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GAMIFICATION IN ENGLISH LANGUAGE TEACHING: THEORETICAL FOUNDATIONS OF MOTIVATION VIA GAME STRATEGIES

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Abstract. The paper focusses on the theoretical justification of gamification as a novel method for teaching English. The fundamental nature and notion of gamification, along with its core concepts and essential components that enhance student motivation, are examined. The significance of motivation in education is delineated, including its forms (extrinsic and intrinsic) and the elements that affect the development of enduring interest in learning. Particular emphasis is placed on the potential application of gaming methods in English language instruction to foster an engaging and participatory educational atmosphere.

Key words: English instruction, gamification, gamification theory, gamification and motivation, gamification and secondary education.

Introduction. Motivating learners has always been a key objective in education, with theories like Self-Determination, Flow, and Self-Efficacy highlighting the role of motivation in learning. In today's digital age, educators face unique challenges and opportunities, particularly with students deeply engaged in gaming. Games, from online platforms to mobile apps, captivate students for extended periods, prompting exploration into their application in education. Gamification, which integrates game elements like points, badges, and leaderboards into learning, leverages gaming's motivational power to enhance student engagement.

In English Language Teaching (ELT), gamification has emerged as a transformative strategy, addressing the limitations of traditional approaches in engaging tech-savvy learners. By applying principles of motivation, psychology, and game design, gamification introduces immersive and rewarding experiences that invigorate language learning.

This paper explores gamification in ELT, focusing on its theoretical foundations, practical applications, and impact on learners. It examines the psychological principles driving gamification, showcases effective teaching strategies, and evaluates its influence on motivation, engagement, and language acquisition. Through this analysis, the study demonstrates how gamification redefines ELT for modern learners.

The status of problem development. Gamification integrates game elements into non-game settings, such as education, to enhance engagement and motivation. Popularized in the 2010s, it incorporates features like points, leaderboards, and badges to create dynamic learning environments. Effective gamification requires well-designed dynamics, mechanics, and components, including avatars, feedback, and adaptive challenges that align with learners' abilities (Bicen & Kocakoyun, 2018; Deterding et al., 2011). Beyond mechanics, gamification fosters student autonomy, motivation, and engagement through incentives like awards and competitive structures.

In English as a Foreign/Second Language (EFL/ESL) context, gamification has emerged as a transformative tool to address traditional teaching limitations. Conventional approaches, such as Communicative Language Teaching (CLT) and task-based methods, often lack opportunities for authentic language use outside the classroom (Lee & Wallace, 2018). Innovations like flipped learning have shown promise, allowing students to acquire knowledge at home and engage in active practice during class (Chen Hsieh et al., 2017). Researchers highlight both the advantages of the application of gamification in English instruction in enhancing student engagement, motivation, and proficiency, and the challenges of technological integration and adherence to educational standards (Culduz, 2023; Nhan, 2024; Fulton, 2019).

Gamification leverages the appeal of games to create a more engaging, enjoyable, and effective language learning experience (Vathanalaoha, 2022). By incorporating rewards, progress tracking, and competition, it motivates learners intrinsically and extrinsically, fostering involvement and excitement (Charkova, 2022). Structured progression through levels and immediate feedback keeps learners motivated, offering a sense of accomplishment and insights for improvement. Gamified environments may also encourage healthy competition, collaboration, and teamwork through group challenges (Szabó & Kopinska, 2023).

In English Language Teaching (ELT), gamification enhances traditional activities by integrating game elements into the curriculum, enriching tasks like vocabulary acquisition, grammar, and reading comprehension without replacing core objectives (Çinar et al., 2022). By contrast, game-based learning uses full games or simulations as the primary instructional method, employing tools like language-learning video games or virtual environments for education (Demirbilek, 2023).

The rise of gamification in EFL/ESL instruction has coincided with the integration of mobile technology and digital tools. Mobile game-based language learning (MGBLL) is particularly effective, offering adaptive challenges, immediate feedback, and immersive environments that enhance motivation and vocabulary acquisition (Su et al., 2021). Platforms like Duolingo demonstrate how gamification can improve listening, communication, and vocabulary skills, though excessive emphasis on competition and repetition may undermine long-term engagement (Shortt et al., 2021).

The potentials and effectiveness of digital game-based language learning (DGBLL) in language instruction offer adaptive challenges, immediate feedback, and immersive environments that enhance motivation and conventional language learning methods development (Esteban, 2024).

By comprehending these contrasts, educators can make educated judgements regarding the integration of gamification or the adoption of game-based learning methodologies in their English Language Teaching environments, contingent upon their individual learning objectives and student preferences.

The purpose of the study. This study aims to explore and evaluate the application of gamification in English Language Teaching (ELT). It will investigate the foundational principles of gamification, including its psychological and pedagogical underpinnings, and examine its alignment with motivation theories such as Self-Determination Theory, Flow Theory, and Self-Efficacy Theory.

Introduction of the primary research material.

Theories and Principles.

Karl Kapp's (2012) *The Gamification of Learning and Instruction* examines several theories and principles that facilitate learning and instruction via gamification. *Intrinsic motivation* serves as a fundamental notion, highlighting the inherent drive for involvement and satisfaction in the learning process. This corresponds with Ryan and Deci's (2017) *Self-Determination Theory*, which emphasises autonomy, competence, and relatedness as essential elements fostering enduring intrinsic drive. Kapp further explored Malone and Lepper's (1987) *Instructional Design Principles* for intrinsic motivation, highlighting the importance of control, challenge, curiosity, and contextualisation in enhancing a learner's intrinsic motivation. These ideas are substantiated by several research, including Malone and Lepper (1987), which confirm the beneficial effects of well-structured tasks and autonomy on motivation.

Conversely, *extrinsic motivation* emphasises the significance of external rewards and recognition as incentives for learners (Kapp, 2012). This concept is supported by several studies, including one by Alexiou and Schippers (2018), which highlights the significance of an effectively structured reward system. Kapp (2012) delineated various concepts and ideas that underpin instructional design in another study. The initial model is the *ARCS Model*, which encompasses Attention, Relevance, Confidence, and Satisfaction. This model emphasises the necessity of attracting attention, establishing relevance, fostering confidence through explicit expectations, and ensuring satisfaction by applying knowledge in practical contexts, all while leveraging intrinsic motivation and upholding consistent standards for enduring learner engagement. The *Taxonomy of Intrinsic Motivation* further differentiates internal motivation, exposing the intricate aspects that influence learners' intrinsic drive.

Numerous recognised theories support the foundational role of gamification and digital games in learning and training. *Classical and operant conditioning theories* by B.F. Skinner and Ivan Pavlov emphasise the significance of reinforcement in behaviour modification. Kapp's investigation also encompasses the psychological dimensions of learning, integrating theories such as Distributed Practice, Scaffolding, and Episodic Memory. The principle of *Distributed Practice*, as evidenced by research including those of Cepeda et al. (2006), underscores the importance of separated intervals and practice in the learning process. *Scaffolding*, based on Vygotsky's Zone of Proximal Development, emphasises the necessity of offering suitable help to learners at various levels to foster a tailored and advancing educational environment. *Episodic Memory*,

as derived from cognitive psychology, pertains to the retrieval of information influenced by contextual cues, supported by research on memory and environmental stimuli (Godden & Baddeley, 1975). Moreover, the *Social Learning Theory*, rooted in Bandura's (1999) research, underscores the significance of observation and imitation in the learning process. The *Flow Theory*, as articulated by Kapp, emphasises learners' cognitive engagement and involvement when engrossed in a demanding yet attainable task that includes elements such as explicit objectives, feedback, and diminished self-awareness. Nakamura-Csíkszentmihályi's (2009) research on flow further substantiates the beneficial influence of these components on engagement and intrinsic motivation. Ultimately, the theories and concepts articulated encompass the varied psychological, motivational, and design processes that facilitate effective learning and education via gamification and digital games.

Behaviourist theories.

Behaviourist theories, which significantly influence the understanding of learning and motivation, offer a foundational framework for analysing the efficacy of gamification in English Language Teaching (ELT). Behaviourism, linked to psychologists like B.F. Skinner, focusses on observable behaviours and the environmental influences that affect them (Skinner, 1984).

Within the framework of gamification, behaviourist theories elucidate several fundamental elements:

- *Behaviourism* highlights that rewards like points, badges, or incentives can enhance desired behaviours. In gamified ELT, prizes motivate learners to actively engage in activities, participate in discussions, and achieve educational goals, reinforcing their language learning efforts. It also emphasizes the importance of immediate feedback, which gamified approaches provide through scoring systems or real-time evaluations, helping learners to correct errors and improve their skills effectively;
- *Behaviourism*, through operant conditioning, modifies behaviour using reinforcement and punishment. Gamified ELT applies this by rewarding desired learning behaviours and encouraging effective study habits. Its focus on observable behaviours aligns with progress tracking in ELT, where stages, achievements, or leaderboards provide tangible insights into learners' advancement, boosting motivation and encouraging further progress.

It is essential to acknowledge that behaviourism constitutes merely one of the theoretical frameworks that inform the application of gamification in ELT. Gamification incorporates constructivist and engagement theories, together with cognitive psychology, to develop a comprehensive strategy for improving language acquisition. These theories jointly enhance comprehension of how gamification might effectively engage and encourage language learners in the digital era.

Constructivist Theories.

Constructivist ideas significantly influence contemporary educational practices and provide essential insights into the implementation of gamification in ELT. In contrast to behaviourism, which prioritises external influences and observable actions, constructivism, based on the theories of Jean Piaget and Lev Vygotsky, emphasises the

learners' active role in constructing their own knowledge through engagement with their environment (Waite-Stupiansky, 2017).

Within the framework of gamification, numerous fundamental principles of constructivist theories are pertinent:

- *Constructivism* emphasises the significance of active learning, wherein learners engage in the formation of their comprehension. Gamified ELT adheres to this approach by motivating learners to actively participate in language acquisition exercises. Gamification promotes learner agency and engagement through activities such as solving linguistic puzzles, communicating with peers, and exploring interactive narratives (Yoong et al., 2019). Moreover, constructivism prioritises problem-solving as a method for knowledge acquisition. Gamified ELT frequently offers learners challenges, puzzles, or authentic language situations that necessitate problem-solving abilities. By incorporating these aspects, gamification motivates learners to utilise their language skills in practical situations, fostering a more profound comprehension of language structures and applications (Aldahash & Alenezi, 2021);
- *Constructivist theories* emphasise the significance of social contact in the learning process. Gamified ELT can integrate collaborative components, including group exercises, peer conversations, or multiplayer language games. These interactions encourage knowledge exchange and offer learners opportunity to negotiate meaning and enhance language competency through social involvement. Moreover, *Constructivism* underscores the need of learners assuming responsibility for their education. In gamification, learners frequently possess autonomy and agency over their educational trajectories, opting for activities or quests aligned with their interests and objectives. This autonomy enables learners to customise their language acquisition experiences according to their specific requirements and preferences (Aldahash & Alenezi, 2021);
- Constructivist methodologies promote learners to contemplate their learning processes and participate in metacognition, which entails reflecting on one's cognitive processes. Gamified ELT can include reflection points, self-assessment chances, or debriefing sessions that enable learners to assess their progress, recognise areas for enhancement, and cultivate metacognitive skills vital for language acquisition (Yoong et al., 2019).

By adhering to constructivist principles, gamified ELT environments provide learners with opportunities to actively participate in language acquisition, build their knowledge, and cultivate a profound comprehension of the English language. These constructive, learner-centred methodologies augment motivation and promote significant language acquisition experiences.

Flow Theory and Engagement.

Flow theory, developed by psychologist Mihaly Csikszentmihályi, offers a significant perspective for comprehending the function of gamification in ELT by highlighting the notion of “*flow*”, a condition of peak involvement and absorption. *Flow theory* posits that humans attain optimal motivation and happiness when

completely immersed in an activity that presents a balance between challenge and competence (Nakamura & Csíkszentmihályi, 2009)

In the realm of gamification in ELT, certain elements of flow theory and engagement merit attention:

- *Flow theory* asserts that humans are most inclined to achieve a state of flow when engaged in tasks that present an ideal challenge level. In gamified ELT, the equilibrium between challenge and skill is meticulously crafted to align with the learner's competency level. Students are assigned linguistic assignments that are appropriately challenging, avoiding both boredom and frustration, thereby fostering continuous involvement. Flow is frequently linked to the presence of explicit, attainable objectives. Gamified ELT offers learners clear objectives, such as earning points, completing quests, or attaining specified language competency milestones. These objectives function as motivational elements that direct learners' endeavours and impart a feeling of purpose in their language acquisition process (Krath et al., 2021);
- *Flow* is enhanced by prompt and informative feedback, enabling learners to modify their activities as they advance. Gamified ELT integrates real-time feedback systems, including scores, progress indicators, and achievement notifications, allowing learners to monitor their performance and implement required modifications, so fostering continuous engagement (Jogo et al., 2022);
- *Flow theory* posits that persons experiencing flow demonstrate heightened concentration and focus on their current task. Gamified ELT fosters focus by engaging learners in interactive language tasks, tales, or challenges, enabling them to disregard external distractions and become wholly immersed in the educational experience. Flow experiences are fundamentally naturally motivating. Gamified ELT leverages learners' intrinsic drive by providing entertaining and rewarding language acquisition experiences. The gamified components, such as badges, leaderboards, and achievements, function as extrinsic motivators that enhance intrinsic drive, establishing a loop of engagement (Krath et al., 2021).

By integrating flow theory ideas into gamified ELT environments, educators seek to cultivate optimal learning experiences that boost motivation and promote profound engagement with the English language. These immersive experiences aim to optimise the advantages of gamification and facilitate language acquisition in an entertaining and effective manner.

Self-Efficacy Theory.

Self-efficacy is the belief in one's ability to achieve a task, influencing how individuals face challenges and devise strategies for success. Those with high self-efficacy are motivated, focused, and resilient, even when facing setbacks. This belief often predicts success more accurately than actual skills or experience, as it shapes perceptions of potential beyond existing circumstances.

According to Bandura's (1999) *Social Cognitive Theory*, self-efficacy enables individuals to exert control over their lives and take actions toward their goals. In education, fostering self-efficacy requires an autonomous environment where students

feel empowered. Teachers play a key role by influencing students' self-perceptions, encouraging self-regulation, and acting as role models. Gamification aligns with self-efficacy principles by creating frameworks that empower students, provide tools for success, and reward achievements, reinforcing motivation and confidence.

In education, various concepts and tactics are employed to instill in learners a sense of their potential achievements. These tools should possess the dual functions of providing instructional information and fostering self-sufficiency (Schunk & DiBenedetto, 2016). The classroom is a social construct and serves as an ideal environment for pupils to assess their abilities relative to their peers. When students observe their peers' accomplishments, they become aware of their own potential to attain similar success. Social relatedness is a crucial term in self-efficacy and social cognitive theory. Conversely, this approach may also lead pupils to see their limitations. Teachers must establish a learning environment that is appropriately paced to enhance motivation rather than diminish capability (*ibidem*). An effective learning environment provides students with a clear pathway to knowledge, ensuring that all individuals recognise their potential (Fulton, 2019, p. 30). Classroom educators can enhance student self-efficacy by demonstrating effective practices and placing students in attainable situations. Furthermore, educators must scaffold and differentiate instruction to ensure that students maintain a balance between their existing knowledge and the knowledge required to successfully complete a task. Gamification is intricate and can influence both inner and extrinsic motivators. Consequently, gamification beyond the mere incorporation of game components; it entails a reconfiguration of learning and motivation (*ibidem*).

Gamification principles allow educators to create interactive environments that boost student engagement and self-efficacy. While gamification increases interest and participation, its true effectiveness lies in actively involving students to enhance both engagement and academic performance (*ibidem*, p. 31).

By leveraging self-efficacy principles in gamified ELT environments, educators aim to empower students by fostering confidence, resilience, and a sense of achievement. These environments combine motivational strategies with tailored support to create engaging learning experiences that enhance both language proficiency and self-perception, ultimately driving meaningful academic success.

Conclusion. Gamification has emerged as a dynamic and interdisciplinary field at the intersection of education, psychology, and technology. Its growing popularity shows how it could change the way people learn by incorporating game design and motivational principles into educational settings. The integration of gamification into pedagogical practices offers fertile ground for both scholarly inquiry and practical application.

The evolution of technological platforms has propelled gamification, but its successful implementation requires more than technological advancements. Educators and researchers must draw on psychological theories of motivation and employ sophisticated game design principles to harness its full potential. A critical next step for research is to adopt refined methodologies that focus on specific game components and their impact on diverse learner demographics. This targeted approach will facilitate

the development of evidence-based best practices, enhancing the effectiveness and relevance of gamification in various educational settings.

Gamification is not merely the replication of games in classrooms but a deliberate incorporation of game-like principles to enrich the learning experience. To achieve this, educators must deepen their understanding of game mechanics, aligning them with instructional goals and learner needs. This approach emphasizes the importance of tailoring gamified strategies to specific learner profiles, thereby fostering engagement and achieving measurable learning outcomes.

Moreover, the adoption of gamification necessitates a transformative shift in instructional design. It requires educators to reimagine their roles, fostering a learning environment that balances structured guidance with greater student autonomy. This paradigm shift challenges traditional teaching frameworks, empowering students to take ownership of their learning journey and demonstrate mastery through innovative means.

This study underscores the imperative for continued exploration and critical evaluation of gamification in education. Further research is essential to understand the nuanced interplay between gamified strategies, learner characteristics, and educational outcomes. Additionally, we need rigorous assessment frameworks to ensure the alignment of emerging software and platforms with pedagogical objectives. By addressing these challenges, gamification can evolve into a cornerstone of modern education, driving engagement, motivation, and transformative learning experiences.

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