

The Effect of Gamification on Jordanian EFL Sixth Grade Students' Reading Comprehension

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Abstract:

This study investigated the effect of using gamification on Jordanian EFL sixth grade students' reading comprehension. The participants of the study were 71 students from two intact sections of the sixth-grade students from a public school in Jordan. They were assigned randomly into two groups: an experimental group (n=35) and a control group (n=36). A pre-/post-test was designed entailing three levels of reading comprehension (the literal, inferential and critical level). The experimental group was taught through using the instructional program of gamification by the *ClassDojo Website*, whereas the control group was taught conventionally by the Teacher's Book of *Action Pack 6*. The results indicated that there were statistically significant differences at ($\alpha= 0.05$) between the experimental and control group students' mean scores on the overall reading comprehension post-test and in each level of reading comprehension (i.e. the literal, inferential and critical level) favouring the students in the experimental group who were taught by using gamification.