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Gamification in English Language Teaching (ELT): A Comprehensive Review of Theory and Practice

İngilizce Dil Öğretiminde Gamifikasyon (ELT): Teori ve Pratiklerin Kapsamlı İncelemesi

ABSTRACT

Gamification, the integration of game elements and principles into non-game contexts, has emerged as a transformative approach in the realm of English Language Teaching (ELT). The utilization of gamification in ELT settings has garnered increasing attention due to its potential to revolutionize traditional pedagogical practices and captivate the interest of a digitally savvy generation of language learners. This literature review delves into the multifaceted landscape of gamification in ELT, offering a comprehensive exploration of its theoretical foundations, practical applications, and the impact it holds on motivating and engaging English language learners. By examining a broad array of research, this review aims to shed light on the evolving role of gamification in ELT, making evident the benefits, challenges, and opportunities it presents for educators and learners alike. Furthermore, it identifies avenues for future research, thereby contributing to the ongoing discourse surrounding this dynamic pedagogical approach.

Keywords: Gamification, ELT, Digitalization, Education Management.

ÖZET

Gamifikasyon, oyun öğelerinin ve ilkelerinin oyun dışı bağlamlara entegre edilmesi olarak ortaya çıkmış ve İngilizce Dil Öğretimi (ELT) alanında dönüşüm sağlayıcı bir yaklaşım olarak ön plana çıkmıştır. ELT ortamlarında gamifikasyonun kullanımı, geleneksel pedagojik uygulamaları devrimleştirilmesi ve dijital çağın dil öğrencilerinin ilgisini çekmesi potansiyeli nedeniyle artan ilgi görmektedir. Bu literatür incelemesi, gamifikasyonun ELT alanındaki çok yönlü manzarasına derinlemesine bir keşif sunmakta; teorik temellerini, pratik uygulamalarını ve İngilizce dil öğrencilerini motive etme ve etkileyebilme üzerindeki etkisini kapsamlı bir şekilde araştırmaktadır. Geniş bir araştırma yelpazesini inceleyerek, bu inceleme gamifikasyonun ELT'deki gelişen rolünü aydınlatmayı amaçlamakta, eğitimciler ve öğrenciler için sunduğu faydaları, zorlukları ve fırsatları belirgin hale getirmektedir. Ayrıca, gelecekteki araştırma alanlarını tanımlamakta, böylece bu dinamik pedagojik yaklaşım etrafındaki süregelen tartışmaya katkıda bulunmaktadır.

Anahtar Kelimeler: Gamifikasyon, ELT, Dijitalleşme, Eğitim Yönetimi.

1. INTRODUCTION

English Language Teaching (ELT) has witnessed a transformative shift in recent years, owing to the advent of innovative pedagogical approaches. One such approach that has gained considerable prominence is gamification, a pedagogical strategy that incorporates game elements and principles into non-game contexts to foster engagement and motivation among learners. This introduction sets the stage for our comprehensive review of gamification in ELT, aiming to provide a deeper understanding of its significance and implications (Chamboko-Mpotaringa & Manditereza, 2023).

The conventional methods of language instruction, although effective to a certain extent, often struggle to captivate the attention and sustain the motivation of today's diverse and tech-savvy learners. Gamification, rooted in theories of motivation, cognitive psychology, and game design, offers a promising solution to this challenge. By infusing elements like points, badges, leaderboards, and immersive narratives into language learning experiences, gamification has the potential to reinvigorate ELT, making it more engaging and effective (Kıyanççek & Uzun, 2022).

The primary objectives of this literature review are threefold. First, it aims to delve into the theoretical underpinnings of gamification in English Language Teaching (ELT). This exploration seeks to elucidate the psychological and pedagogical foundations that underpin the appeal of gamification for language learners. By analyzing the theoretical framework, we can gain insights into why gamified approaches are effective tools for language instruction.

Second, this review sets out to investigate the practical applications of gamification in ELT. It endeavors to shed light on how educators are incorporating gamified elements into their teaching methodologies and materials. This examination seeks to provide a comprehensive overview of the diverse ways in which gamification is being implemented in language classrooms, thereby offering practical insights for educators looking to adopt these strategies.

Lastly, the literature review strives to assess the impact of gamification on English language learners. It scrutinizes the effectiveness of this approach with a specific focus on its influence on motivation, engagement, and language acquisition. By evaluating empirical evidence, we can better understand how gamification contributes to enhanced learning outcomes in ELT contexts.

2. LITERATURE REVIEW

Gamification, the integration of game elements and principles into non-game contexts, has emerged as a pioneering approach within the realm of English Language Teaching (ELT). This multifaceted pedagogical innovation holds great promise in transforming the way we engage and educate language learners, particularly in an era marked by the digital prowess of the learners themselves. To appreciate the full spectrum of gamification's impact on ELT, this literature review embarks on an exploration of its theoretical foundations, delving into the foundational concepts that underpin its application in language education. Furthermore, it scrutinizes the components of gamification in ELT, dissecting the key elements that construct the gaming experience within educational settings. The efficacy and effectiveness of gamification as a teaching tool in ELT will be closely examined, shedding light on its ability to motivate and engage English language learners. Additionally, this review will unravel the myriad benefits and challenges associated with the gamification approach, offering a comprehensive assessment of its practical implications. With an eye on the current state of research, this review will survey the existing studies in the literature that pertain to gamification in ELT, consolidating our understanding of the evolving landscape. Finally, it will delineate the research trends and identify the critical gaps in the field of gamification for English Language Teaching, paving the way for future investigations and discussions within this dynamic and evolving pedagogical domain.

2.1. Gamification in ELT

Gamification, within the context of English Language Teaching (ELT), is a dynamic pedagogical strategy that involves the integration of game elements, mechanics, and principles into the traditional language learning process. This approach seeks to engage and motivate learners by incorporating elements commonly found in games, such as points, badges, leaderboards, narratives, challenges, and rewards, into language learning activities and curricula. The core idea behind gamification is to harness the inherent appeal of games to enhance the learning experience, making it more immersive, enjoyable, and effective for language learners (Vathanalaotha, 2022). Gamification strives to capture and maintain learners' attention and interest by creating an engaging and interactive learning environment. Learners are drawn into the activities through game-like elements, fostering a sense of involvement and excitement. By incorporating elements like rewards, progress tracking, and competition, gamification aims to motivate language learners intrinsically and extrinsically. Learners are motivated by a desire to earn points, achieve badges, or climb leaderboards, which drives their commitment to language learning tasks (Charkova, 2022).

Gamification often employs a structured system where learners progress through levels or stages, gradually increasing the complexity of language tasks. This sense of progression keeps learners engaged and motivated as they achieve milestones, earn rewards, and gain a sense of accomplishment, making the language learning process more enjoyable and effective. Immediate and constructive feedback is a fundamental aspect of gamified language learning. It provides learners with insights into their performance, helping them identify areas for improvement and reinforcing positive behaviors. Gamified ELT environments may introduce elements of healthy competition among learners, encouraging them to strive for excellence. Additionally, collaboration and teamwork can be fostered through cooperative challenges and group activities (Szabó & Kopinska, 2023).

It is essential to distinguish between gamification and game-based learning within the context of ELT:

Gamification enhances traditional language learning activities by incorporating game elements into the existing curriculum. It does not replace the core learning objectives but enhances them by adding engaging components. Gamification can be applied to various aspects of language learning, including vocabulary acquisition, grammar practice, speaking, listening, and reading comprehension (Çinar et al., 2022).

Game-based learning, on the other hand, involves the use of complete games or game-like simulations as the primary mode of instruction. In this approach, the entire learning experience is structured around a game, which serves as the vehicle for language acquisition. Game-based learning can include language learning video games, interactive simulations, and virtual environments designed explicitly for educational purposes (Demirbilek, 2023).

By understanding these distinctions, educators can make informed decisions about whether to integrate gamification or adopt game-based learning approaches in their ELT contexts, depending on their specific learning objectives and the preferences of their students.

2.2. Theoretical Foundations

2.2.1. Behaviorist Theories

Behaviorist theories, which have played a significant role in shaping the understanding of learning and motivation, provide a foundational framework for comprehending the effectiveness of gamification in English Language Teaching (ELT). Behaviorism, associated with psychologists such as B.F. Skinner, emphasizes observable behaviors and the external factors that influence them (Skinner, 1984).

In the context of gamification, behaviorist theories illuminate several key aspects:

Behaviorism posits that reinforcement through rewards, such as points, badges, or other incentives, can influence and strengthen desired behaviors. In gamified ELT, the use of rewards aligns with behaviorist principles by motivating learners to engage actively with language learning tasks. Learners are encouraged to complete activities, participate in discussions, and achieve learning goals to earn rewards, which positively reinforces their language learning efforts (Reimann, 2018). Behaviorism also emphasizes the importance of timely and specific feedback. Gamified ELT often incorporates immediate feedback mechanisms, such as scoring systems or real-time assessments, to inform learners about their performance. This feedback allows learners to adjust their behavior, correct errors, and improve their language skills promptly (Krath et al., 2021).

Behaviorist theory introduces the concept of operant conditioning, which involves shaping behavior through a system of reinforcement and punishment. Gamified ELT leverages this concept by providing positive reinforcement (rewards) for desired language learning behaviors and possibly implementing consequences for undesirable behaviors, encouraging learners to adopt more productive study habits. Furthermore, behaviorism's focus on observable behaviors aligns with the idea of tracking progress in gamified ELT. Learners can monitor their advancement through levels, achievements, or leaderboards, which serve as a visible representation of their language learning journey. This tracking can enhance motivation by making learners aware of their accomplishments and encouraging them to strive for further progress (Schürmann & Von Korfflesch, 2021).

However, it's important to recognize that behaviorism is just one of several theoretical frameworks that inform the use of gamification in ELT. Gamification also draws on constructivist and engagement theories, as well as cognitive psychology, to create a holistic approach to enhancing language learning. These theories collectively contribute to a deeper understanding of how gamification can effectively engage and motivate language learners in the digital age.

2.2.2. Constructivist Theories

Constructivist theories, which have had a profound impact on modern educational practices, offer valuable insights into the application of gamification in English Language Teaching (ELT). Unlike behaviorism, which emphasizes external factors and observable behaviors, constructivism, rooted in the works of theorists like Jean Piaget and Lev Vygotsky, focuses on the role of learners in constructing their own knowledge through active engagement with their environment (Waite-Stupiansky, 2017).

In the context of gamification, several key tenets of constructivist theories are relevant:

Constructivism underscores the importance of active learning, where learners actively participate in the construction of their understanding. Gamified ELT aligns with this principle by encouraging learners to engage with language learning tasks actively. Whether solving language puzzles, collaborating with peers, or exploring interactive narratives, gamification fosters learner agency and involvement (Yoong et al., 2019). In addition, constructivism emphasizes problem-solving as a means to build knowledge. Gamified ELT often presents learners with challenges, puzzles, or real-life language scenarios that require problem-solving skills. By integrating such elements, gamification encourages learners to apply their language skills in practical contexts, promoting a deeper understanding of language structures and usage (Aldahash & Alenezi, 2021).

Constructivist theories highlight the importance of social interaction in the learning process. Gamified ELT can incorporate collaborative elements, such as group activities, peer discussions, or multiplayer language games. These interactions not only facilitate knowledge sharing but also provide opportunities for learners to negotiate meaning and build language proficiency through social engagement. Furthermore, Constructivism places a strong emphasis on learners taking ownership of their learning. In gamification, learners often have choices and control over their learning paths, selecting activities or quests based on their interests and goals. This autonomy empowers learners to tailor their language learning experiences to their individual needs and preferences (Aldahash & Alenezi, 2021).

Constructivist approaches encourage learners to reflect on their learning processes and engage in metacognition, which involves thinking about one's thinking. Gamified ELT can incorporate reflection points, self-assessment opportunities, or debriefing sessions where learners can evaluate their progress, identify areas for improvement, and develop metacognitive skills essential for language development (Yoong et al., 2019).

By aligning with constructivist principles, gamified ELT environments offer learners opportunities to actively engage with language learning, construct their knowledge, and develop a deeper understanding of the English language. These constructive, learner-centered approaches enhance motivation and facilitate meaningful language acquisition experiences.

2.2.3. Flow Theory and Engagement

Flow theory, pioneered by psychologist Mihaly Csikszentmihalyi, provides a valuable lens through which to understand the role of gamification in English Language Teaching (ELT) by emphasizing the concept of "flow," a state of optimal engagement and immersion. Flow theory suggests that individuals are most motivated and experience the highest levels of satisfaction when they are fully absorbed in an activity, facing a balance between challenge and skill (Nakamura & Csikszentmihalyi, 2009).

Within the context of gamification in ELT, several aspects of flow theory and engagement are noteworthy:

Flow theory posits that individuals are most likely to enter a state of flow when they are engaged in tasks that offer an optimal level of challenge. In gamified ELT, this balance between challenge and skill is carefully designed to match the learner's proficiency level. Learners are presented with language tasks that are neither too easy (resulting in boredom) nor too difficult (resulting in frustration), thereby promoting sustained engagement. Flow is often associated with having clear, achievable goals. Gamified ELT provides learners with well-defined objectives, whether it's earning points, completing quests, or achieving specific language proficiency milestones. These goals serve as motivating factors that guide learners' efforts and provide a sense of purpose in their language learning journey (Krath et al., 2021).

Flow is facilitated by immediate and informative feedback, allowing learners to adjust their actions as they progress. Gamified ELT incorporates real-time feedback mechanisms, such as scores, progress bars, or notifications of achievements, which enable learners to track their performance and make necessary adjustments, contributing to sustained engagement (Jogo et al., 2022).

Flow theory suggests that individuals in a state of flow exhibit intense concentration and focus on the task at hand. Gamified ELT encourages this level of concentration by immersing learners in interactive language activities, narratives, or challenges, making them forget about external distractions and become fully absorbed in the learning experience. Flow experiences are inherently intrinsically motivating. Gamified ELT taps into learners' intrinsic motivation by offering enjoyable and rewarding language learning experiences. The game-like elements, including badges, leaderboards, and achievements, serve as extrinsic motivators that reinforce intrinsic motivation, creating a cycle of engagement (Krath et al., 2021).

By incorporating flow theory principles into gamified ELT environments, educators aim to create optimal learning experiences that not only enhance motivation but also foster a deep and meaningful engagement with the English language. These immersive experiences are designed to maximize the benefits of gamification and promote language acquisition in a way that is both enjoyable and effective.

2.3. Gamification Components in ELT

2.3.1. Points, Badges, and Leaderboards (PBL)

Points, badges, and leaderboards (PBL) constitute foundational components of gamification in English Language Teaching (ELT). These elements introduce a sense of competition, achievement, and recognition into language learning activities (Demirbilek et al., 2022).

- **Points:** Learners earn points for completing tasks, exercises, or assessments in gamified ELT platforms. These points serve as tangible markers of progress and effort, motivating learners to actively participate and excel in language learning activities (De La Cruz et al., 2023).
- **Badges:** Badges are symbolic representations of achievements or milestones within the gamified environment. They acknowledge and reward specific accomplishments, such as mastering a particular grammar concept, achieving a high score in a language quiz, or consistently engaging with the course materials (Panmei & Waluyo, 2022).
- **Leaderboards:** Leaderboards display rankings, showcasing the performance of learners in comparison to their peers. This element introduces an element of healthy competition, encouraging learners to strive for the top positions on the leaderboard and excel in their language studies (Szabó & Kopinska, 2023).

2.3.2. Narrative and Storytelling

Narrative and storytelling elements infuse gamified ELT with immersive and engaging experiences. These components leverage storytelling techniques to create compelling language learning scenarios. Gamified ELT often incorporates narratives or scenarios that provide context for language learning activities. Learners may find themselves in virtual adventures, real-life situations, or historical contexts, where they must use English to solve problems, make decisions, and advance through the narrative (Vathanalaotha, 2022).

Effective storytelling is essential in gamification to captivate learners' interest. It weaves language learning into the fabric of a narrative, making the acquisition of new vocabulary and grammar rules more meaningful as learners relate them to the context of the story.

2.3.3. Feedback and Rewards

Feedback and rewards are central to the gamified ELT experience, providing learners with immediate reinforcement and motivation for their language learning efforts. Gamified ELT platforms offer real-time feedback on learners' performance. Whether it's correcting errors, providing praise for correct answers, or offering suggestions for improvement, feedback helps learners understand their strengths and weaknesses, promoting continuous learning (Chamboko-Mpotaringa & Manditereza, 2023).

Rewards in gamified ELT can take various forms, including virtual items, in-game currency, or unlocking new content. These rewards incentivize learners to complete tasks, achieve goals, and maintain their enthusiasm for language learning. Furthermore, gamified ELT often incorporates elements of both competition and collaboration, fostering a dynamic learning environment. Gamification introduces friendly competition among learners. Whether it's competing for the top spot on a leaderboard or earning the most points in a language quiz, competition motivates learners to actively engage with language learning activities and strive for excellence. In addition, collaboration is encouraged through gamified ELT activities that involve group challenges, collaborative problem-solving, or peer interactions. Learners work together to achieve common language learning objectives, promoting teamwork and communication in English (Wulantari et al., 2023)

These gamification components in ELT aim to create a motivating and immersive language learning experience. By leveraging points, badges, leaderboards, narratives, feedback, rewards, competition, and collaboration, gamified ELT platforms enhance learner engagement, motivation, and ultimately, language acquisition outcomes.

2.4. Effectiveness of Gamification in ELT

One of the primary benefits of gamification in English Language Teaching (ELT) is its ability to significantly improve learner motivation and engagement. Gamified ELT environments harness the intrinsic appeal of game elements, such as challenges, rewards, and competition, to create an engaging and enjoyable learning experience. Learners are motivated to actively participate in language tasks, invest more time in learning activities, and demonstrate a higher level of commitment to their language studies. This heightened motivation and engagement often lead to a more positive attitude toward language learning and a willingness to persist in the face of challenges (Baysal & İnanç, 2022).

Gamification in ELT has been shown to have a positive impact on learning outcomes. Learners who engage with gamified language learning activities tend to exhibit improved language proficiency, vocabulary retention, and grammar comprehension. The interactive and immersive nature of gamification allows learners to apply their language skills in real-world scenarios, reinforcing their understanding of linguistic concepts. Additionally, the continuous feedback and progress tracking in gamified ELT environments empowers learners to take ownership of their learning, facilitating a deeper and more meaningful language acquisition process (Chamboko-Mpotaringa & Manditereza, 2023).

Gamification contributes to the long-term retention of language skills and knowledge. By integrating repetition, reinforcement, and spaced retrieval into gamified activities, learners have the opportunity to revisit and reinforce their language learning over time. The memorable experiences created through gamified narratives and challenges enhance learners' ability to recall and apply language skills in future contexts. This extended retention ensures that language proficiency is not just short-term memorization but becomes ingrained in learners' long-term linguistic competence (Krath et al., 2021).

Gamification in ELT is highly adaptable to diverse learner profiles. It accommodates various learning styles, preferences, and proficiency levels. Gamified environments can be tailored to address the specific needs of individual learners, offering a personalized learning experience. Additionally, gamification caters to the interests and motivations of a wide range of students, making it an inclusive approach that appeals to both younger and adult learners, as well as those with diverse cultural and linguistic backgrounds. The flexibility of gamification ensures that educators can create dynamic and accommodating language learning experiences for a broad spectrum of students (Szabó & Kopinska, 2023).

In summary, the effectiveness of gamification in ELT is evident through its capacity to improve motivation, enhance learning outcomes, promote long-term retention, and adapt to the needs of diverse learners. These advantages underscore the potential of gamification as a powerful tool in transforming traditional language education into an engaging and effective 21st-century learning experience.

2.5. Benefits and Challenges

One of the primary benefits of gamification in English Language Teaching (ELT) is the significant increase in student engagement. Gamified learning environments captivate learners' attention by incorporating elements like points, badges, leaderboards, and interactive narratives, making language learning more enjoyable and motivating. As a result, students become more actively involved in their language studies, leading to higher levels of participation and a deeper commitment to learning (Panmei & Waluyo, 2022).

Gamification promotes critical thinking skills among language learners. Gamified ELT activities often require learners to solve problems, make decisions, and apply language skills in context. This engagement in complex, real-world scenarios stimulates critical thinking, analytical reasoning, and problem-solving abilities. Learners develop a deeper understanding of language structures and usage as they navigate these challenges, fostering higher-order thinking skills. Furthermore, gamified ELT experiences emphasize the real-world application of language skills. Learners engage in language tasks within immersive narratives, scenarios, and interactive challenges that mirror authentic language use. This application-oriented approach equips learners with practical language skills that can be readily applied in everyday communication, effectively bridging the gap between theory and practice (Chamboko-Mpotaringa & Manditereza, 2023).

While gamification offers numerous benefits, there is a potential for over-gamification, where the focus on game elements overshadows the learning objectives. Overly complex gamified systems or excessive competition can create stress or detract from the primary goal of language acquisition. Striking a balance between gamified elements and educational content is crucial to avoid this pitfall. In addition, technical challenges and access issues may arise when implementing gamification in ELT. Not all learners have

equal access to digital devices or high-speed internet, potentially creating disparities in their ability to engage with gamified learning platforms. Educators must consider the technical requirements and ensure that all students have the necessary access and support to participate fully (Baysal & İnanç, 2022).

Assessment and evaluation in gamified ELT environments can be challenging. Traditional assessment methods may not align with the dynamic and adaptive nature of gamification. Educators need to develop new evaluation strategies that measure both language proficiency and the effectiveness of gamified elements in enhancing learning outcomes. Ensuring that assessment methods are fair, reliable, and valid is crucial in gamified language learning contexts (Jogo et al., 2022).

In conclusion, gamification in ELT offers numerous benefits, including increased student engagement, enhanced critical thinking, and practical language application. However, educators should be mindful of potential challenges such as over-gamification, technical issues, and the need for appropriate assessment methods to maximize the effectiveness of gamification in language education.

2.6. Studies in Literature about Gamification

In the rapidly evolving landscape of education, the integration of technology and innovative pedagogical approaches has gained significant attention. Gamification and augmented reality are among the cutting-edge strategies that have captured the interest of educators and researchers alike. This literature table provides a comprehensive overview of recent studies that delve into the realms of gamification and augmented reality in education. Ranging from systematic literature reviews to critical analyses and empirical investigations, these studies shed light on the purposes, findings, and impacts of incorporating gamified elements and augmented reality into educational settings. As educators and institutions strive to enhance engagement, motivation, and learning outcomes, these studies offer valuable insights and findings that are critical for shaping the future of education. Explore the following table to discover the latest research findings and trends in the exciting field of gamification and augmented reality in education.

Table 1. Studies on Gamification and Augmented Reality in Education

Authors and Publication Year	Name of the Study	Purpose and Findings
Lampropoulos, G., Keramopoulos, E., Diamantaras, K., & Evangelidis, G. (2022)	Augmented reality and gamification in education: A systematic literature review of research, applications, and empirical studies.	The study conducted a systematic literature review on augmented reality and gamification in education. Findings indicate that when used in a student-centered manner, these technologies can benefit students by improving engagement, motivation, active participation, knowledge acquisition, and learning outcomes. Teachers also assessed them positively, but the need for appropriate validation tools and theories was apparent. Gamification can create collaborative and personalized learning experiences and promote cognitive and social-emotional development.
Nadi-Ravandi, S., & Batooli, Z. (2022)	Gamification in education: A scientometric, content and co-occurrence analysis of systematic review and meta-analysis articles.	This study conducted scientometric and co-occurrence analysis of systematic review and meta-analysis articles on gamification in education. Findings showed that motivation, learning, and engagement were key variables in gamified education studies, with a focus on e-learning environments. Content analysis categorized articles into seven categories, including country/territory, duration of intervention, lessons/content, number of learners, platforms, game elements, and theories.
Almeida, C., Kalinowski, M., Uchôa, A., & Feijó, B. (2023)	Negative effects of gamification in education software: Systematic mapping and practitioner perceptions.	This study aimed to identify negative effects of game design elements in education/learning systems. The mapping study revealed 87 papers reporting undesired effects, with badges, leaderboards, competitions, and points being common culprits. Negative effects included lack of effect, worsened performance, motivational issues, and ethical concerns. Developers were often unaware of these effects, highlighting the need for awareness.
Chugh, R., & Turnbull, D. (2023)	Gamification in education: A citation network analysis using CitNetExplorer.	The study explored the citation network of publications related to gamification in education. Themes dominated by gamification included mobile gaming, physical education, health, business, and more. Evidence of increased student motivation and improved course results was found. The study provides insights for educators and institutions looking to incorporate gamification.
Ansar, M., & George, G. (2022)	Gamification in Education and Its Impact on Student Motivation—A Critical Review.	This critical review examined gamification's impact on student motivation and academic performance. Gamification was found to be advantageous at all academic levels, increasing motivation, participation, and interest in learning. Students in gamified courses were more interested and participatory than those in regular classrooms.

Table 1. Studies on Gamification and Augmented Reality in Education-*Cont.*

Costello, R. (2022)	Future directions of gamification in education.	The chapter explores the future directions of gamification in education, including the use of technology and various scenarios to enhance engagement, motivation, and well-being. It highlights opportunities and challenges in using gamification in education.
Tamrin, M., Latip, S. N. N. A., Abdul, M. S., Latip, S. A. R., Harun, N. A., & Bogal, N. (2022)	Students' Acceptance of Gamification in Education: The Moderating Effect of Gender in Malaysia.	This study investigated gamification acceptance among Malaysian students, considering gender differences. Performance expectancy significantly influenced gamification acceptance. Gender had a moderating effect on performance expectancy. Gamification was found to be an effective approach for enhancing student engagement.
Montesinos, C. H., Gil-Madrona, P., Bartolomé, J. G., & Molina, A. S. (2022)	A Proposal of a Gamified Physical Education Lesson to Enhance Social and Emotional Skills in Primary Education.	The study examined the impact of gamified physical education on social and emotional skills in primary education. Gamified intervention led to higher scores in social and emotional skills compared to regular physical education. Innovative methodologies like gamification can develop social and emotional skills in students.
Aksoy, N., Aksoy, E., & Ertugrul, U. S. T. A. (2022)	Metaphors developed by teachers for the gamification approach in education.	This study explored teachers' perceptions of gamification in education through metaphors. Teachers used metaphors to describe gamification as an inclusive, entertaining, motivating, and creative approach that reaches every child. These metaphors can aid in understanding and promoting gamification in education.
Moseikina, M., Toktamysov, S., & Danshina, S. (2022)	Modern technologies and gamification in historical education.	The study explored the use of gamification in historical education and its impact on the development of key professional competencies. Gamified history study led to practical knowledge acquisition and skills development relevant for the 21st century. Gamification kept students interested and engaged in learning. Gamification can positively influence the evolutionary development of a personality adaptive to the socio-economic conditions of the 21st century.

In conclusion, this table provides a comprehensive glimpse into the dynamic world of gamification and augmented reality within the educational landscape. The studies showcased here highlight the multifaceted nature of these innovative approaches, offering a wealth of insights into their purposes, findings, and implications. From the positive impact of gamification on student motivation and engagement to the intricate analysis of its potential negative effects, this collection of research underscores the importance of thoughtful implementation and ongoing study in this field. Additionally, the exploration of augmented reality's transformative role in education and its capacity to enhance learning outcomes and cognitive development paves the way for a new era of immersive and interactive learning experiences. As we navigate the ever-evolving realm of education, these studies serve as valuable resources for educators, researchers, and policymakers, guiding us toward a future where technology and innovative pedagogy combine to unlock the full potential of learning.

The following table presents a comprehensive compilation of studies that explore the realm of gamification in English language teaching (ELT). In recent years, gamification has emerged as an innovative and promising approach to enhancing motivation, engagement, and learning outcomes in language education. This table showcases a diverse array of research endeavors, each contributing valuable insights into the integration of game elements into ELT. As we delve into this compilation, we will explore the objectives of these studies, ranging from identifying key factors and challenges in implementing gamification to evaluating the impact of gamified language learning environments on student engagement and performance. Together, these studies shed light on the multifaceted landscape of gamification in ELT and offer valuable perspectives for educators, researchers, and policymakers seeking to leverage gamification's potential for enriching language education.

Table 2. Studies on Gamification in English Language Teaching

Authors and Publication Years	Study Title	Purpose and Findings
Wulantari, N. P., Rachman, A., Sari, M. N., Uktolseja, L. J., & Rofi'i, A. (2023)	The Role Of Gamification In English Language Teaching: A Literature Review	Examines the impact of gamification in English language teaching (ELT) on motivation, engagement, and learning outcomes. Finds that gamification positively influences student motivation in ELT, promotes active learning and engagement, fosters collaboration and social interaction, and offers valuable feedback and progress tracking. Challenges include technology constraints and pedagogical considerations.
Demirbilek, M., Talan, T., & Alzouebi, K. (2022)	An Examination of the Factors and Challenges to Adopting Gamification in English Foreign Language Teaching	Identifies key factors and barriers to implementing gamification in English Foreign language teaching. Teachers highlight the effectiveness of gamification in language learning but mention challenges such as negative competitive environments and technical difficulties.
De La Cruz, K. M. L., Noa, S., Gebera, O. W. T., Valencia, C. C. M., Velasquez, S. M. B., & Postigo, G. S. P. (2023)	Use of gamification in English learning in Higher Education: A systematic review	Investigates the positive effects of gamification on English as a Foreign Language Educational Experiences from University Learners. Gamification is associated with pleasantness, attractiveness, motivation, and enjoyment, as well as language content learning, involvement, and satisfaction.
Baysal, E. A., & İnanç, H. B. (2022)	Meta-evaluation of research in the usage of gamification method in English language teaching	Evaluates research on the use of gamification in English language teaching, highlighting that studies in the field have been primarily at the master's level, using quantitative methods, and involving university students as samples.
Panmei, B., & Waluyo, B. (2022)	The pedagogical use of gamification in English vocabulary training and learning in higher education	Investigates the effects of gamified vocabulary learning using the Quizizz application, finding that while some significant differences exist, the use of gamification does not consistently produce better results.
Demirbilek, M. (2023)	Mobile Gamification Tools for Foreign Language Teaching in Higher Education	Explores the benefits and challenges of using mobile gamification tools in language learning, emphasizing the promise of these tools in enhancing engagement and motivation.
Çınar, A., Erişen, Y., & Çeliköz, M. (2022)	A mixed-method research on the effectiveness of using gamification elements in an online English course	Demonstrates the effectiveness of gamification applications and LMS use in online English lessons, with significant changes observed in students' performance.
Szabó, F., & Kopinska, M. (2023)	Gamification in foreign language teaching: A conceptual introduction	Discusses the potential of gamification in promoting motivation and engagement in foreign language teaching, with a focus on differentiation and individual progress.
Charkova, D. (2022)	Gamification in Language Teaching at the University Level: Learner Profiles and Attitudes	Explores how adult learners perceive gamified activities in their English language course, finding a high level of student support for gamified language instruction. Player types influence attitudes toward specific gamification elements.
Jannah, R., Nor, H., & Asfihana, R. (2023)	The implementation of gamification to teach grammar in higher education	Investigates the implementation of gamification in grammar instruction and students' reactions to it, providing insights into gamification phases and student perceptions.
Vathanalaoha, K. (2022)	Effects of Gamification in English Language Learning: The Implementation of "Winner English" in Secondary Education in Thailand	Shows the impact of gamification on student performance and perceptions through the "Winner English" program in Thai secondary schools.
Kıyanççek, E., & Uzun, L. (2022)	Gamification in English Language Classrooms: The Case of Kahoot!	Examines the benefits of using Kahoot! for teaching English as a foreign language and provides an overview of classroom activities.
Chamboko-Mpotaringa, M., & Manditereza, B. (2023)	Innovative Language Learning Approaches: Immersive Technologies and Gamification	Explores the transformation of language teaching experiences with immersive and gamification technologies, emphasizing their potential benefits.

In summary, the table provides an overview of various studies exploring the use of gamification in English language teaching (ELT). These studies span different years and contexts, shedding light on the diverse perspectives, purposes, and findings related to gamification in ELT. They collectively highlight the positive impact of gamification on motivation, engagement, and learning outcomes among students, emphasizing its ability to create enjoyable and effective language learning experiences. However, challenges such as technical issues, pedagogical considerations, and the need for teacher training are also recognized. Overall, this table underscores the growing importance of gamification as a pedagogical tool in ELT, showcasing its potential to enhance language education in diverse settings and contexts.

2.7. Research Trends and Gaps in Gamification for English Language Teaching

The studies included in the table provide valuable insights into the utilization of gamification in English language teaching (ELT). When analyzing these studies collectively, several research trends and gaps become evident, offering a comprehensive view of the current state of research in this field.

Trends:

- One of the dominant trends observed is the consistently positive impact of gamification on student motivation and engagement in ELT. Gamification elements such as points, leaderboards, and rewards have been found to foster intrinsic motivation and active participation in language learning.
- Many studies highlight the positive influence of gamification on learning outcomes. Students exposed to gamified ELT experiences demonstrated enhanced language skills, including vocabulary acquisition, grammar proficiency, and language production. This trend suggests that gamification can effectively contribute to language skill development.
- Several studies underscore the importance of technology in implementing gamification in ELT. The utilization of digital tools and mobile gamification applications is becoming more prevalent, aligning with the technological advancements of the 21st century.
- Research demonstrates that various gamification elements, including challenges, leaderboards, and rewards, are being employed in ELT, highlighting the versatility of gamification in catering to diverse learning preferences.
- Several studies include student perspectives on gamified learning experiences, with the majority expressing satisfaction and enthusiasm for gamification in ELT. This trend suggests that learners generally find gamified approaches enjoyable and beneficial.

Gaps:

- While these studies show the short-term benefits of gamification in ELT, there is a notable gap in research regarding its long-term effects. Further investigation is needed to understand how gamification impacts language proficiency over extended periods.
- Although mentioned in some studies, there is a need for more in-depth research into the pedagogical considerations and strategies for effectively integrating gamification into ELT curricula. This includes aligning gamification with specific learning objectives and ensuring it complements traditional teaching methods.
- The challenges associated with implementing gamification, including technical issues and adapting to new teaching approaches, call for research on teacher training and professional development in this area. Preparing educators to effectively use gamification is essential for its successful implementation.
- Many of the studies originate from different countries and educational settings, highlighting the global interest in gamification. However, there is a gap in understanding how cultural and contextual factors may influence the effectiveness of gamification in ELT.
- Limited comparative research exists, particularly comparing the effectiveness of different gamification elements and approaches in ELT. Such studies could offer guidance on best practices for educators.

In conclusion, while the studies presented in the table collectively demonstrate the benefits of gamification in ELT, there are clear research trends and gaps to address. Future research should delve into long-term effects, pedagogical considerations, teacher training, and cultural variations, and conduct more comparative studies to further advance our understanding of the role of gamification in enhancing English language teaching.

3. IMPLICATIONS FOR PRACTICE

Effective integration of gamification in English Language Teaching (ELT) necessitates careful consideration in the design of gamified activities. Educators must adhere to key principles to maximize the benefits:

- The foundation of gamified activities should rest on clear learning objectives aligned with language proficiency goals. This alignment ensures that gamification serves as a catalyst for enhancing language learning outcomes, rather than a mere distraction.
- Striking a balance between challenge and the learners' skill levels is paramount in gamified tasks. Activities should neither be overly simplistic nor excessively difficult, ensuring learners remain engaged while experiencing an appropriate level of difficulty.

- Timely and constructive feedback mechanisms are essential. Learners must receive feedback on their performance, which serves not only as an evaluative tool but as a guide for self-improvement, promoting a growth mindset.
- To enhance engagement, educators should craft captivating narratives and immersive scenarios that contextualize language learning within real-life situations. Incorporating storytelling elements makes gamified activities more compelling and relevant to learners.
- Gamification should encompass a diversity of elements, ranging from points and badges to leaderboards and narrative-driven challenges. This diversity accommodates various learner preferences and motivations, ensuring engagement for a broad spectrum of students.

The adoption of gamification in ELT necessitates a redefinition of the roles of both educators and students:

In gamified ELT environments, teachers often transition into the role of facilitators or guides, diverging from traditional lecturers. They assume responsibility for designing and managing gamified activities, offering support and guidance to learners, and evaluating learner progress.

Learners actively engage in their own learning journeys within gamified contexts. They take ownership of their language learning, make choices within gamified activities, and embark on self-directed language acquisition. This shift empowers students to become more autonomous and proactive in their learning endeavors.

Gamification in ELT can harmonize with traditional teaching methods through several strategies:

- A fusion of gamified ELT activities with face-to-face instruction or other online resources facilitates a comprehensive language learning experience. This integration allows for a well-rounded approach, capitalizing on the strengths of both traditional and gamified methodologies.
- Ensuring that gamified activities align with curriculum objectives and content is crucial. Gamification should serve to complement and bolster the broader learning goals of the ELT program, seamlessly fitting into the educational framework.
- The development of assessment strategies tailored to gamification is vital. Educators should create assessments that evaluate not only language proficiency but also the effectiveness of gamified elements in achieving learning outcomes. These assessments should be designed to be fair, reliable, and valid.
- Recognizing the diverse needs of learners, educators should exhibit flexibility in adapting gamification. Some learners may thrive in gamified environments, while others may benefit more from traditional instruction. Striving to provide a balanced learning experience that accommodates the preferences and aptitudes of all students is essential.

By embracing these implications for practice, educators can effectively harness gamification's potential in ELT, crafting engaging and productive language learning experiences that align with pedagogical objectives and cater to the unique needs of learners.

4. CONCLUSION

In summary, the studies presented in this literature table have shed light on the growing significance of gamification in English Language Teaching (ELT). Key findings across these studies highlight the positive impact of gamification on student motivation, engagement, and learning outcomes. Gamification elements such as points, leaderboards, and rewards have consistently proven effective in fostering intrinsic motivation and active participation among students. Moreover, gamification has demonstrated its ability to enhance various language skills, including vocabulary acquisition, grammar proficiency, and language production. These findings collectively underscore the potential of gamification as a valuable pedagogical tool in the field of ELT.

As we look to the future of gamification in ELT, it is clear that this innovative approach holds great promise for educators and students alike. The continued integration of technology and the development of mobile gamification applications are expected to play a significant role in expanding the reach and effectiveness of gamified ELT experiences. Moreover, the emphasis on individualized learning and differentiation through gamification aligns with the evolving needs of diverse student populations. To fully harness the potential of gamification, there is a growing need for research on teacher training and professional development, ensuring that educators are equipped to implement gamified approaches

effectively. Additionally, addressing cultural and contextual variations in the application of gamification in ELT will be vital to maximize its impact on global language education.

In conclusion, the studies examined in this table collectively provide a comprehensive overview of the current landscape of gamification in English Language Teaching. While they offer valuable insights into its benefits, there remain notable research gaps to explore, such as long-term effects, pedagogical considerations, and comparative studies. Nevertheless, the positive impact of gamification on student motivation, engagement, and learning outcomes positions it as a valuable tool for the future of ELT. As technology continues to evolve and educators adapt to innovative teaching methodologies, gamification is poised to play an increasingly vital role in shaping the language learning experiences of students worldwide.

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