreign language. The numbers show that Blooket really helps students want to learn and have fun and they participate more in class. The study also found that girls are more engaged than boys. It also showed that when students enjoy learning and participate they are more motivated which is what the Self-Determination Theory says. The students said that Blooket is a way to learn that makes the classroom more interactive and motivating. It also helps students feel less anxious so they participate more even if they were shy before. There are some problems. Some schools in Morocco do not have internet or enough computers so it is hard to use Blooket. This means that schools need to have technology so all students can use it. This study shows that motivation is important for learning and that teachers should use digital tools that help students work together and be independent. In conclusion live Blooket is a tool for teaching English and it can help students learn and feel good about learning.. Teachers need to have good technology and know how to use it well. We should do research, on how to use Blooket and other digital tools to make learning better.

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