



## The Future Landscape of English Language Teaching through Gamification

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Received: 08 March 2026

Revised: 16 March 2026

Accepted: 18 April 2026

### Abstrak

Perkembangan pesat teknologi digital telah secara signifikan memengaruhi transformasi praktik pengajaran bahasa Inggris. Salah satu pendekatan yang muncul adalah gamifikasi, yang mengintegrasikan elemen permainan ke dalam lingkungan belajar untuk meningkatkan keterlibatan siswa. Namun, meskipun popularitasnya terus meningkat, masih terdapat keterbatasan sintesis komprehensif terhadap penelitian terkini mengenai arah masa depan dan efektivitas gamifikasi dalam pengajaran bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi lanskap masa depan pengajaran bahasa Inggris berbasis gamifikasi dan untuk mengidentifikasi dampaknya terhadap motivasi, keterlibatan, dan kemampuan berbahasa siswa. Penelitian ini menggunakan pendekatan *Systematic Literature Review* (SLR) dengan kerangka kerja PRISMA untuk secara sistematis mengidentifikasi, menyeleksi, dan menganalisis studi yang relevan. Pencarian literatur dilakukan di basis data ERIC dengan tahun publikasi dibatasi pada 2025–2026. Kriteria inklusi terdiri dari studi yang berfokus pada pembelajaran bahasa Inggris, penerapan gamifikasi, dan konteks EFL/ESL. Setelah proses penyaringan dan kelayakan, 14 artikel yang relevan dipilih untuk sintesis kualitatif. Temuan menunjukkan bahwa gamifikasi secara signifikan meningkatkan motivasi, keterlibatan, dan partisipasi siswa dalam pembelajaran bahasa Inggris. Aktivitas yang digamifikasi juga berkontribusi pada peningkatan keterampilan berbahasa seperti berbicara, kosakata, dan tata bahasa, sekaligus mengurangi kecemasan belajar. Lebih lanjut, integrasi teknologi baru seperti kecerdasan buatan memperkuat efektivitas lingkungan pembelajaran yang digamifikasi. Secara keseluruhan, gamifikasi memiliki potensi besar untuk mentransformasi pengajaran bahasa Inggris menjadi pengalaman belajar yang lebih interaktif, personal, dan didukung teknologi di masa depan.

**Kata Kunci:** ESL, gamifikasi, pembelajaran bahasa Inggris

### Abstract

*The rapid development of digital technology has significantly influenced the transformation of English language teaching practices. One of the emerging approaches is gamification, which integrates game elements into learning environments to enhance student engagement. However, despite its growing popularity, there is still limited comprehensive synthesis of recent research examining the future direction and effectiveness of gamification in English language teaching. Therefore, this study aims to explore the future landscape of English language teaching through gamification and to identify its impacts on learner motivation, engagement, and language proficiency. This research employed a Systematic Literature Review (SLR) using the PRISMA framework to systematically identify, screen, and analyze relevant studies. The literature search was conducted in the ERIC digital database with publication years limited to 2025–2026. The inclusion criteria consisted of studies focusing on English language learning, the application of gamification, and EFL/ESL contexts. After the screening and eligibility process, 14 relevant articles were selected for qualitative synthesis. The findings indicate that gamification significantly enhances students' motivation, engagement, and participation in English learning. Gamified activities also contribute to the improvement of language skills such as speaking, vocabulary, and grammar, while reducing learning anxiety. Furthermore, the integration of emerging technologies such as artificial intelligence strengthens the effectiveness of gamified learning*



*environments. Overall, gamification has strong potential to transform English language teaching into a more interactive, personalized, and technology-supported learning experience in the future.*

**Keywords:** *ESL, gamification, teaching English*

How to cite: Pratama, A., Kusmaningrum, M., Arianie, M. & Khoirunnisa. (2026). *The Future Landscape of English Language Teaching through Gamification. Journal of Nusantara Education, 5(2), 157–176.* DOI: <https://doi.org/10.57176/jn.v5i2.209>

## **Introduction**

The modernization of English language education has been profoundly shaped by the rapid advancements in digital content over several decades. Within this transformative period, gamification has emerged as a central component, fundamentally altering pedagogical approaches and learner engagement (Helvich et al., 2025).

Gamification, defined as the application of game-design elements and game principles in non-game contexts (Limantara et al., 2019, 2023; Palomino et al., 2023; Rey et al., 2022), is a relatively novel approach introduced to education and language learning in recent decades (Güzel, 2025). While practices reflecting the essence of gamifying language learning can be traced back further, the systematic and deliberate application of gamification theories to learning settings is a more recent phenomenon (Helvich et al., 2025). This innovative approach has gained traction due to its potential to enhance engagement and willingness to learn among students, as observed not only in language learning but also in other subjects such as mathematics (Jeon, 2025). The integration of gamification is seen as a catalyst for deeper learning, actively involving students in the educational process and fostering a more dynamic learning environment (Fernández-velásquez, 2025).

One of the most significant contributions of gamification to English language teaching is its profound impact on learner motivation and engagement (Fu et al., 2021; Matyakhon et al., 2024; Qub'a et al., 2024; Thi Van Pham & Minh Pham, 2022). Studies consistently show that gamification improves motivation and participation, thereby comprehension of complex subject matter (Indiaka et al., 2025). Specifically, gamified classrooms have been found to

enhance intrinsic motivation in English learning, increase motivation to complete English homework, and boost learners' engagement in learning activities (Güzel, 2025).

This heightened engagement is crucial for English as a Foreign Language (EFL) learners, as gamified learning plays a vital role in shaping their motivational dynamics (Güzel, 2025). Through gamified learning activities, students' language skills improve as a result of increased participation and interest (Grab, 2025). The mechanism often involves encouraging continuous participation and engagement, aligning with learning objectives, for example, through game-based tasks and situational simulations for oral English practice (Xie & White, 2025). Theories like Self-Determination Theory (SDT) and Flow Theory help explain the motivational aspects of gamification, while researchers also advocate for behavioral, cognitive, and constructivist learning approaches to ensure meaningful engagement (Peña, 2025).

Beyond motivation, gamification has demonstrated tangible benefits in improving specific English language skills (De Paiva Franco, 2022; Singh et al., 2024; Yeşilçinar, 2023). It has been found to significantly improve the English learning skills of primary school students, including vocabulary, grammar, and overall language proficiency (Xie & White, 2025). This approach can also improve language and interactional skills, while increasing learners' motivation and engagement (Güzel, 2025). The application of gamification in English language learning processes, particularly for high school students, addresses existing gaps in pedagogical approaches. Furthermore, the combination of gamification with artificial intelligence in English language teaching has been shown to improve both student engagement and performance (Xie & White, 2025). This suggests

a powerful synergy that can lead to more effective learning outcomes across various educational levels, including English as a Second Language (ESL) contexts in higher education (Grab, 2025).

Despite its promising benefits, the implementation of gamification in English language teaching is not without its challenges. A significant scarcity of quality quantitative research exists, particularly studies that assess effectiveness from the perspective of English teachers (Helvich et al., 2025). There is also an ongoing discussion about the potential confusion between gamification and game-based learning approaches in language teaching (Güzel, 2025). Moreover, poorly designed gamified systems can be counterproductive, potentially leading to disengagement or inequality among students if they do not align with learners' goals or preferences (Grab, 2025). There is currently no consensus on how gamification can consistently improve language learning outcomes

Implementation challenges often depend on contextual factors such as the learning environment and student demographics (Peña, 2025). To mitigate these issues, researchers propose 'meaningful gamification' to effectively engage learners ensuring they feel confident and not sense failure, thereby increasing competence (Güzel, 2025). Future research and development are moving towards adaptive reward systems and machine learning-driven gamification models to sustain long-term engagement and address contextual variations (Peña, 2025). There is also a recognized limitation in research attempting to determine the impact of gamification on the L2 self-system constructs of EFL learners (Güzel, 2025). This highlights the need for further investigation to better understand the psychological and identity-related impacts of gamified learning.

Gamification stands as a transformative force in English language teaching, offering significant potential to boost motivation, engagement, and overall language proficiency. Its integration, particularly when supported by technological advancements like AI, promises a more dynamic and effective learning experience (Rofiah & Waluyo, 2024; Tamayo et al., 2023; Yeşilçinar, 2023). However, to fully realize this potential, future efforts must focus on robust

quantitative research, well-grounded design principles, and adaptive implementation strategies that consider diverse learner needs and contexts. The vision ahead for English language teaching with gamification involves a more personalized, engaging, and effective learning experience, continuously evolving through systematic research and innovative pedagogical practices.

Although previous studies have highlighted the positive impact of gamification on motivation, engagement, and language skill development in English language learning, several critical gaps remain. Existing research tends to focus primarily on short-term classroom outcomes and specific learning contexts, while broader perspectives regarding the sustainability, contextual influences, and long-term implications of gamified learning remain limited. Furthermore, many studies emphasize the practical benefits of gamification without sufficiently examining how institutional support, pedagogical design, and evolving technological developments may shape its future implementation in English language teaching. Therefore, a comprehensive synthesis of existing studies is still needed to identify the current landscape, limitations, and potential future directions of gamification in English language education. This gap highlights the importance of conducting a systematic review that integrates existing findings to provide a clearer understanding of how gamification can evolve and contribute to more effective English language learning

This systematic literature review aims to explore the current state and future trajectory of teaching English with gamification, examining its impact on learner motivation, performance, and the broader educational landscape. By synthesizing existing research, this review seeks to provide a comprehensive understanding of the future integration of gamified strategies in English language instruction.

## **Method**

This research employed a Systematic Literature Review (SLR) approach, following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) procedure to identify, select, and analyze relevant research on the use of gamification in English language learning. This approach was used to

obtain a comprehensive overview of the development and future direction of gamification-based English language teaching (Carrera-rivera et al., 2022).

The first stage of this research was to formulate a research question that served as the basis for the literature search: "What is the future landscape of English language teaching through gamification?" This question aimed to identify how gamification is applied in English language learning and the direction of the method's future development.

In the literature search phase, the researcher used the Education Resources Information Center (ERIC) digital library as the primary source of research data. ERIC was chosen because it is one of the academic databases that provides credible educational research articles and is widely used in educational and linguistics research. The search process was conducted using keywords related to gamification, English language learning, and EFL and ESL contexts.

Scopus was not selected as the primary database in this study mainly due to accessibility considerations. Although Scopus is recognized as one of the largest and most reputable indexing databases for academic publications, many of the articles indexed in Scopus are hosted by commercial publishers and require institutional subscriptions or individual payments to access the full text. This limitation can make it difficult for researchers to obtain the complete articles needed for a comprehensive review. In contrast, ERIC provides an "Available PDF" feature that allows researchers to directly access and download full-text articles that are freely available. This feature significantly facilitates the literature review process because researchers can immediately read, analyze, and screen relevant studies without facing paywall restrictions. Therefore, ERIC was considered a more practical and efficient source for retrieving accessible full-text studies that align with the research topic of gamification in English language learning within EFL and ESL contexts.

The literature search was limited to the publication period of 2025–2026 to obtain the most recent overview of research developments in the field. Initial search results revealed 893 articles from 2025 and 29 articles from 2026,

resulting in a total of 922 articles identified in the initial stage.

The next stage was a screening process based on the availability of PDF documents to allow for full analysis. After screening, 324 articles from 2025 and 4 articles from 2026 were identified as available in PDF format, bringing the total number of articles that passed this stage to 328.

In the next stage, screening was conducted using gamification descriptors, so that only studies that explicitly discussed gamification in a learning context were retained. This process resulted in 27 articles relevant to the topic of gamification.

Next, an exclusion criteria process was conducted, excluding articles unrelated to English language learning, including research discussing gamification in other fields such as mathematics, science, or other educational fields. After this final screening process, 14 articles met all research criteria and were subsequently analyzed in depth in the literature synthesis stage.

The criteria used in this study included inclusion and exclusion criteria. Inclusion criteria included: (1) research discussing English language learning, (2) research using a gamification approach in the learning process, and (3) research in an EFL or ESL context. Meanwhile, exclusion criteria included all research unrelated to English language learning.

Articles meeting all these criteria were then qualitatively analyzed to identify key findings, theoretical contributions, and practical implications related to the use of gamification in English language learning. The results of this analysis were then used to map research trends and provide an overview of the future of English language teaching through gamification.

**Result and Discussions**

Author	Findings	Conclusions	Theoretical Contribution	Practical Contribution
EJ1491564 (Chung, 2025)	- Teachers primarily used ELSA Speak for gamified pronunciation practice and ChatGPT for teaching materials . - Teachers held both positive and negative beliefs regarding AI use in pronunciation teaching . - Perceived benefits included more engaging activities, individualized corrective feedback, increased practice opportunities, enhanced support for communicative tasks, and improved listening/speaking skills . - Challenges identified were limited teacher...	- The study provides insights into secondary EFL teachers' experiences and beliefs about AI-integrated pronunciation instruction in Vietnam . - Teachers frequently used ELSA Speak for gamified practice and ChatGPT for materials . - Positive beliefs included AI making lessons engaging, boosting motivation/confidence, improving pronunciation accuracy, and enhancing awareness of technological advances . - Negative beliefs included reduced teacher-student interaction,...	- The study is grounded in teacher cognition research, highlighting the complex interplay of teachers' beliefs and experiences in shaping instructional practices . - It contributes to the emerging literature on AI-assisted pronunciation instruction . - The study also addresses the need for professional development to better prepare teachers for AI-enhanced pronunciation teaching .	- Offers practical implications for educators, curriculum developers, and educational technology designers . - Informs the design of professional development programs . - Guides curriculum and material development . - Supports institutional and policy decisions regarding the adoption of educational technologies .
EJ1491276 (Klaewkla et al., 2025)	- The instructional model integrating AI, gamification, collaboration, and engagement for EFL learning was developed and validated . - Expert consensus confirmed the model's validity and pedagogical relevance . - The overall	- The study developed and validated an AI-Driven Gamified Collaboration Model for EFL, providing a theoretically sound and pedagogically relevant framework . - The IPO-based model was confirmed by experts as a coherent and highly appropriate framework for integrating AI, gamification, and	- Developed and validated an instructional model integrating AI, gamification, collaboration, and engagement in EFL learning . - Synthesized theoretical foundations from Communicative Language Teaching (CLT), Second Language Acquisition (SLA), Self-	- Provides a practical framework for fostering communicative competence, engagement, confidence, and learner autonomy in technology-enhanced EFL instruction . - Offers a practical roadmap demonstrating that AI tools should complement, not replace, the teacher's facilitative role . - Blends automated

	appropriateness of core model components was rated “Most Appropriate” (x = 4.53, S.D. = 0.58) . - AI and technology integration received the highest ratings (x = 4.73)...	collaboration in EFL contexts . - The model successfully integrates Self-Determination Theory (SDT) for motivation and Social Interdependence...	Determination Theory, and Social Interdependence Theory into an Integration Matrix . - Constructed an AI-Driven Gamified Collaboration Model within an Input-Process-Output (IPO) framework . - Provided a theoretically grounded and...	feedback with authentic, meaning-focused communication .
EJ1487833 (Pham, 2025)	- Gamification effectively addressed diverse learning needs and styles of adult EFL learners, prioritizing autonomy and multimodal approaches . - Gamified elements like points, badges, and leaderboards fostered engagement and motivation, transforming grammar instruction into an achievement-driven process . - Gamification reduced anxiety and boosted confidence by creating a low-stakes environment where mistakes were normalized and anonymity was preserved ....	- Gamification enhances inclusivity for EFL professionals in a grammar course in Vietnam . - It helps create a more inclusive and supportive learning environment for adult learners with diverse backgrounds, proficiency levels, and experiences . - Gamification accounts for various learning styles, promotes collaboration, and fosters positive learning attitudes . - It provides personalized learning experiences and increases interaction...	- The study extends existing findings on gamification's motivational strategies, showing their effectiveness for adult learners through tangible progress markers and psychological safety via anonymous participation . - It bridges traditional classroom constraints and provides equitable access to learning opportunities by giving adult learners control over their learning progress . - It reinforces that inclusive classrooms are characterized by strong...	- Provides in-depth insights into how gamification enhances inclusivity among EFL professionals in a Vietnamese grammar course . - Offers a strong approach for creating a more inclusive and supportive learning environment for adult learners with diverse backgrounds . - Presents concrete examples and recommendations for integrating gamification into EFL classrooms for adult learners . - Creates opportunities for personalized...
EJ1486754 (Santiago et al., 2025)	- Students showed high levels of oriented autonomy and motivation to learn, regardless	- The regulatory style students most identified with was “guided autonomy,” where individuals act on their own initiative,	- The paper proposes an intervention for teaching Computational Thinking using gamification as a	- Provides a fun and motivating way to train Computational Thinking (CT) skills and develop algorithmic and problem-solving

	<p>of their performance . - Grades or performance did not correlate with high levels of agreement in autonomous regulatory styles, indicating students valued the activity for learning and satisfaction irrespective of results . - Gamification elements like challenges, competition, and real-time ranking were praised, fostering interest and...</p>	<p>seeking challenge and personal satisfaction . - Grades or performance did not correlate with high levels of agreement for this regulatory style; students found the activity important and satisfying regardless of their results . - Positive aspects included gamification elements (challenges, competition,...</p>	<p>motivational strategy and Quizizz software . - It evaluates the results through a mixed-method case study, discussed based on Self-Determination Theory . - The study indicates that students demonstrated a high level of oriented autonomy and motivation to learn, regardless of performance . - It provides...</p>	<p>abilities . - Offers a methodology useful for teaching Computer Science, programming foundations, and other subjects by developing students' Guided Autonomy . - The gamified Quizizz activity was found to be engaging and sparked greater interest in the subject for over three-quarters...</p>
<p>EJ1486368 (Grab, 2025)</p>	<p>- Gamified components significantly improved both intrinsic and extrinsic motivation in ESL students . - Student engagement levels remarkably increased from pre-test to post-test with gamified work . - Gamification sparked active participation in class discussions and group work, creating a sense of urgency and excitement . - Increased attendance rates were observed in gamified subjects, driven by the desire...</p>	<p>- Gamification is an effective approach to improve ESL students' motivation and engagement in higher education . - Gamified learning environments can convert traditional educational experiences into dynamic spaces that foster learner engagement . - Educators are encouraged to integrate gamification into ESL curricula to achieve desirable effects . - Gamification helps educators create a dynamic environment to facilitate participation...</p>	<p>- The study uses Self-Determination Theory (SDT) as a framework to explain motivation in educational settings . - SDT's three fundamental psychological needs—relatedness, competence, and autonomy—are addressed by gamification . - Gamified activities grant students choices (autonomy), allow them to show capabilities (competence), and raise teamwork (relatedness) .</p>	<p>- Gamification is a powerful tool to transform ESL learning into fun, interactive, and creative experiences . - It helps educators bring a dynamic environment to facilitate participation and achievement in language learning . - Gamified elements should correspond to learning goals and provide continuous feedback to enhance efficacy . - Educators are encouraged to integrate gamification into ESL curricula...</p>

EJ1486367 (Xie & White, 2025)	<p>- Gamified teaching significantly improved students' oral English proficiency, engagement, and confidence, with an average improvement of 12.8 points compared to 5.3 points in the traditional group .</p> <p>- Key gamification elements like challenge, reward, and competition motivated active and deeper language engagement .</p> <p>- Teaching method was the most significant factor affecting oral ability improvement, followed by student motivation...</p>	<p>- Gamified teaching significantly improved primary school students' oral English proficiency, engagement, and confidence compared to traditional methods .</p> <p>- Integrating game elements like challenge, reward, and competition motivates students to engage actively and deeply with language .</p> <p>- Gamified education has a significant and positive impact on students' English proficiency, enhancing its potential as a powerful teaching tool ....</p>	<p>- Advances gamified education theories - Offers practical strategies for educators, curriculum designers, and policymakers</p>	<p>- Provides practical strategies for educators to incorporate gamified elements into teaching. - Offers insights into how a fun learning environment can reduce language anxiety and improve speaking skills. - Highlights the potential of gamification to make learning more engaging and effective for students.</p>
EJ1485099 (Jeon, 2025)	<p>- Both urban and rural students had generally positive perceptions of AI PengTalk, enjoying its gamified and interactive features .</p> <p>- Urban students significantly outperformed rural students in average scores (82.5 vs. 75.8) and cumulative activity totals (28,224 vs. 12,369) .</p> <p>- Gamification</p>	<p>- The study concludes that AI-assisted language learning tools like PengTalk have both promise and limitations .</p> <p>- Gamification and collaboration can enhance motivation, but sustained engagement requires structured pedagogical support, adaptive scaffolding, and active parental involvement .</p> <p>- Engagement depends on platform design, digital literacy, guidance, and system reliability .</p>	<p>- Highlights the promise and limitations of AI-assisted language learning .</p> <p>- Emphasizes that sustained engagement with AI tools requires structured pedagogical support, adaptive scaffolding, and active parental involvement .</p> <p>- Reveals that effectiveness depends on broader contextual factors like digital literacy, guidance, and system reliability, not just platform design .</p> <p>- Underscores the</p>	<p>- Provides recommendations for more inclusive and equitable AI-assisted language learning environments .</p> <p>- Highlights the importance of structured pedagogical support, adaptive scaffolding, and active parental involvement for sustained engagement with AI tools .</p> <p>- Suggests a multi-faceted approach including platform design, pedagogical support, and strengthened school-home</p>

	alone was insufficient to sustain engagement, particularly in the rural school, despite rural students reporting slightly more...	Recommendations include addressing the lack of scaffolding, expanding...	importance of social interaction and collaborative...	partnerships . - Recommends integrating diagnostic assessment and AI-powered personalized pathways into PengTalk...
EJ1484894 (Sanemueang et al., 2025)	- Significant improvement in posttest scores compared to pretest scores (M = 34.33 vs. M = 28.36, $p < .001$ ), indicating enhanced English proficiency . - Strong positive correlation between pretest and posttest scores and CEFR level progression ( $p < .001$ ), validating the CEFR-aligned instruction . - Students exhibited highly positive perceptions of the instructional program (overall mean score 4.50,...	- Integrating CEFR-aligned English instruction with gamification effectively improves English proficiency among Thai high school students . - This approach fosters language acquisition and skill development, showing a statistically significant improvement . - A strong correlation exists between student performance and CEFR level progression, validating the CEFR-aligned instruction with gamification . - The approach promotes dynamic learning engagement, motivation, and...	- Verifies that integrating CEFR-aligned English instructional programs with gamification enhances English proficiency among high school students . - Reinforces the effectiveness of CEFR-aligned instructional programs integrated with gamification in developing language skills, particularly grammar and reading . - Emphasizes the validity of CEFR-aligned English instruction integrated with gamification as a language-learning approach . - Promotes dynamic learning engagement, motivation,...	- Integrating CEFR-aligned English instruction with gamification effectively enhances English proficiency among high school students . - This approach creates an engaging and interactive learning environment, supporting language acquisition and CEFR level progression . - It promotes dynamic learning engagement, motivation, and improved performance . - Institutions and schools should incorporate adaptive gamification strategies into language instruction . - Fosters...
EJ1482916 (Prihandoko et al., 2025)	- Perceived Ease of Use (PEoU) of gamification positively influences academic self-efficacy, critical thinking, and learning satisfaction . - Perceived Usefulness (PU) of gamification similarly enhances academic self-	- Gamification significantly fosters grit in EFL learners in online classrooms . - User-friendly academic self-efficacy and purposeful gamified platforms are key influences . - Perceived Ease of Use (PEoU) and Perceived Usefulness (PU) of gamification enhance academic self-efficacy, critical thinking, and learning	- Integrates gamification within the framework of grit development and self-efficacy theory . - Validates existing literature on gamified learning while emphasizing nuanced relationships among cognitive, affective, and behavioral constructs in language education . - Provides a more nuanced understanding of grit's	- Provides actionable strategies for EFL educators and instructional designers . - Encourages leveraging gamified platforms like Quizizz to add variety and simplify complex tasks in learning activities . - Fosters joyful and engaging learning experiences through visual progress tracking, points, timers, and leaderboards . - Supports various

	<p>efficacy, critical thinking, and learning satisfaction . - Academic self-efficacy emerged as the strongest predictor of L2 grit . - Critical thinking and learning satisfaction also positively contribute to L2 grit, though to...</p>	<p>satisfaction . - These factors collectively contribute to the development of L2 grit . - Academic self-efficacy...</p>	<p>antecedents by identifying underlying constructs . - Deepens understanding of gamification's role in fostering grit .</p>	<p>English skills (listening, reading, vocabulary, grammar) using gamified tools . - Informs...</p>
<p>EJ1482486 (Laoha et al., 2025)</p>	<p>- EFL teachers' AI competencies include 10 specific skills, such as AI-Assisted Lesson Planning and Ethical &amp; Critical Use of AI . - AI tools are widely used in EFL classrooms for assessment, personalized learning, content creation, and student engagement . - Core competencies for AI integration include AI literacy, technical proficiency, ethical awareness, and pedagogical adaptation . - Challenges...</p>	<p>- AI integration in EFL education necessitates new teacher competencies . - Core competencies include AI literacy, technical proficiency, ethical awareness, and pedagogical adaptation . - Challenges to AI adoption include limited AI literacy, technical training, ethical concerns, and insufficient institutional support . - Effective AI integration requires balancing technological fluency with pedagogical principles and ethical considerations . - The...</p>	<p>- The study provides a comprehensive understanding of the evolving landscape of EFL teacher competencies in the age of AI . - It examines the intersection of AI technologies and EFL teachers' competencies, exploring how AI tools influence pedagogical skills, technological proficiency, and professional development . - The research identifies key competencies required for EFL teachers to effectively leverage AI,...</p>	<p>- Teacher training institutions should integrate AI literacy and practical AI tool usage into preservice and in-service programs . - Policymakers should develop national frameworks for AI competencies aligned with ethical standards and data privacy regulations . - Schools and educational institutions are encouraged to establish collaborative professional learning communities for AI integration . - All stakeholders should balance AI-driven...</p>
<p>EJ1470934 (Gaurina &amp; Pavlin, 2021)</p>	<p>- Teachers possess basic knowledge and positive beliefs about gamification, but there are significant differences based on age, teaching</p>	<p>- Croatian physics teachers acknowledge gamification's potential but have limited participation in gamification training . - Teachers are comfortable with technological tools like interactive</p>	<p>- The study addresses a limited understanding of teachers' knowledge and beliefs about gamification in physics education and its implications for effective implementation . - It</p>	<p>- Educational institutions should invest in comprehensive training programs for teachers . - Provide ready-to-use teaching materials and technological support . - Foster mentorship between experienced</p>

	<p>experience, and school type . - Most teachers use competitions, challenges, prizes, and incentives as gamification elements . - Interactive simulations and educational games are the most frequently used technological tools . - Major challenges include lack of resources, technological barriers,...</p>	<p>simulations and educational games, but less convinced about gamification's effectiveness in developing practical physics skills . - Demographic factors such as age and work experience significantly influence teachers' beliefs about gamification, but gender and school type...</p>	<p>provides valuable insights into factors influencing the adoption and effectiveness of gamification strategies in teaching . - It explores teachers' self-assessed knowledge and beliefs about gamification in physics education . - The study is...</p>	<p>and less experienced teachers .</p>
<p>EJ1467616 (Güzel, 2025)</p>	<p>- Gamified modules showed promising outcomes for motivation to learn English . - Learners' willingness to communicate with other cultures and their view of English as part of a well-rounded education significantly increased . - Unexpectedly, learners' desire and likelihood of becoming knowledgeable in English decreased after the intervention . - This decrease was interpreted as a realization of their...</p>	<p>- Gamified modules increased learners' motivation to communicate with foreign friends and view English as part of a well-rounded education . - Learners' views of their possible selves did not significantly improve; instead, there was a decrease in the desire and likelihood of becoming knowledgeable in English . - This decline is not solely negative, but an opportunity for personal...</p>	<p>- The study addresses a gap in research regarding the effect of gamification on the L2 self system in EFL contexts . - It contributes to understanding how gamified online settings influence the self-concepts of EFL learners . - The study offers valuable insights into the dynamic nature of motivation and self-concept in language education . - It emphasizes the...</p>	<p>- Fostering motivation for intercultural communication through modules that promote cultural discussions and profession-based role plays . - Balancing game elements like rewards and competition to avoid discouragement and maintain engagement . - Incorporating visualization practices (e.g., imagining future job applications) to help students develop a clearer ideal L2 self and address language insufficiencies . - Including activities that reduce...</p>
<p>EJ1461929 (Helvich et al., 2025)</p>	<p>- No relation found between gamification</p>	<p>- No association was found between the perceived</p>	<p>- Addressed research gaps in gamified English teaching</p>	<p>- Educators should consider how specific factors impact</p>

	<p>language learning outcomes and grade point averages, even after accounting for other factors . - Moderate differences between educational levels regarding how frequency of use influences teachers' perceptions of gamification. - Significant differences observed when controlling for teachers' age and teaching practice. - No significant impact of school support was observed in...</p>	<p>effectiveness of gamification on learning outcomes and end-of-term GPAs at both total score and item levels . - Moderate differences were identified in how the frequency of use, teachers' age, and English teaching practice length impact the perceived effectiveness of gamification in lower secondary and secondary education levels. - Controlling for...</p>	<p>regarding school support and personal factors. - Explored how teacher-related factors and school support cross-educationally impact English teachers' satisfaction and perceptions of gamification. - Examined the effect strength of individual factors on total score and item-level network relations. - Compared estimated networks to discern differences in effect strength across educational levels. -...</p>	<p>gamification outcomes and perceptions to customize strategies and improve teaching performance . - School administrators can use the data to make informed decisions for fostering gamification adoption in their institutions. - Developers can enhance applications by optimizing design and functionality based on these findings.</p>
<p>EJ1460142 (Fernández-velásquez, 2025)</p>	<p>- Gamification in flipped classrooms significantly increases student motivation, autonomy, and content retention. - It also improves academic performance and student satisfaction, with students preferring gamified environments. - The integration is effective in increasing student motivation and satisfaction, recommended for multidisciplinary environments. - A dominant quantitative</p>	<p>- Integration of gamification in the inverted classroom increases academic motivation, making learning interactive and attractive, and enhancing knowledge acquisition. - It also boosts autonomy in learning by fostering self-regulation skills, improving performance and content retention. - Academic satisfaction is positively impacted by creating more interactive and personalized learning environments. - Educational institutions should adopt effective strategies...</p>	<p>- Not addressed in this paper</p>	<p>- Integration of gamification in flipped classrooms is effective for increasing student motivation and satisfaction. - Recommended for application in multidisciplinary environments. - Educational institutions should adopt strategies effective in learning complex subjects (e.g., programming, social sciences) using interactive tools like educational games and gamified digital platforms. - Instruct educators on challenge-based gamification programs to increase academic...</p>

methodological  
approach (91.9%)  
was observed in  
the literature  
review, with  
questionnaires...

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## Discussions

Gamification, the integration of game-design elements and game principles in non-game contexts, has emerged as a significant and transformative approach in modern English education, particularly in English as a Second Language (ESL) and English as a Foreign Language (EFL) setting. The existing body of research largely supports the hypothesis that gamification positively impacts students' English ability and proficiency, positioning it as a powerful teaching tool. This discussion will delve into the current findings regarding gamification's effectiveness, its influence on student motivation and engagement, and the crucial role of teacher and institutional factors. Subsequently, it will outline a vision for the future of gamification in English language teaching.

### Current Findings on Gamification's Effectiveness

Research consistently highlights the substantial benefits of incorporating gamification into English language instruction. Numerous studies indicate that the integration of game-based elements into learning environments can significantly improve students' language development, engagement, and overall learning experience. Gamification has proven to be a powerful pedagogical strategy that not only enhances language proficiency but also transforms the traditional classroom into a more interactive and motivating learning environment (Batlle Rodríguez & Vicenta González Argüello, 2023; Li et al., 2022; Thi Van Pham & Minh Pham, 2022).

### *Enhanced English Proficiency and Skills*

One of the most widely reported benefits of gamification is its positive impact on students' English proficiency and language skills. Research findings suggest that gamified learning activities can significantly improve learners' ability to understand and use English in meaningful contexts. In particular, the use of gamification in oral English teaching has shown a remarkable advantage compared to traditional instructional approaches. Gamified activities encourage students to participate actively in speaking tasks, thereby improving their pronunciation, fluency, and

communicative competence. Furthermore, the use of game elements such as points, levels, and rewards helps build students' confidence and reduces anxiety during language practice. As a result, learners become more willing to engage in communicative activities and demonstrate higher levels of participation in English language learning (Batlle Rodríguez & Vicenta González Argüello, 2023; De Paiva Franco, 2022; Mario et al., 2023).

### *Increased Motivation and Engagement.*

Another important contribution of gamification lies in its ability to increase student motivation and engagement in ESL learning environments. Gamification introduces elements of fun, competition, and achievement that stimulate students' interest in learning English. Many learners perceive gamified learning as an effective way to address their language learning needs, which contributes to high levels of satisfaction and enthusiasm in the classroom. The concept of a "gamer's mindset" emerges when students begin to view learning activities as challenges to be completed rather than tasks to be avoided. This perspective encourages persistence, curiosity, and active involvement in learning activities. Moreover, gamification supports intrinsic motivation and cognitive engagement, which ultimately contributes to better knowledge retention. The positive impact of gamification on motivation and class participation is particularly evident in primary school contexts, where interactive and playful learning approaches are highly effective (Lee & Baek, 2023; Mario et al., 2023).

### *Adaptability and Versatility*

Gamified learning systems are also recognized for their adaptability and versatility in language education. These systems can be designed to support various aspects of language learning, including listening, speaking, reading, and writing. Teachers can modify gamified activities to match different learning objectives, student proficiency levels, and classroom contexts. This flexibility allows educators to apply gamification in diverse teaching situations, ranging from vocabulary practice to complex communication tasks. Consequently, gamification has become increasingly popular among English teachers who seek innovative ways to enhance student learning and engagement (Li et al., 2022; Mario et al., 2023).

### **Teacher and Institutional Factors**

Although gamification offers numerous benefits for English language teaching, its successful implementation is strongly influenced by factors related to teachers and institutional support. The effectiveness of gamified learning environments does not depend solely on the technology itself but also on how teachers perceive and implement it in their instructional practices.

### ***Teacher Perceptions and Experiences***

Teachers' perceptions of gamification play a significant role in determining whether this approach is effectively integrated into the classroom. Factors such as teachers' age, length of teaching experience, frequency of using gamification tools, and familiarity with digital technologies can influence their views regarding the effectiveness of gamified instruction. Some studies indicate that there are moderate to significant differences in teachers' perceptions depending on these variables, particularly in lower secondary and secondary education settings. Teachers who frequently use gamification tools or have more experience with digital learning platforms tend to view gamification more positively and are more likely to implement it consistently. However, some research findings suggest that the perceived effectiveness of gamification may not always be directly associated with traditional academic indicators such as end-of-term grade point averages. This indicates that while gamification may enhance engagement and participation, its impact on standardized academic performance may require further investigation.

### ***School Support***

Institutional support also plays a crucial role in determining the success of gamified instruction. Schools that provide adequate technological infrastructure, professional development opportunities, and supportive policies are more likely to encourage teachers to adopt gamification in their classrooms. When teachers receive sufficient training and institutional encouragement, they are more confident in experimenting with innovative teaching

approaches. Nevertheless, despite the recognized importance of school support, research examining which types of institutional measures most effectively promote gamification in English teaching remains limited. This highlights the need for further investigation into how schools can create supportive environments that facilitate the successful implementation of gamified learning strategies.

### **Research Gaps and Future Directions**

Despite the promising findings related to gamification in English language teaching, several research gaps remain that need to be addressed in order to develop a more comprehensive understanding of its effectiveness.

### ***Scarcity of Quality Quantitative Research.***

One of the major limitations in the current body of literature is the scarcity of high-quality quantitative research evaluating the effectiveness of gamification in English teaching. Although many studies report positive outcomes, a large proportion of the existing research relies on small sample sizes or short-term observations. More rigorous experimental studies and mixed-method research designs are needed to provide stronger empirical evidence regarding the impact of gamification on language learning outcomes.

### ***Impact of School Support and Personal Factors***

Another important research gap concerns the role of school support systems and personal factors in influencing the implementation of gamification. While some studies have explored teachers' perceptions and experiences, there is still limited research examining how institutional policies, leadership support, and teacher professional development programs affect the adoption of gamified learning strategies. Understanding these factors is essential for developing effective policies and practices that encourage the sustainable use of gamification in education.

### ***Longitudinal Studies***

Most existing studies on gamification in language education are conducted over relatively short periods of time. As a result, there is limited understanding of the long-term effects of gamified learning on students' language development and motivation. Longitudinal studies are therefore needed to examine how sustained exposure to gamified learning environments influences students' language acquisition, learning habits, and overall academic progress.

### **Next Vision in Teaching English Using Gamification**

The future of gamification in English language teaching is expected to evolve significantly as technological innovations continue to transform educational practices. Rather than functioning merely as a supplementary tool, gamification is likely to become an integrated and intelligent component of language learning systems.

### ***Personalized Adaptive Learning Paths***

One of the key future directions of gamification is the development of personalized adaptive learning platforms. By utilizing artificial intelligence and machine learning technologies, gamified systems will be able to analyze students' learning behaviors and adapt instructional activities according to individual progress, learning styles, and proficiency levels. These systems will offer personalized challenges, missions, and rewards that ensure each learner experiences an optimal level of difficulty and engagement.

### ***Integration of Advanced Technologies***

Future gamified learning environments will also incorporate advanced technologies such as virtual reality (VR), augmented reality (AR), and mixed reality (MR). These technologies can create immersive language learning experiences in which students interact with virtual environments and characters while practicing English communication. For example, learners might engage in simulated conversations with AI-powered avatars in realistic settings or explore cultural environments through AR-based learning activities. Such experiences can provide authentic language practice opportunities that

go beyond the limitations of traditional classrooms.

### ***Data-Driven Pedagogical Insights***

Gamified platforms will increasingly rely on data analytics to provide valuable insights into student learning behaviors and performance patterns. By collecting and analyzing data related to student engagement, task completion, and learning difficulties, these systems can help teachers identify areas where students need additional support. Consequently, educators will be able to design more targeted instructional interventions and adjust their teaching strategies based on evidence-based insights.

### ***Focus on Higher-Order Thinking Skills***

In addition to supporting vocabulary and grammar learning, future gamification approaches will focus more on developing higher-order thinking skills such as critical thinking, problem-solving, and creativity. Narrative-based educational games may require students to analyze information, collaborate with peers, and present arguments in English, thereby promoting deeper language use and cognitive development.

### ***Teacher Training and Community Building***

The success of future gamification initiatives will also depend on the availability of comprehensive teacher training programs. Educators will need guidance on how to design effective gamified learning activities, integrate them into existing curricula, and evaluate their impact on student learning. Establishing professional learning communities among teachers can also facilitate the sharing of best practices, innovative ideas, and practical resources related to gamification.

### ***Ethical Gamification and Well-being***

As gamification becomes more sophisticated, it will be increasingly important to consider ethical design principles. Educational games should promote healthy learning behaviors without creating excessive competition or psychological pressure among students. Balanced game design that combines competition with collaboration, as well as elements that support student well-being, will be essential to ensure that gamification

contributes positively to both learning outcomes and students' overall development.

## **Conclusion**

Gamification has increasingly demonstrated its potential as a transformative approach in English language teaching, particularly in English as a Second Language (ESL) and English as a Foreign Language (EFL) context. The integration of game elements such as points, levels, rewards, and interactive challenges into educational environments has shifted traditional learning models toward more engaging and student-centered practices. Based on current research findings, gamification not only enhances students' English proficiency but also significantly improves motivation, participation, and confidence in language learning. These improvements are particularly evident in productive skills such as speaking, where gamified activities encourage students to practice language use in a supportive and enjoyable environment.

Another important outcome highlighted by the literature is the positive impact of gamification on student engagement. By transforming learning into an interactive and meaningful experience, gamification fosters intrinsic motivation and encourages learners to actively participate in classroom activities. Students tend to perceive gamified learning as enjoyable and relevant to their learning needs, which contributes to improved knowledge retention and sustained interest in the subject. Moreover, the adaptable nature of gamified systems allows teachers to apply them across different language skills, including listening, speaking, reading, and writing, making gamification a versatile pedagogical tool in English instruction.

Despite these advantages, the successful implementation of gamification depends greatly on teacher readiness and institutional support. Teachers' perceptions, professional experience, and familiarity with gamification technologies can influence how effectively these methods are implemented in the classroom. Similarly, institutional factors such as access to digital resources, training opportunities, and supportive school policies play a crucial role in determining whether gamification can be sustainably integrated into

teaching practices. Therefore, strengthening professional development programs and institutional support systems is essential to maximize the benefits of gamified learning environments.

Furthermore, several research gaps remain in the current body of literature. There is still a need for more comprehensive quantitative and qualitative studies that examine the long-term effects of gamification on language learning outcomes. Longitudinal research could provide deeper insights into how sustained gamified learning influences students' motivation, language proficiency, and cognitive development over time. In addition, further studies exploring the role of school support systems and teacher-related factors would help develop more effective implementation strategies.

Looking ahead, the future of gamification in English language teaching is promising. Advances in technology, including artificial intelligence, virtual reality, and adaptive learning systems, are expected to create more personalized and immersive language learning experiences. These developments will enable educators to design learning environments that not only enhance linguistic competence but also cultivate critical thinking, creativity, and collaboration. With appropriate pedagogical design, teacher training, and ethical considerations, gamification has the potential to become a powerful and sustainable innovation in the evolution of English language education.

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