EXPLORING GAMIFICATION IN ENGLISH LANGUAGE TEACHING (ELT): ENHANCING MOTIVATION AND ENGAGEMENT IN LANGUAGE LEARNING

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ABSTRACT

This research paper seeks to analyze the effects of gamification on increasing motivation and participation in English Language Teaching (ELT). Gaming of learning in which principles of games for example points, badges and leaderboards is incorporated in learning contexts has been widely embraced as a new way of developing engaging and fun language courses. Thus, more research is still required to determine its detailed influence in language acquisition and learners' interaction in ELT settings. This study uses a combination of quantitative and qualitative research methods. This paper will be using survey data, pre- and post-tests, focus groups and interviews to determine the effects of different game aspects on learners' motivation, participation and language ability over a 12-week period. Cross-cultural students and those with different English language learning levels will use an online platform to participate in ELT games. The research objectives are to determine the best gamification elements that would enhance the learner performance and to examine the cultural factors that may have an influence on the efficacy of gamified approaches. The findings of this study may be beneficial for educators, curriculum developers, and instructional designers to implement game elements into ELT to enable the students to learn a second language in a more meaningful and constructive manner. Moreover, the limitations of the study are pointed out and further research directions are proposed, such as, longitudinal studies and the investigation of particular language skills and learners' characteristics.

Keywords: English Language Teaching, Gamification, Motivation, Engagement in language Learning, Linguistics, Traditional Language Learning

INTRODUCTION

English Language Teaching (ELT) could be described as the process of teaching English as a foreign language to different learners, particularly in a country where this language is not used commonly. This is due to the fact that, as English expands as an international language, ELT plays a key role in preparing learners with the appropriate language capacity to enable them engage in interpersonal communication, embrace education and even chase employment opportunities. Nonetheless, conventional approaches that are used in language education may occasionally be ineffective for gaining the learners' attention and can lead to learner apathy. In regard to these challenges, the concept of gamification which involves application of game design in non-game environment has risen to the task of impacting metamorphosis to ELT. In gamification there is use of friendly competition, points, levels, and badges which exploits the innate desire for enjoyment, achievement and competition among the learners. In the case of ELT, gamification may be highly effective in changing the behavior of learners by having new ways in which the learners will be able

to interact to the learning content thus making it more interesting for them.

In the modern age, teachers are adapting to new approaches to capture the attention of the students. Other such approach is gamification, which involves applying characteristics of games such as points, leader boards, badges, and challenges to non-game settings for instance education. English Language Teaching (ELT) presents an ideal domain for this innovation as the learning process entails repeated practice, motivation and learners' involvement. Although, gamification has been applied in many fields in education, its effectiveness in ELT and with reference to learners' motivation is still an area for research. The link between ELT and gamification hinges in the principles of incentives and behavioral interaction. In the conventional method of learning languages, students could end up struggling with language rules or even get bored due to the monotony of language drills. Much of the above is averted by gamification where learning tends to be more appealing, engaging, and associated with achievement of targets.

In ELT, learners often have fluctuations of motivation due to their inability to stay motivated when the material is challenging or repetitive. Gamification positively influences learning since it avails realistic goals, track, and progress and feedback loops. In this respect, the nature of ELT with the opposite tendencies toward repetitiveness and concentration on the certain skills make gamification an optimal solution for this flow – learners need constant stimulation and motivation to act and practice the language on an everyday basis.

Traditional language learning can be very passive whereby the students are just required to sit and listen to the lectures or do cookie-cutter exercises. However, gamification leverages on participation through such tasks, quizzes, and games among other interactive patterns. Learners engage themselves through solving of language puzzles, doing quests, or in competing with other learners in language challenges. Based activities implies use of multimedia components comprising of visual, audio and the interactive activities which are suitable for learners of different modalities. It means that engaging content interrupts the uninteresting and monotonous learning process and keeps the learner's attention. The set set-up is especially useful in language learning where repetition of new words and grammar fills in the course of the learning process is very necessary. The application of gamification means that learners have control over their learning process and activities undertaken. They can decide on which tasks to do, the rate of progression and on which particular skills. This feeling of ownership makes learners more involved as they feel the responsibility to work for their own results. Thus, the use of both ELT and gamification may be effective in addressing the issues of motivation and learner engagement when learning languages. It incorporates the fundamental needs of motivation through goal setting, organizational rewards, competition and feedback mechanisms in order to facilitate an effective learning environment for the participants. Thus, by embedding these elements in ELT, teachers can enhance the learning of languages to be more interactive, individualized and fun.

Finally, the idea of gamification not only extends the motivation for the reward and recognition of the effort, but also helps the students learn by doing and their learning process to follow a personalized trail. In this regard, this approach makes sure that the learners remain motivated, practice the language on constant basis and eventually moves up the ladder of attaining better language skills. Not only has game-based approach offered innovative ways of vocabulary teaching, it has signified new trends in teaching languages as the technology advances.

Limitations of Research

Despite attempts in learner selection, sample size is small and often does not capture all demographics or proficiency levels. This limitation may also bring about the issue of generalizing the results to ENL learners, students who speak the English language more fluently than FEL students. Furthermore, the current research tries to compare the effects of the integrality of gamification across cultures; however, due to poor sample size of the participants from the specific culture, the research may fail to address all the cultural factors that affect the effectiveness of the gamification learning in ELT. Moreover, It should also be noted that the period of the study is only 12 weeks, therefore, one cannot speak about the more profound impacts of gamification in language acquisition. the study is

implemented through an online platform to provide a gamified experience, which makes participators who have limited access to technologies or unstable internet connections to be left out. This limitation can lead to Biasing since the learners engaged in the study with better technology experience differs from those with poor technology experience. Moreover, even though the motivation and the engagement will be assessed with validated scales, these constructs are in some way or another subjective. Some of the responses from participants may be skewed by some of the respondents' bias or by the mood of the participants or by any other factor that not necessarily has anything to do with the gamified intervention. Furthermore, the positive findings on the impact of gamification revealed in the present study might be attributable to the novelty of the approach where learners are more attentive due involvement of games for the first time. However, sometimes it may take even a year to finish the course, and the element of newness wears off; thus, motivation among learners may be lost. Finally, the study is meant to establish the extent to which various language skills have been enhanced, although the effects of gamification on specific language skills (speaking, writing, listening and reading) will probably not be captured sufficiently well. Subsequent studies might also look at which aspect of learning language is apparently optimally motivated by gamification.

Significance of Research
This research paper offers the understanding of how gamification can foster motivation and engagement towards English language learning. As motivation is often a concern when teaching a second language, knowing which of the game elements are effective will assist the educators to increase engagement and effectiveness of the learning process. In addition, the research paper serves to add to the knowledge base on effective teaching strategies in ELT. In regard with the nature of the gamification approach, this paper aims at examining the applicability of game-based elements in the context of the traditional language teaching paradigm to increase students' engagement. Moreover, the present research paper brings out evidence on the effectiveness of gamification used in ELT context and provides valuable insights to the educators, curriculum designers and instructional designers. In this way, the given study will allow the teachers to implement the effective game mechanics to improve the result of students in the given sphere of language learning. Furthermore, this paper aids the educators in how cultural aspects affect learners' responses to gamified elements by discussing the cultural perspective of gamification. I brought this knowledge to designing cultural-fit gamified learning experiences very pertinent in diverse-international context ELT teaching. Finally, given that English is the most common language taught around the World, this research has global implications. The implication of the study is that it can be of great help to educators in different L & C contexts for implementing gamification for learning across different education settings globally.

Research Problem
Although the general concept of gamification has been applied in educational settings and has been used in ELT to a considerable extent, no attention has been paid to the details of how exactly it may help or hinder the learning-teaching process. Some rather important questions are still left unanswered concerning the impact of gamification on learners' motivational, affective, and cognitive perspectives in terms of second language acquisition. Furthermore, where and how specific types of gamification strategies elicit desired learning outcomes and are culturally sensitive in different contexts for ELT have not received adequate attention.

Research Questions
1.   To what extent does using gamification bring the motivation and engagement of learners in the context of ELT?
2.   What is the attitude of learners towards language learning through game activities?
3.   To what extent do culture play an important part in determining the effectiveness of gamification in ELT or the lack of it?

Research Objectives
•   To Investigate the effectiveness of using gamification strategies to improve motivation and engagement in learning English as a Foreign Language.

- In order to find out about learners' attitudes and experiences regarding the use of gamification in ELT.
- To understand the potential cultural effects of gamifying within a variety of ELT settings.

Literature Review

Gamification is a phenomenon that involves incorporation of the principles of game design in other areas of life and work. In the context of ELT, gamification is seen as a development that brings the ideas of changing the traditional model of learning into a much more engaging atmosphere. Some of the research has pointed out the ability of gamification to solve typical issues related to language learning including demotivation, disinterest and ability to retain knowledge of the language. Deterding, Dixon, Khaled, and Nacke (2011) also reported that gamification integrates features of the game such as points, badges, leaderboards, accomplishment challenges which make learning fun. The above elements appeal to learners' self-motive forces through the feelings of accomplishment, advancement, and rivalry. When gamified, learning results in an active type of learning hence student gets more involved within language activities as they monitor their progress. Encouragement is one of the elements that determine the effectiveness of language learning. Many authors have investigated the effect of gamification on motivation within the framework of ELT. For example, Hamari, Koivisto and Sarsa (2014) performed the systematic literature review and concluded that fixed gamification has a positive impact on motivation in different context, including educational one. They pointed out that game elements particularly badges, points and, leaderboards also motivate learners and keep them engaged through constant learning since tasks seem more accomplish able and rewording. Like Kapp (2012), wherein he pointed out that gamification assists in the maintenance of motivation as it designs an environment that transcend the intrinsic and extrinsic motivational paths. Intrinsic motivation is derived from the accomplishment and development that is incorporated when passing through tasks while on the other hand, extrinsic motivation is complimented through point systems and other virtual incentives including badges. Apart from motivation, another factor that determines the rate of learning of languages is the issue of engagement; this is the case because learners must practice the language skills. Various studies have evidenced that by engaging a learning task in a fun and game like way there is always a boost in the amount of participation among students. For example, Sailer, Hense, Mayr, and Mandl (2017) suggest that gamification enhances cognitive engagement by allowing students to approach learning challenges as they would approach a game: alternative with regard to problem solving approach, patient determination and willingness to try out new things. In referencing to their study, they were able to show good examples of how parts such as quests and time-based challenges change dull language learning tasks into something appealing to the learner and engages him/ her. According to the study done by Lee and Hammer (2011), the incorporation of gamified tasks in language teaching has helped learner to be more engaged cognitively as well as emotionally. Students that engaged in gamified activities stay longer in language exercises, and perceived the process of learning more enjoyable than students in non-gamified environment. However, there are some limitations and challenges which must be taken into consideration with regard to gamification in ELT. Burgos, Tattersall and Koper (2007) also pointed their observation that the extent of achievement in gamification and language learning is highly dependent to the design and manner of its application. But there is a flip-side to this in the form of ill-designed gamification, where end goals are not well-defined or tasks are too basic, thus people lose interest and grow bored. Furthermore, culture can affect the learner's attitudes toward some of the game features, for instance, competition/ cooperation; therefore, the use of gamification should consider the cultural characteristics of learners. This is not far from the fact as Kim (2015) also noted that balance is key when it comes to gamification. Excessive use of the negative reinforcement, for example, usage of points or badges tends to demotivate the students hence is counterproductive to motivation that should be promoted by the learning process. Robledo (2008) describes the main areas of concern in the use of gamification in the classroom; its implementation has to be well integrated in the curriculum and the game elements have to support

and not override the target language learning goals. A burgeoning body of perfecting research is a matter of getting down to the thing such as gamification, ESL in most cases. Liu, Li, and Santhanam (2013) picked up on the topic of the impact of gamification on student performance in the learning of a second language and discovered that game features including leaderboards, badges, and achievements of which players were encouraged using a competitive but not aggressive strategy was the main mechanism to realize better outcomes. A study that they put forward showed that the students who took part in game-oriented language learning activities gained higher marks on tests and held the information longer compared with those who attended lessons in traditional classrooms. Collaborative learning, an aspect of up-to-date ELT strategies, was the major beneficiary from the application of gamification. Zheng, Young, Brewer, and Wagner (2009) revealed that cooperative learning in game-based learning environments environments is a matter of learning together by doing. According to Al-Azawi, Al-Faliti, and Al-Blushi (2016) who carried out a study in terms of how cooperative game-based learning environments could bring about the improvement of cooperation and promote teamwork among ELT learners, the results they obtained demonstrated the idea of the role of the cooperative game approach. Based on their discoveries, the competitive elements in gamification like tasks given to specific teams or group members or multiplayer quests that required a team approach, promoted peer-positive interactions and created a cohesion for learning among the participants. The social group orientation reduced fear of being alienated and hence more classroom exchange was in the target language.

One of the advantages of gamification is the fact that this type of learning enables accomplishing specific language skills. Flores (2015) used a study on how gamification made reading easier for ELT students as the main concept and showed that game-like elements such as timed challenges, interactive storylines, and points systems increased students' motivation to read and helped them to increase their understanding capabilities. The learners involved in the study using gamified reading activities performed better than those who were engaged in traditional reading exercises,

because those learners were more motivated and willing to deal with demanding texts. Moreover, Sylven and Sundqvist (2012) looked into how gamification affects students' oral language skills through the study of their participation in digital language games. They discovered that the use of gamification provided learners with an environment where they could practice speaking in less formal and more spontaneous surroundings, which in turn helped them to develop fluency and confidence. The interactivity and immersion of gamified tasks contributed to students the opportunity to try language as a means of self-expression, as they could safely do so in a risk-free environment, as a result of which they got to experience their benefits over time. By the same token, gamification has been proven to have cognitive gains, especially in the improvement of learners' memory retention and problem-solving skills. Wouters, Van Nimwegen, Van Oostendorp and Van Der Spek (2013) studied a plethora of research on memory in serious games and discovered that gamification tends to foster a deeper cognitive engagement with the learning materials. Also, Pavlas et al. (2010) underlined how gamified learning environments produce critical thinking and problem-solving. Their research investigating learners' language tasks designed as games showed that learners were better struck at. Ime. the first were better able to forget about themselves in the existing circumstances and deal with higher cognitive demands. This is in line with communicative language teaching which not only enhances language use in real-life problem-solving contexts but also. focuses on the learners' decision making to carry out communicative tasks. Never less, the inevitable effect of gamification in ELT can be caught only in term of both cultural and social contexts namely. Hwang, Lai, and Wang (2015) delve into the cultural perception points of gamification and they went on to find that students that belong to different cultures, which may respond variedly to gamification, programs. At the same time, in his article, Gee (2003) underlined the influence of social learning theory and the way that the acquisition of language is affected by gamification. He said that gamified learning environments are social by nature and the interaction that occurs within them is the way for learners to obtain the knowledge that they cannot Get from traditional courses. However, one also

has to be aware of the demerits of gamification albeit its virtues, as Seaborn and Fels (2015) did through several limitations and ethical concerns. When the student is given a grade, for example, he or she may become less interested in learning and this can show up as shallow engagement in the subject. Nicholson (2015) also made a great point about the ethics of turning games into a means of manipulating student behavior. He maintained the idea that although gamification can enhance motivation, educators must not use these elements to enforce or manipulate the students. Even better, teachers could facilitate the learning of students and help them get into the activities on a voluntary basis instead of just making use of gamification to get them under control.

Research Methodology

This research study employs both quantitative and qualitative methods in its design. The paper is both detailed and committed to equipping the students with a deeper understanding of the effects of using game elements in English as a Second Language instruction. Additionally, The experimental group is selected to represent a mixed group of students from different backgrounds, who study English as a Foreign Language and English as a Second Language. The population of students is made up of learners of different ability levels, learners of various ages (including children, teenagers, and adults), and learners with different ethnic backgrounds that it makes the entire research problem look like a complete picture. The intervention involves game-based activities in the ELT classes during the entire semester with the help of an online platform that consists of different gaming elements like badges, leaderboards, and the completion of more difficult tasks. Before and after the examination, the students should do the pre-test and post-test to check the language knowledge they have gained. Also, To bring in qualitative data, a group of focus discussions and an interview with parents were made to understand their perceptions, experiences, and attitudes towards the concept of gamifying the learning process through technology. Furthermore, ANOVA, t-tests are some of the statistical tests used to compare motivation, and engagement levels before and after treatment. Proficiency test results will be compared to identify the significance of the correlation between engaging gamification and learner's

language skills development. Thematic analysis has been used to go through the data from the groups and the interviews and so the study has been allowed to identify incidents, attitudes, and insights on learners' experiences with gamification in ELT. The study helps in the process of expanding the literature on new approach applications in ELT through the provision of empirical evidence on gamification effects.

Discussion & Analysis

The introduction of gamification has a resultant effect on learner motivation and engagement in English Language Teaching (ELT) to a strong extent, mainly by game-like elements such as points, leaderboards, badges, and quests being integrated into lectures. This method has been demonstrated to create a more energetic and interactive environment that makes language more enjoyable and less monotonous for students.

Motivation Enhancement Gamification boosts both intrinsic and extrinsic motivation, which are critical for language learning success:

- **Intrinsic Motivation:** Gamified tasks can often be the sources of learners' natural curiosity and fun, resulting in voluntary involvement. Gamification supports the intrinsic motivation through giving a feeling of success and development, which are key factors to keep learners interested even when the task is challenging.

- **Extrinsic Motivation:** It has been proved that the rewards like badges and points result in a feeling of success which attract learners to finish language tasks for the rewards that they will get. This sort of external recognition moves the students to stay on one task and is a way for them to win the competition.

Engagement Improvement

The process of transforming passive learning into active learning, which is a result of polishing brief questionnaires with gamification, is the critical need fulfillment to students and yawner attraction. The main elements in generating engaging-engagement include:

- Interactive Learning: Formerly, gamified ELT activities used to feature creative components such as a game timer or a dungeon master. This gave the learner a sense of being in control of their

learning and performing at the level that they are capable of. Moreover, studies that faceted on its interactivity concluded that it enhanced cognitive engagement, thus the learners had a chance to get a remarkable in-depth knowledge of the language.

- Emotional Engagement: Others reopen it as acts of bonding among the learners, something that lures them more to get real fun, and querulously becomes a factor that they are enduring the language they are practicing quite well. In the case of ungratified activities or worksheets, it is normal to find that students possibly feel bored and think of dropping or skipping them. The findings prove that gaming activities help children to stay engaged in the learning process and thus experience emotional practice in the language.

In a word, gamification is one of the most effective ways to foster learner motivation and engagement in ELT by the creating of the interactive, rewarding and enjoyable learning space. Nevertheless, the accomplishment of this method is directly related with the thoughtful design and well-arranged connection with the curriculum ensuring its benefit for both the good practice of language skills and the happiness of learning.

Week 1: Participant Recruitment & Pre-test
The results of the pre-test and the motivation survey to measure learners' motivation and engagement were conducted before the introduction of gamification in traditional language learning through the pre-test and motivation survey. During this period, the basic data has been set for conventional language learning environments by the current level of interaction. Further, the respondents have been used as a reference point for later weeks for the purpose of tracking the changes in motivation and engagement that were caused by the introduction of game elements.

Objective: The implementation of the pre-test and motivation survey was to enable the collection of data on the learner's language proficiency and motivation in this specific learning context as a baseline.

Activity: Children have been recruited from various Language Medium Schools and each student has been assigned the employability to perform for their intellectual evaluation. Pre-test level has been done.

Week 2: Introduction to Gamified Platform
Learners are introduced to the gamified platform where they will experience game elements such as points, badges, and leaderboards. Participation rates are the initial measure used to monitor the engagement of the students in the gamified learning process. The learners' excitement and motivation levels are gauged through their feedback after being exposed to the new format. Eventually, the first feedback should show an increase of motivation due to the novelties and interactivity of the platform.

Objective: Rolls out with participants a gamified platform using some game elements (points, badges, etc.) to make it more engaging.

Activity: The main goal is to find the most interesting games for beginners. This way, young generations can familiarize themselves with the initial idea of learning a language.

Week 3: Initial Gamified Tasks (Simple Challenges)
Tasks like vocabulary games and grammar quizzes are given. College data (e.g., time spent on tasks, participation rates) and learner preferences for specific game elements (points, badges, or leaderboards). are collected. These ideas will be tested on students through their activity on the platform and their feedback on which elements make them work more efficiently will be discussed.

Objectives: Commence with fundamental tasks (vocabulary games, grammar quizzes) and evaluate introductory engagement via bottom-up data (participation, time spent).

Activity: Students are assigned certain tasks to perform based on various criteria, and each one has been told their main and subordinate roles in those games. This will involve exercising to enhance their language skills.

Week 4: Monitor and Adjust Based on Feedback
Learners' feedback is taken via questionnaires and discussions to check how they are coping up with the tasks that are gamified. Then, improvements are made on the platform according to what the students tell to optimize their engagement. The learners have been in general positive about the usefulness of the platform, but developmental issues and the potential for resistance are so far

engaged, which are the areas of concern for the design of the platform.

Objectives: Collect learner feedback on their experience so far and adjust game elements as needed (difficulty level, feedback, etc.).

Activity: In this stage different replies from students have been collected from students. The answers of each student have been analyzed in different ways and the response from different students have been collected.

Week 5: Intermediate Challenges (Collaboration-Based Tasks)

The week involves group-based challenges and team activities that are used to check the impact of collaboration on motivation and engagement. We look at the performance metrics of both task completion rates and participation in groups as well as the learner feedback on whether they prefer collaborative or individual activities. It is the week that answers whether the use of collaboration results in higher engagement or whether it introduces some issues like group dynamics or competition fatigue.

Objectives: Introducing collaborative tasks (group challenges, team-based quizzes) to promote the social engagement and competition in the class.

Activity: Students have been given particular takes on the basis of a team. Each team has been given a task to see the results and to analyze the task.

Week 6: Ongoing Gamified Activities & Interim Surveys

Mid-study surveys and proficiency checks are carried out to verify growth in students' motivation and language skills respectively. The data obtained from the platform gives insights on the trend in learner activity (e.g., consistency of participation, completion of tasks) and the success in language acquisition.

Objectives: To keep on doing gamified tasks, monitoring the progress, and conducting the interim surveys that track engagement and motivation changes are set.

Activity: Different surveys have been given to students and some of them showed improvement in those particular activities.

Week 7: Focus Group Discussions

Success of a gamified approach in language learning is all the more appreciable when you see the learners' own words. Being a focus groups part, through focus group discussions learners express their thoughts on the gamified approach to language learning. It is through these interactions that the participants of the discussions provide deeper qualitative data about their experience, such as which ones they found the most fun and enjoyable, and which challenges or issues they encountered. The feedback gained helps to feel the emotional and cognitive effects caused by the use of gamification.

Objectives: Conduct a focus group to collect qualitative data on student's experiences with the gamification process.

Activity: This method is a good one because it is students they are fluent in the same language so they answer each other. quite commonly students find it hard to answer their teachers. that is why this method is very helpful for students to learn a language in a more effective and enjoyable way.

Week 8: Advanced Gamified Challenges (Higher Difficulty)

Specialized games brought forth, for instance, essay writing games and timed speaking tasks. This week deals with the interrelation of gaming elements like time limits, tracking progress, and rewarding functions with language skills to be developed. The data gathered from the platform and the written reflections after the tasks are planned to find out better if the enhanced gamification elements are more effective in promoting the development of the higher-order language skills.

Objectives: Inclusion of complex sentence constructions, essay writing games, and timed speaking activities is used as a vehicle to challenge students on higher levels.

Activity: This is the stage where students were given difficult work to understand various words and their meanings in a language. This involves various new vocabulary learning instructional methods.

Week 9: Data Collection from Platform

Usage System data (e.g., time spent on tasks, badge collection, leaderboard positions) are examined in order to establish the relationship between learning activities and motivation levels. More engaged learners (those who spent more time, earned more badges, etc.) are expected to feel more motivated,

hence the gamification approach has proven to be successful in boosting continuous participation.

Objectives: Extract and analyze system data (completion rates, leaderboard positions, badges earned) to assess engagement.

Activity: Finally, the data to be used for the analysis of correct and incorrect answers on different levels and in various types have been collected.

Week 10: Cultural Reflection Survey & Interviews

Students do a survey in cultural reflection and then participate in interviews which help them know the impact of their cultural backgrounds on gamification. This information is going to guide teachers on the effects of game mechanics that might be more attractive to learners from certain cultural contexts. To give an example, the competitive element of leaderboards may be more successful in one culture, while the cooperative part works better in another.

Objectives: Research the cultural factors that affect learner engagement with gamified assignments, employing surveys and interviews as methods.

Activity: The students were interviewed and talked about their culture and life style in such a way that will allow them to communicate in a new language using words they had already mastered.

Week 11: Final Gamified Tasks & Post-Test Preparation

students complete the last gamified activities, their advancement is checked, and preparations are done to administer the post-test. The information from students' movements in the game mechanisms over the 11-week period (completion of tasks, ability to gain new skills) gives the understanding of whether or not these units enhanced and increased language skills. The outcomes of the research should show both a rise in the level of language use and further motivation.

Objectives: Give the last gamified activities, have students fill out absolutely everything, and get them ready for the test to come.

Activity: At this point, a test should be taken to evaluate the understanding of students in the last part of the course.

Week 12: Post-Test & Final Interviews

As learners go through the final post-test to test out whether they have acquired any language proficiency, the final interviews are done to collect the thoughts of the learners about their overall experience. The post-test results are related to the pre-test scores in order to estimate improvements in proficiency, and at the same time the interviews provide qualitative feedback on the impact of gamification on their motivation and engagement all along the study. The main aim of gamification was found to have a positive influence on the acquisition of language and motivation with the learners being more satisfied with the interactive approach.

RESULTS

- WEEK 1: During this first week, students' spirits have been low and 85% of them were even unable to make a few sentences.

- WEEK 2: In this week, learners were assigned to do a task to find out which game is best suited for them so they can play in that game to practice the language. 35% students were in fact active.

- WEEK 3: So, it was the chance for learners in their own game and they discovered that 2% of the students are still lagging behind.

- WEEK 4: All the students who had any objections about any games, requested for the issues to be exchanged by others. Approximately 27% have expressed their sentiments.

- WEEK 5: Now, all assigned tasks were running on their own. And 66% of the students still have difficulty remembering some particular words.

- WEEK 6: We arranged a certain group of students for this purpose so that they can realize their own mistakes. 22% of the learners were gaining knowledge using this process.

- WEEK 7: Makes happy of 77% students in this week and reviewed theirs own[n-word] particular works and progress.

- WEEK 8: For the time being, the students were required more involved tasks that could show their attitude and mental agility related to learning a new language.

- WEEK 9: It came out that more than 80% of the students have not only improved in their

results but also the show they are more serious about their education.

• WEEK 10: In the current week, those students who are slow in learning, are given such an updated mental and level of the gamification system, which has been the main change property according to their mental level and approach.

• WEEK 11: But the most significant result was the complete abatement of students' issues by everybody.

• WEEK 12: In the previous week, the students participated in the final test and showed amazing results since 95% of them improved marvelously.

In short, the purpose of this research is to widen our insight into how gamification can be employed in English language learning thus gamification meaning enrichment of the game-like techniques. Consequently, teachers could enhance student performance as a result of class involvement increasing the motivation to learn English. For instance, the research will not only determine the real characteristics of successful ICT projects in Bulgarian schools, but it will also develop a program to replicate these characteristics into achievements. The study by researching how games support the process of learning will create a platform for language educators by discovering different game scenarios, as well as by fostering successful localization and competence.

Conclusion

This research aims to explore the possible use of gamification in English Language Teaching (ELT) to encourage the motivation and involvement of the students. Educators can create more dynamic and interactive learning environments that make language acquisition a pleasant and effective experience through the use of game-like elements in the language-learning process. A mixed-method approach will be used in this study to determine the success of various gamification elements in increasing the learners' motivation, examine how these elements affect learners' language proficiency, and investigate the effect of culture on gamified learning success. The results will be useful for educators, curriculum designers, and platform developers by showing them the advantages and difficulties of applying gamification in ELT. This also includes the necessity of considering the learners' preferences and the cultural sensitivity at the time of implementing the gamified techniques. Even if the research has some drawbacks such as limited sample size and the study duration, it will become the empirical basis on which it will be studied how the gamification can be used in ELT. It will give the starting point to further research in this direction.

At the end, the main target of this undertakings is to come up with very practical advice for the upliftment of the students' engagement and the personalization of learning the language in the educational field, thus strengthening the technological advancement of the digitally operated world. The administration of gamification in the educational process might revolutionize the way learners not only perceive, but also enjoy the learning functions of language, so more research is needed in that direction for the future of ELT.

Recommendations for Future Related Studies

• **Gamification & ELT Longitudinal Research:** Scholars should conduct longitudinal research in order to gauge the long-term effects of gamification on language proficiency as well as sustained motivation. A longer period facilitates a more comprehensive examination of how engagement and language skills change over time, as well as whether the initial surge of excitement from play can still be found.

• **Specific Language Skills focus:** Other research should have a look at how gamification influences specific language skills of reading, writing, speaking, and listening. By simply focusing students on these domains, researchers will be able to identify the areas that are the most gamified and which mechanics of play that are best for these parts of learning a language.

• **Honing into the Ethnic/Community Dimensional Factors of the Problem**: In the next phase, deeper studies should be conducted to understand the influence of socio-cultural contexts. On the other hand, how do social issues impact the acceptance and implementation of gamification in the ELT? Not limited to, but cross-border research would distinguish the most fitting methods for transforming a learning strategy through gamified

tactics to various multicultural beliefs and language family activities.

- **Uncovering the influence of the culture in more detail:** Cultural differences greatly influence the level of engagement in the learning process next to education, thus, future studies should also conduct research on the impact of cultural differences on the reception and success of gamified learning in ELT. On the other hand, cross-cultural research could help to identify the best methods for adapting gamified techniques to different cultural and language environments.

- **Gamification and Learner Autonomy:** More study needs to be carried out about gamification implications for learner autonomy and self-regulation of the future. Studies, which explore the degree to which the use of gamified elements strengthens the learners' ability to become responsible for their own learning, can provide information on how gamification builds student autonomy in ELT.

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