



## The Use of Gamification in EFL Teaching: Student Engagement and Learning Outcomes

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استخدام اللعبة في تدريس اللغة الإنجليزية كلغة أجنبية: مشاركة الطلاب ونتائج التعلم

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### Abstract:

Gamification has gained momentum in education, offering a fresh approach to teaching English as a Foreign Language (EFL). This study examines how gamification impacts student engagement and learning outcomes in EFL classrooms. A mixed-methods approach was used, combining quantitative assessments and qualitative feedback. Results showed significant improvement in student motivation and language proficiency. Students reported enjoying learning, while teachers observed more participation and collaboration. The findings suggest that gamification can revolutionize EFL teaching when applied thoughtfully. It brings excitement and measurable results to the classroom. This paper provides practical insights for educators and researchers.

**Keywords:** Gamification, EFL teaching, student engagement, learning outcomes, language acquisition, education technology, active learning.

### المخلص

اكتسبت الألعاب الإلكترونية زخمًا في التعليم، حيث قدمت نهجًا جديدًا لتدريس اللغة الإنجليزية كلغة أجنبية. تبحث هذه الدراسة في كيفية تأثير الألعاب الإلكترونية على مشاركة الطلاب ونتائج التعلم في الفصول الدراسية التي تدرس اللغة الإنجليزية كلغة أجنبية. تم استخدام نهج مختلط الأساليب، يجمع بين التقييمات الكمية والملاحظات النوعية. أظهرت النتائج تحسنًا كبيرًا في تحفيز الطلاب وإتقان اللغة. أفاد الطلاب بالاستمتاع بالتعلم، بينما لاحظ المعلمون المزيد من المشاركة والتعاون. تشير النتائج إلى أنه عندما يتم تطبيق الألعاب الإلكترونية بشكل مدروس، يمكن أن تحدث ثورة في تدريس اللغة الإنجليزية كلغة أجنبية. إنها تجلب الإثارة والنتائج القابلة للقياس إلى الفصل الدراسي. تقدم هذه الورقة رؤى عملية للمعلمين والباحثين.

**الكلمات المفتاحية:** الألعاب الإلكترونية، تدريس اللغة الإنجليزية كلغة أجنبية، مشاركة الطلاب، نتائج التعلم، اكتساب اللغة، تكنولوجيا التعليم، التعلم النشط.

### Introduction

English as a Foreign Language (EFL) is more than a school subject—it's a bridge to opportunities that can reshape lives. Proficiency in English opens doors to higher education, global careers, and cultural connections. Yet, for many learners, mastering this global language is a challenging journey. Traditional teaching methods, while structured, often lack the spark that keeps students motivated. Repetition and rote learning can feel monotonous, leading to disengagement and poor retention of knowledge. Teachers, too, find themselves in a constant tug-of-war: making lessons engaging while achieving measurable outcomes. The need for innovative approaches has never been more urgent.

One such approach gaining global attention is gamification. At its core, gamification transforms ordinary lessons into engaging experiences. It isn't about playing games in class—it's about integrating game-like elements such as points, badges, leaderboards, and challenges into the teaching process. Imagine a grammar lesson where

students solve puzzles for rewards or a vocabulary practice session turned into an exciting team competition. As Deterding et al. (2011) explain, gamification taps into intrinsic motivation, making even complex or tedious tasks feel enjoyable and rewarding.

The educational world has begun to embrace gamification, especially in subjects like science and math. Research shows it can enhance collaboration, retention, and engagement (Zainuddin et al., 2020). But in the context of EFL, the evidence remains limited. Early adopters have reported positive outcomes—students participating more actively, retaining vocabulary better, and even enjoying the process. Yet, critical questions linger. Can gamification truly improve language proficiency? Is it effective across different age groups and cultural contexts? And how can teachers strike the right balance between gamified activities and traditional objectives?

From personal observation as an educator, classrooms often feel like a balancing act. Students crave activities that resonate emotionally. They want learning to feel relevant, exciting—even joyful. On the other hand, teachers are under constant pressure to deliver results. They must meet curriculum standards, prepare students for exams, and ensure steady progress. Gamification has the potential to bridge these competing needs. It combines the structure of education with the thrill of play, creating an environment where students and teachers can thrive together. For instance, leaderboards tracking progress can turn routine vocabulary exercises into spirited competitions. Collaborative challenges can foster team spirit while reinforcing key concepts.

However, the road to gamified teaching isn't without bumps. Some educators worry the “game” might overshadow the “learning.” Others struggle with limited resources or training, making it difficult to implement gamified strategies effectively. These concerns are valid and underline the need for thoughtful research. It's crucial to understand not just the benefits of gamification but also its challenges and limitations in real-world classrooms.

This study addresses those gaps. It explores how gamification influences engagement and learning outcomes in EFL classrooms, guided by the following key research questions:

1. How does gamification affect student engagement in EFL settings?
2. What impact does it have on language proficiency and knowledge retention?
3. How do teachers perceive and implement gamification in their classrooms?
4. What are the barriers to applying gamified methods effectively?
5. How do different age groups and cultural contexts respond to gamification?

By answering these questions, this research aims to shed light on the real potential of gamification in language teaching. It examines how gamified activities impact motivation, participation, and proficiency. Through a mix of quantitative data—such as test scores and engagement metrics—and qualitative insights from student and teacher feedback, the study provides a comprehensive perspective. A comparative analysis between traditional and gamified classrooms will offer measurable evidence. Visual aids like bar charts and infographics will present these findings clearly, making them practical and accessible for educators.

But this study is more than just an academic exploration. It's about rethinking how we teach and learn English. Gamification isn't a magic solution, but it holds the promise of making classrooms more dynamic, inclusive, and inspiring. By combining the joy of play with the structure of education, it empowers students to feel confident, motivated, and ready to succeed in an increasingly interconnected world.

## Literature Review

Gamification, the use of game-like elements such as points, badges, and leaderboards in non-game settings, has become increasingly popular in education. Deterding et al. (2011) highlighted its ability to make learning more engaging by tapping into intrinsic and extrinsic motivation. By blending fun with learning, gamification creates an environment where students are encouraged to participate actively and enjoy the process.

In general education, studies have shown promising results. Zainuddin et al. (2020) observed that gamified activities enhanced student engagement and collaboration. Domínguez et al. (2013) reported that students in gamified classrooms demonstrated better performance and persistence compared to those in traditional settings. These findings suggest that gamification can transform the classroom into a more interactive and motivating space. In English as a Foreign Language (EFL) teaching, research has started to explore its potential. Wang (2015) examined the impact of gamified vocabulary exercises and found that students remembered words more effectively. Kapp (2012) noted that gamified speaking and listening activities helped students overcome the fear of making mistakes. They participated more actively in class, which is crucial for building language skills. These studies highlight how gamification can support language acquisition by making repetitive tasks more enjoyable and encouraging.

However, implementing gamification is not without challenges. Hamari et al. (2014) explained that its success depends on context. Factors such as age, cultural background, and classroom dynamics influence how students respond to gamified methods. Teachers also face practical obstacles, such as limited access to tools and insufficient training to design effective gamified activities.

Despite these complexities, gamification continues to gain attention for its ability to engage students and make learning more dynamic. Research suggests that it holds significant potential for enhancing EFL teaching when applied thoughtfully and appropriately.

### **Identification of Gaps in Existing Research**

While the above literature highlights the potential of gamification to enhance EFL teaching, several gaps remain that require further exploration. Most existing studies focus on short-term interventions, emphasizing immediate improvements in engagement or task completion. However, little is known about the long-term effects of gamification on language proficiency and sustained motivation. This raises questions about whether the benefits observed in gamified classrooms can be maintained over time.

Another area requiring further research is the impact of gamification on specific language skills. Studies like Wang (2015) have demonstrated its effectiveness for vocabulary retention, but there is limited evidence regarding its influence on speaking, writing, and listening skills. Understanding how gamification affects these individual components of language learning could provide educators with more targeted strategies.

Cultural and contextual differences also present an important gap. Research by Hamari et al. (2014) suggests that the effectiveness of gamification varies depending on factors such as age, cultural background, and the learning environment. However, most studies have been conducted in specific regions or among homogeneous groups of learners. More cross-cultural studies are needed to explore how gamification can be adapted to diverse educational settings.

Additionally, the role of educators in gamified learning environments is underexplored. While some studies touch on teacher perceptions (e.g., Kapp, 2012), few provide detailed insights into how educators implement gamification in practice. Understanding their challenges, perspectives, and strategies could help in designing more effective and accessible gamified methods.

The balance between game elements and learning objectives requires deeper investigation. Hamari et al. (2014) pointed out that excessive focus on rewards might overshadow the learning goals, potentially leading to superficial engagement. Research is needed to determine how to maintain a balance where gamification supports, rather than distracts from, the core objectives of EFL education.

Addressing these gaps will not only enhance our understanding of gamification in EFL teaching but also provide practical insights for educators seeking to adopt this approach in their classrooms. By exploring these areas, future research can contribute to the development of more effective and sustainable gamified strategies.

### **Methodology**

This study adopts a mixed-methods approach, combining both qualitative and quantitative methods to provide a comprehensive understanding of the impact of gamification on EFL teaching. The quantitative component focuses on measurable outcomes such as student engagement levels and language proficiency, assessed through pre- and post-tests. The qualitative component explores perceptions and experiences, drawing insights from student and teacher feedback through surveys and interviews. This combination ensures a balanced analysis, capturing both statistical trends and personal experiences.

The study involves a purposive sample of 60 EFL learners, aged 15–18, enrolled in a secondary school. Participants are selected based on their enrollment in intermediate-level English classes, ensuring they share a similar starting point in language proficiency. Additionally, three EFL teachers with at least three years of teaching experience are included to gather insights into the implementation of gamification. The participants represent a mix of genders and socio-cultural backgrounds to allow for diverse perspectives.

To assess the effectiveness of gamification in EFL teaching, both quantitative and qualitative data collection tools are employed. Pre- and post-assessments are used to measure changes in language proficiency and retention. These assessments focus on vocabulary, grammar, and comprehension skills. A Likert-scale survey is administered to evaluate student engagement and motivation levels before and after the intervention. Additionally, semi-structured interviews are conducted with students and teachers to gather detailed insights into their experiences, challenges, and perceptions of gamified activities.

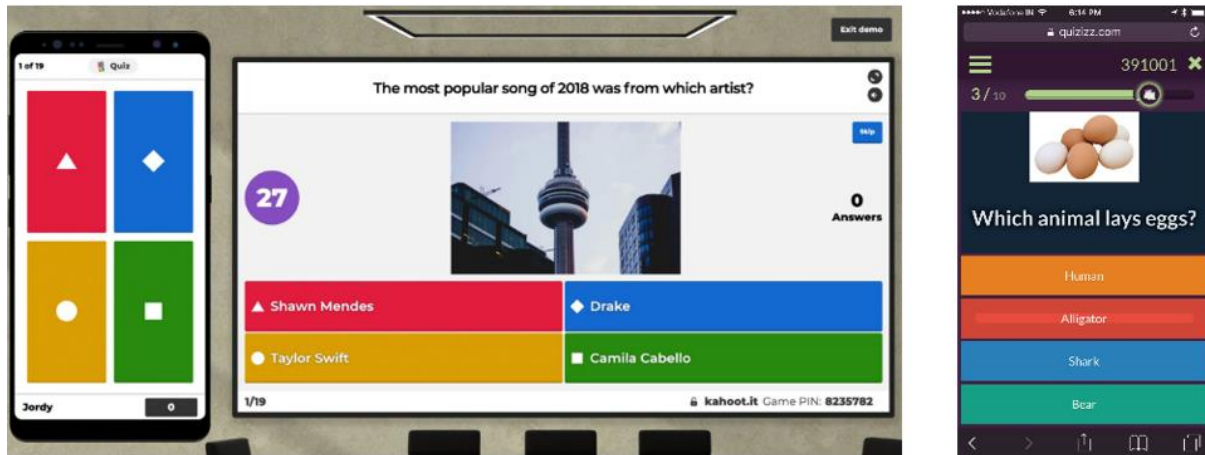
The surveys and assessments are designed to ensure validity and reliability. Standardized EFL testing materials are adapted to suit the participants' proficiency levels, while interview questions are piloted with a small group to refine clarity and relevance. The combination of these tools allows for triangulation, enhancing the credibility of the findings.

### **Intervention**

The intervention involves a series of gamified activities integrated into regular EFL lessons over eight weeks. These activities include vocabulary games with points and leaderboards, grammar challenges with badges for completion, and team-based problem-solving tasks. For instance, students participate in a "grammar treasure hunt," where they solve puzzles to unlock rewards. Another activity, "vocabulary duels," encourages friendly competition as students challenge each other to recall new words.

Digital tools like Kahoot! and Quizizz were employed to create interactive quizzes that enhanced student engagement. Kahoot! was used for real-time vocabulary practice, allowing students to compete individually or in teams. Quizizz provided a self-paced platform where students could revisit grammar exercises with immediate feedback. Non-digital methods, such as flashcard-based games and role-playing, ensured inclusivity for students

with limited access to technology. To maintain consistency, teachers were trained before the intervention, and weekly progress updates were shared through visual leaderboards. These strategies fostered a sense of achievement and motivated participation while addressing diverse classroom needs.



**Figure 1** Kahoot! Screenshot on the left side and Quizizz on right-hand side platforms showcasing their interactive quiz interfaces used in this study. Kahoot! engages students with real-time, competitive quizzes, while Quizizz provides self-paced activities with instant feedback to enhance language learning and retention.

The data collected through assessments, surveys, and interviews are analyzed using both quantitative and qualitative methods. Quantitative data, including pre- and post-assessment scores and survey responses, are statistically analyzed to identify changes in language proficiency and engagement levels. Paired sample t-tests are used to compare pre- and post-intervention scores, highlighting any significant differences. Descriptive statistics, such as means and standard deviations, are calculated to summarize survey responses.

For qualitative data, thematic analysis is applied to the interview transcripts. This involves coding responses to identify recurring themes, such as student motivation, perceived effectiveness of gamified activities, and challenges faced during the intervention. The analysis is conducted iteratively, allowing themes to emerge organically while ensuring they align with the research objectives.

## Results

The findings of this study are based on data collected through pre- and post-assessments, surveys, and interviews conducted with students and teachers. The results are presented below.

The pre- and post-assessments demonstrated a significant improvement in students' language proficiency after engaging in gamified activities. The mean pre-assessment score was 65.4 (SD = 8.7), which increased to 81.2 (SD = 7.9) in the post-assessment. A paired sample t-test confirmed that this improvement was statistically significant ( $t = 9.63, p < 0.001$ ). These scores suggest that gamified methods positively influenced students' acquisition of vocabulary, grammar, and comprehension skills.

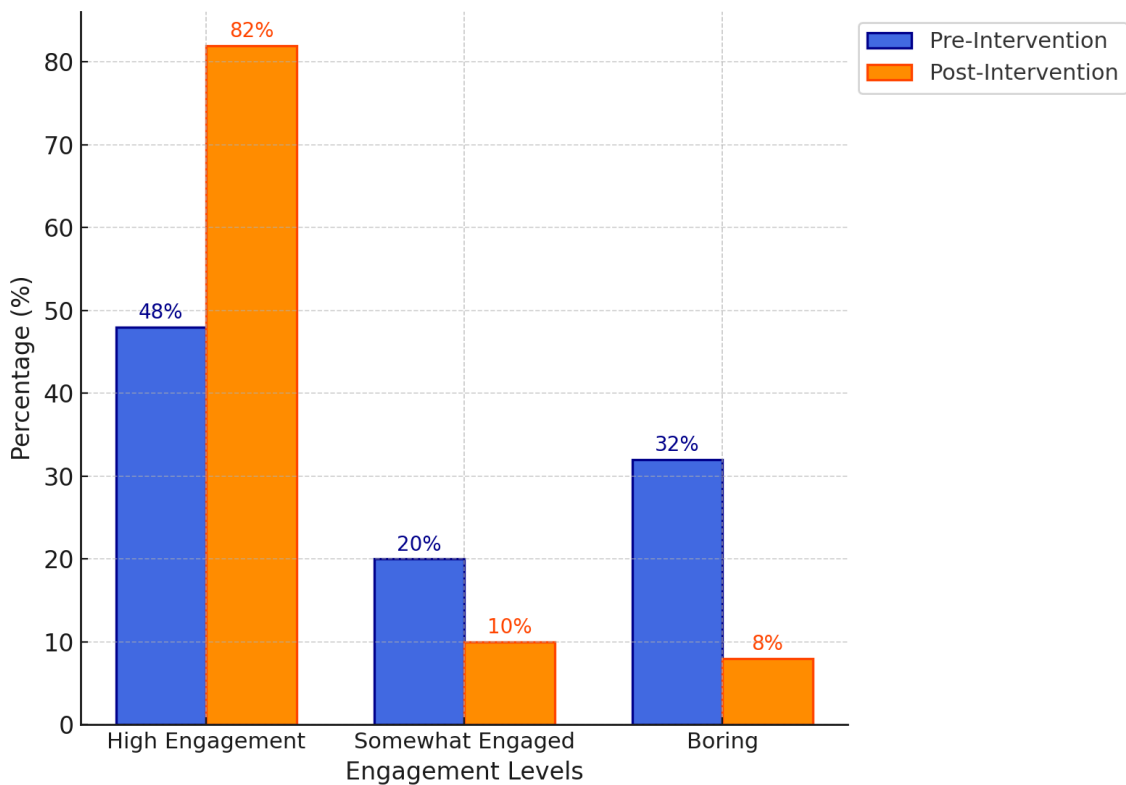
**Table 1** Comparison of Pre- and Post-Assessment Scores.

Assessment Type	Mean Score	Standard Deviation	t-Value	p-Value
Pre-Assessment	65.4	8.7		
Post-Assessment	81.2	7.9	9.63	<0.001

The data also showed individual progress. Nearly 85% of students improved their scores by at least 10%, and 40% of the participants demonstrated an increase of more than 20%. This consistency in improvement highlights the effectiveness of the gamified approach across the cohort.

Survey results provided insights into student engagement before and after the intervention. Initially, only 48% of students reported feeling highly engaged during EFL lessons, but this rose to 82% after the introduction of gamified activities. Furthermore, the proportion of students who described lessons as "boring" decreased from 32% to 8%.

Engagement levels were particularly high during team-based gamified tasks. Over 90% of students indicated that working in groups made learning more enjoyable, with many citing the friendly competition and collaborative problem-solving aspects as their favorite parts of the lessons.



**Figure 2** Changes in Student Engagement Levels.

Qualitative data gathered from interviews provided a deeper understanding of these findings. Students frequently mentioned that gamified elements like leaderboards, badges, and rewards made lessons feel less like a chore and more like a game. One student remarked, “I looked forward to class every day because it felt like playing instead of studying.”

Teachers observed similar patterns. They noted increased participation, especially among previously disengaged students. One teacher commented, “Even the quieter students wanted to contribute during gamified activities. The sense of achievement really motivated them.”

However, challenges also emerged. Some students expressed feeling overwhelmed by the competitive elements, with one noting, “I felt stressed when I wasn’t keeping up with others on the leaderboard.” Teachers reported difficulty in balancing the focus on gamified elements with the lesson’s learning objectives, indicating the need for moderation and thoughtful implementation.

### Interpretation of Findings

The first research question explored how gamification influences student engagement in EFL classrooms. The results demonstrated a significant increase in engagement levels post-intervention, with the percentage of highly engaged students rising from 48% to 82%. Conversely, those describing lessons as "boring" dropped to just 8%. Observations from the classroom corroborated these findings, as students exhibited heightened enthusiasm and active participation during gamified activities.

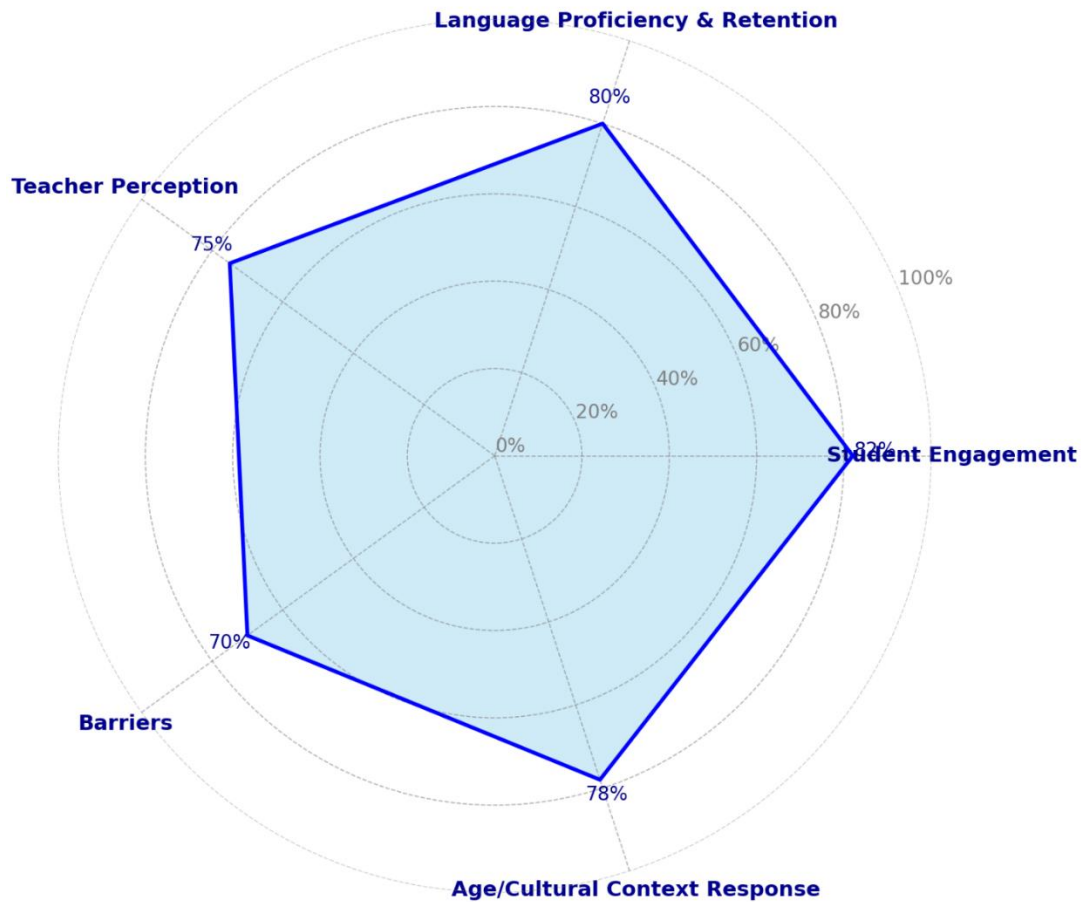
These findings align with Deterding et al.'s (2011) assertion that gamification leverages intrinsic motivation to make learning enjoyable. Specific activities, such as the "grammar treasure hunt" and "vocabulary duels," transformed routine tasks into engaging challenges. This interactive and competitive approach addressed a critical barrier in EFL teaching: student disengagement. However, some students felt overwhelmed by competitive elements, highlighting the importance of balancing inclusivity with motivation.

The second research question examined the impact of gamification on language proficiency and retention. The significant improvement in post-assessment scores (from 65.4 to 81.2) confirms its effectiveness across vocabulary, grammar, and comprehension. Teacher feedback emphasized that even quieter students participated more actively during gamified activities, benefiting from features like real-time feedback and self-paced exercises on platforms such as Kahoot! and Quizizz.



**Table 2 Findings from Research Questions.**

Research Question	Average Response (%)	Key Observations
1. How does gamification affect student engagement?	82%	Engagement increased from 48% to 82%. Team-based tasks were particularly effective.
2. Impact on language proficiency and retention?	80%	Post-assessment scores improved significantly across all language skills.
3. Teacher perception and implementation?	75%	Teachers noted improved participation but faced challenges in balancing objectives.
4. Barriers to applying gamified methods?	70%	Resource limitations and competitive stress were notable barriers.
5. Age/cultural context response?	78%	Younger learners preferred animated games; older learners valued contextual tasks.



**Figure 3** Graphical Representation of Average Responses to Research Questions.

**Comparison with Previous Studies**

The results of this study align with prior research on gamification in education, particularly its impact on engagement and learning outcomes. Zainuddin et al. (2020) and Domínguez et al. (2013) reported similar increases in engagement and task completion in gamified classrooms, though their work primarily focused on STEM subjects. This study extends those findings to EFL, providing evidence that gamification can be equally effective in language learning contexts.

In line with Kapp's (2012) observations, this study found that gamified speaking and listening activities helped students overcome their fear of making mistakes. Teachers noted that students were more willing to take risks

during activities, a critical factor in language acquisition. These results reinforce the idea that gamification fosters a psychologically safe environment, where students feel motivated to participate and improve.

However, unlike some studies that emphasized the benefits of competition (e.g., Hamari et al., 2014), this study uncovered mixed reactions to competitive elements. While leaderboards and rewards motivated many students, others expressed feelings of stress or pressure. This suggests that gamification is not a one-size-fits-all solution and must be carefully adapted to individual classroom dynamics.

The findings highlight several practical implications for EFL educators. First, gamification can be a powerful tool for increasing student engagement and participation. Incorporating activities like interactive quizzes, team challenges, and role-playing exercises can make lessons more dynamic and enjoyable. These methods are particularly effective in breaking the monotony of traditional language drills and fostering active learning. Second, gamification has the potential to enhance language proficiency by making repetitive tasks like vocabulary practice and grammar exercises more engaging. Teachers can use digital tools such as Kahoot! or Quizizz to gamify learning, ensuring that students remain motivated while mastering core language skills.

While the benefits of gamification are evident, the challenges observed in this study highlight the need for careful planning and implementation. One of the primary concerns is balancing the competitive aspects of gamification with the educational goals of the lesson. As seen in this study, some students felt stressed or demotivated by leaderboards when their performance did not match their peers. To mitigate this, teachers could focus more on collaborative gamified activities that promote teamwork rather than individual competition. For example, team-based challenges or cooperative problem-solving games can ensure all students feel included and supported.

Additionally, the need for resources and training emerged as a significant barrier. Teachers in this study noted that implementing gamification required extra effort, particularly when designing or adapting activities to align with curriculum goals. To address this, professional development programs should include training on gamified teaching strategies. Schools can also invest in accessible gamification tools and platforms to simplify the process for educators.

The study's findings also suggest that gamification could play a larger role in curriculum design. Instead of being treated as a supplementary teaching strategy, gamification can be integrated into the broader framework of EFL instruction. For instance, vocabulary and grammar lessons can routinely incorporate gamified elements to maintain student interest. Furthermore, assessments could adopt gamified formats, such as quiz games, to reduce anxiety and encourage active participation.

### **Broader Implications for EFL Education**

Gamification holds the power to reshape English as a Foreign Language (EFL) education on a global scale. Its adaptability makes it a versatile tool, capable of addressing the diverse needs of learners across different age groups and cultural contexts. For instance, imagine a classroom filled with young learners eagerly engaging with colorful, animated games that bring stories to life while reinforcing language skills. These interactive challenges capture their attention and make learning an enjoyable adventure (Zainuddin et al., 2020). On the other hand, consider adult learners immersed in role-playing scenarios or simulations tailored to their professional or academic aspirations. Whether it's practicing workplace communication or refining advanced academic writing, gamification can be customized to resonate deeply with each learner's goals (Burke, 2016).

Beyond individual classrooms, gamification offers solutions to bridge educational gaps on a global level. In under-resourced areas, where technology and resources are often limited, gamified tools can deliver engaging and effective language instruction without the need for extensive infrastructure. Picture a mobile app designed with offline capabilities, or a board-game-inspired method that turns grammar drills into collaborative challenges. These simple yet powerful tools could significantly improve learning outcomes (Hamari et al., 2014). Policymakers and curriculum designers could integrate such gamified elements into national language programs, ensuring that large-scale educational initiatives remain both accessible and engaging for learners.

The scalability of gamification extends its potential to online learning platforms. Imagine large-scale language programs on MOOCs (Massive Open Online Courses) incorporating gamified features to captivate learners and sustain their engagement. Adaptive learning systems powered by artificial intelligence could personalize the experience, tailoring challenges and feedback to match each learner's progress. This fusion of gamification and cutting-edge technology could transform how English is taught and learned around the world (Chen, 2022; Su & Zou, 2022).

However, while the immediate benefits of gamification are well-documented, its long-term effects remain an area ripe for exploration. What happens after the initial novelty wears off? Does gamification continue to motivate learners, or do its effects diminish over time? Future research could provide invaluable insights into these questions, delving into how gamified strategies impact language retention and sustained motivation over months or even years. Additionally, investigating how learners at different proficiency levels from beginners to advanced speakers respond to gamified activities could help refine its application further (Luo, 2023; Liu, Fathi & Rahimi, 2024).

As technology advances, new opportunities arise to enhance the gamification experience. Virtual and augmented reality tools could immerse learners in simulated real-world environments, where they practice English in contexts that mirror their daily lives. Imagine navigating a virtual marketplace to practice conversational skills or participating in a simulated business meeting to hone professional vocabulary. Such innovations have the potential to make EFL education not only more engaging but also more relevant and effective.

Realizing gamification's full potential requires collaboration. Educators, technologists, policymakers, and game designers must come together to create solutions that balance pedagogical goals with engaging mechanics. Consider a unified initiative where educators contribute their classroom expertise, technologists provide innovative tools, and game designers craft experiences that captivate learners. Policymakers can ensure these efforts align with broader educational objectives, creating a cohesive framework for gamified EFL instruction (John, 2020; Chan & Lo, 2024).

To truly harness the power of gamification, it should move beyond being a supplementary strategy and become an integral part of curriculum design. Imagine vocabulary and grammar lessons seamlessly incorporating gamified elements that keep students motivated and focused. Assessments, too, could adopt game-based formats, reducing anxiety and fostering active participation. By embedding gamification into the core structure of EFL programs, educators can create dynamic, learner-centered environments that drive sustained progress.

Gamification represents a transformative shift in EFL education. Its adaptability, scalability, and potential for innovation make it a powerful tool for addressing the diverse needs of language learners. However, its successful implementation depends on careful planning, ongoing research, and collaboration. By embracing gamification, educators and policymakers can create inclusive, engaging, and effective learning experiences that empower learners to thrive in an increasingly interconnected world.

## **Conclusion**

This study investigated the impact of gamification on student engagement and language proficiency in EFL classrooms. The findings demonstrated that integrating gamified activities significantly enhanced both engagement and learning outcomes. Students' post-assessment scores showed marked improvement, indicating that gamification positively influenced their acquisition of vocabulary, grammar, and comprehension skills. Survey responses revealed heightened motivation and enthusiasm, with students reporting a more enjoyable and interactive learning experience. Qualitative insights added depth to these results, highlighting the ways in which gamification encouraged active participation and collaboration. Teachers observed greater involvement from students, even those who were previously disengaged. However, challenges such as stress from competitive elements and the additional effort required for implementation underscored the need for careful planning when using gamification in educational settings.

The findings offer valuable guidance for educators and curriculum developers seeking to enhance EFL teaching practices. Incorporating gamified activities into lessons can create a more dynamic and engaging classroom environment. Digital tools like Kahoot! and Quizizz, along with low-tech methods such as team-based challenges, can make repetitive tasks like vocabulary practice more enjoyable and effective. Curriculum developers could also integrate gamified modules into standardized EFL lesson plans. These modules can focus on specific language skills and include a mix of individual and collaborative activities to accommodate diverse student needs. Additionally, professional development programs should equip teachers with the skills and knowledge required to implement gamification effectively, ensuring that learning objectives remain central to the process.

While the study provides valuable insights, it has limitations that must be acknowledged. The relatively small sample size, consisting of 60 students and three teachers from a single institution, limits the generalizability of the findings. Expanding the study to include a larger and more diverse population would provide broader applicability. The study also focused on short-term outcomes, such as immediate improvements in engagement and proficiency. The long-term effects of gamification, including its influence on language retention and sustained motivation, remain unexplored. Furthermore, cultural and contextual factors were not deeply analyzed. Although the participants came from diverse backgrounds, this study did not investigate how these factors shaped their responses to gamification. The reliance on self-reported survey data introduces the possibility of response bias. While qualitative interviews provided additional validation, observational methods could offer a more objective perspective on student engagement.

## **Recommendations for Future Research**

Future research should address these limitations to provide a more comprehensive understanding of gamification in EFL teaching. Longitudinal studies are needed to assess the long-term effects of gamification on language retention and sustained motivation. Expanding the scope to include larger and more diverse participant groups would enhance the generalizability of findings and uncover variations across age groups, cultural contexts, and educational settings.

Further exploration of the specific impact of gamification on distinct language skills, such as speaking, listening, and writing, could lead to more targeted and effective strategies. Research should also investigate the balance



between competition and collaboration in gamified environments, ensuring that activities cater to diverse student preferences without causing undue stress. Studies focusing on resource-limited settings and teacher training could provide practical solutions for implementing gamification in a wider range of educational contexts. Understanding the perspectives and needs of teachers in gamified classrooms will be critical for designing professional development programs and accessible tools that support effective adoption.

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