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Gamification in Young EFL Learning: A Thematic Review of Motivation, Engagement, and Language Outcomes

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Abstract

The implementation of gamification in English as a Foreign Language education for young learners has attracted increasing interest because it provides methods to boost student motivation and classroom participation while enhancing their language skills. Current research shows incomplete evidence because studies have been conducted in different settings and researchers have studied different results. The research study intends to present a thorough analysis of how gamification affects the motivation and engagement and vocabulary development and speaking abilities of young EFL students. The research conducted through a qualitative thematic review by analyzing 42 peer-reviewed studies which were published between 2019 and 2025. This research collected data from major academic databases and used Braun and Clarke's (2006) thematic analysis framework to conduct their analysis. The research results show that gamification implementation leads to higher levels of motivation because it decreases language anxiety while increasing both behavioral and emotional engagement of students. The program provides students with measurable improvements in their vocabulary and spoken language development. The success of gamification implementation depends on three main factors which include the learner characteristics and the learning environment and the specific game design elements. The research study demonstrates that EFL classrooms can benefit from gamification as an effective teaching method when educators design their implementation to meet student requirements and follow specific instructional guidelines and adapt to their existing classroom environment.

INTRODUCTION

In recent years, gamification has become widely recognized in the educational field as a valuable method of teaching due to its potential to significantly elevate young learners' motivations, and engagements, as well as even academic results (Fitria, 2023; Ruiz et al., 2024). The large number of studies that are being conducted point out that the implementation of the game-like features such as points, rewards, badges, levels, and challenges will be able to bring about a more productive and positive students' intellectual, emotional, and social development (Al-Khresheh, 2025; Reiter, 2025; Rahmi et al., 2024; Lamrani & Abdelwahed, 2019; Ahmad & Khan, 2024). Moreover, it has been discovered that the very young learners are usually the ones that respond to the playful, interactive,

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and visually engaging environments with a lot of excitement, thereby making gamified activities a good fit in the case of language learning and skill acquisition (Erraez et al., 2025; Hamuddin et al., 2024; Purnawan et al., 2022; Kuswandi & Fadhli, 2022). Besides, research done in the English as Foreign Language (EFL) surroundings has demonstrated that using gamification in teaching could decrease the anxiety levels of the learners (Amnouychokanant, 2025), and improve their oral communication skills (Anchundia & Cedeño, 2025), and vocabulary knowledge (Ciğerci et al., 2025; Hoşer & Aydin, 2025; Purnawan et al., 2022) at the same time. While technology is increasingly becoming a part of the teaching process and the focus is on the learners more than ever, reviewing the total evidence on the impact of gamification on the language learning of younger children has become the need of the time for both teachers and researchers (Del Olmo-Muñoz et al., 2023; Nicolaidou et al., 2021).

The studies reviewed have pointed out up to eight or so particularly essential components that characterize very good gamified learning systems. Mentioned most often were the rewards, progress bars, challenges, levels, leaderboards, personalized feedback and cooperative or competitive tasks (Jun & Lucas, 2024; Meng et al., 2024; Santos et al., 2025; Davies et al., 2024). These all serve as the main factors affecting not only the children's motivation but also the very strong engagement retention and they participate actively because their needs for recognition, curiosity or interaction are satisfied (Benitez-Correa et al., 2025; Gunawan, 2025; Nurtanto et al., 2021

The existing literature on gamification in young learner contexts provides a positive finding yet fails to deliver a complete understanding of the subject. The research problem exists because studies depend heavily on short-term research methods that assess only immediate results which include motivation and engagement without measuring how long learning benefits persist. Researchers need to conduct more extended research to assess how gamification impacts language learning and retention and behavioral changes throughout time (Triantafyllou et al., 2025; Ruiz et al., 2024). Many studies fail to provide adequate context and cultural analysis because they neglect to examine how socioeconomic factors and institutional resources and classroom conditions and digital access needs impact the success of gamified educational methods (Pham & Ngo, 2025; Elsawah, 2025). This gap is particularly important in EFL settings, where learners' experiences and opportunities can vary significantly across different regions. The research studies on AI-enhanced gamification have expanded rapidly yet existing studies primarily focus on adults and tertiary-level students while providing limited research about its use with young learners (Uddin et al., 2024; Nicolaidou et al., 2021). The research exhibits additional problems because it fails to assess possible disadvantages which include excessive dependence on external incentives and unequal student participation and the gradual decline of students' internal motivation (Tiria & Nama, 2025; Li et al., 2025; Fitria, 2023). The existing research gaps demonstrate how the educational system needs a complete examination of gamification which extends beyond immediate advantages.

The current study aims to cover the gaps by presenting a detailed review of the most recent research about the implementation of gamification and its effects on young learners. It connects the findings from various settings including EFL learning, vocabulary learning, speaking skill, motivation, and engagement with technology. Thus, this paper gives a broader view of the cognitive, behavioral, and emotional influences of gamification (Al-Khresheh, 2025; Erraez et al., 2025; Rahman et al., 2025; Ahmad & Khan, 2024). The authors also discuss the less studied areas such as the influence of context, duration of use, and the occurrence of barriers, thus offering new insights that surpass those of earlier studies that have been mainly focused on motivation (Triantafyllou et al., 2025; Rahmi et al., 2024; Nurtanto et al., 2021). Finally, the review seeks to give a clearer communication to teachers, curriculum designers, and policy makers about the tactical application of gamification as a means of supporting the development of young learners in the contemporary educational settings. The following research question guides it: How does gamification impact young

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learners' motivation, engagement, and language learning outcomes across different skill areas in EFL classrooms?

METHODOLOGY

It is employed by a systematic thematic analysis in reviewing the effect of gamification on language learners. From a collection of potential research material, 42 peer-reviewed studies related to the effects of gamification on motivation and engagement, vocabulary acquisition, oral communication skills and learning outcomes among young EFL learners were found cited in the review (e.g., Gunawan, 2025; Erraez et al., 2025; Hamuddin et al., 2024). A systematic search was performed across established academic databases such as Google Scholar, ResearchGate, ERIC and JSTOR to look for pertinent studies. Key words included combinations like gamification, young learners, EFL gamification, game-based learning and digital learning tools and unplugged gamification".

The selected studies of review focused on the range of 2019-2025 in order to consider recent evolution both in digital and non-digital gamification use. Articles were selected if they: (a) examined gamification for young learners or in early language learning situations; (b) reported empirical findings concerning motivation, engagement, or learning achievements; and (c) were peer-reviewed and in English. Studies were excluded if they: (a) exclusively for adult or Tertiary education students; (b) was not supported by any empirical data; or (c) rested on personal belief or conceptual analysis ignoring data (Rahmi et al., 2024). Through such procedures we only included high-quality and context relevant studies for analysis.

A thematic analysis (Braun & Clarke, 2006; Uddin et al., 2020) approach was used for analysis as a method of summarizing patterns from selected studies. The first step was to perform a close reading, abstraction and summarization of the main findings for each article. Following this initial review, findings were coded and clustered into more generalized common categories that matched with conceptions of learning (Thompson, 2019). From this recursive coding process, we identified four key themes:(1) Gamification and learner motivation: enhanced motivation, reduced anxiety, increased participation (Amnouychokanant, 2025; Tiria & Nama, 2025); (2) Gamification and language skill development: enhanced vocabulary acquisition and speaking skills (Erraez et al., 2025; Rahman et al., 2025); (3) Game mechanics used to engage, highlighting the way elements such as rewards and feedbacks, competition, and narrative structures encourage continued engagement (Jun & Lucas; 2024) and (4) The digital reality + no digital reality in gamification: emphasizing the demand for both easily accessible context-sensitive approaches when technology restricted classrooms are considered (De Carvalho Barros Bezerra et al., 2024).

These themes were also validated for coherence, clarity and their representation of the trends seen across literature. All citations were cited in APA 7 style, and quotes have been kept to a minimum to maintain the essence and authenticity of source texts. The current systematized review has several methodological strengths; however, some limitations persist. We only included English-language studies, potentially excluding relevant non-English contexts from the sample. Furthermore, the extensive emphasis on digital-based gamification research could cover-up understanding on low-tech or unplugged deployments that is crucial for educational settings. In sum, despite its limitations, the proposed approach brings a structured and inclusive basis for elaborating the role of gamification in young learner education and relevant roads that guide future empirical research.

FINDINGS

In this thematic review, seven main themes were identified that revealed that gamification can significantly and positively affect young EFL students. It helps increase the motivation and classroom engagement of learners and, at the same time, develops desirable language skills, in particular,

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vocabulary and speaking. Meanwhile, the results indicate that it is not always effective, as it is contingent on the design of game elements, the integration of technology with unplugged activities, the resolution of such problems as duration, sustainability, and methodological constraints (Fitria, 2023; Ruiz et al., 2024; Ciğerci et al., 2025; Anchundia and Cedeño, 2025; Santos et al., 2025; De Carvalho Barros Bezerra et al., 2024; Triantafyllou et al., 2025).

Gamification and motivation among young learners

Motivation is the leading topic in studies connected to gamification. Different scholars have confirmed that gamification not only increases but also diversifies the motivation of the learners by having intrinsic factors such as curiosity, independence, and mastery, and at the same time, allowing for extrinsic motivation through rewards, badges, points, and achievement markers (Purnawan et al., 2022; Kuswandi & Fadhli, 2022). Benitez Correa et al. (2025) maintain that these traits are very much like progression and competence in the context of self-determination theory, which claims that those are the two primary elements in the motivation process. Furthermore, Al-Khresheh (2025) suggests that the process of English as a foreign language (EFL) supported by gaming elements activates learners' cognitive part by providing interesting and emotionally rewarding tasks. There is a plethora of research evidence indicating that gamification leads to lessening the language-related anxiety and thus students' willingness to communicate is increased (Nurtanto et al., 2021). Amnouychokanant (2025) states that the gamified activities facilitate the language learners to cope with the emotional burden of language learning by transforming the hard tasks into the ones with no pressure at all and thus playful ones. This point is also supported by the literature stating the very young children's affective filters are greatly affected by the game-based elements such as storytelling, humor, and playful feedback (Reiter, 2025; Hamuddin et al., 2024; Ahmad & Khan, 2024). All these studies have a strong relationship with the fact that gamification is not just another method in the teaching-learning process but the only one that can greatly pull out the positive side of students' motivations and make the classroom more attractive and fun.

Engagement and classroom participation

The next theme that is going to be discussed is engagement that encompasses both behavior and feeling. The very high levels of behavioral engagement are linked with the application of gamification and the studies conducted in this domain report the rise in times of students being on task, participating by choice, and taking part actively in group work (Meng et al., 2024; Davies et al., 2024). Limited time challenges, progress tracking, and either competition or cooperation are some of the features that gamification incorporates to make an atmosphere in which students feel that they have no other choice but to be active participants. In addition to this, gamification also enhances human interaction among learners. The sharing of missions and doing challenges together are some of the factors that Rahmi et al. (2024) mention as the reason for teamwork, social bonding, and collective responsibility. Assigned roles for students, they work as a team, or they help to achieve a common goal; all these are ways to involve students more in learning, which was basically emphasized by Thuy and Hung (2021). Their work has proven that the implementation of speaking apps in the classroom has a positive effect on the interaction with young learners of English as a Foreign Language (EFL) due to gamification. In addition, Elsawah (2025) refers to gamification as providing the opportunity for the student-centered approach to the learners by allowing them to learn according to their individual pace and at the same time being emotionally connected with the content (Ruiz et al., 2024). The above-mentioned studies converge to the idea that through immersion, peer support, emotional stimulation, and cognitive involvement, which are the four core components of engagement in the young learners' classrooms, gamification can capture the learning engagement of the students.

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Effects of gamification on language learning outcomes

Vocabulary development

A very important aspect of the foreign language learning process that has been gamification related has been vocabulary learning, the most common area of research in gamified EFL studies. As per the report by Ciğerci et al. (2025), vocabulary lists, games, and quizzes-based competition are found to be the backend of significant growth in the recall and recognition of vocabulary by the students. Further, the results of Erraez et al. (2025) are in line with this view, as they found that the use of combined gaming methods with animated visuals, sound aids, and matching games in the classroom helps the young learners' vocabulary memory better than conventional rote-learning-based techniques. Gunawan (2025) further observes that the combination of gamification and vocabulary learning in the early stages is going to raise the kids' interest in new words, which will consequently be a vocabulary development for a long time. Hamuddin et al. (2024) pointed out that the usage of gamified vocabulary platforms does not only lead to the development of basic word knowledge but also promotes the skills of the higher order such as contextual usage and expressive language (Purnawan et al., 2022; Lamrani & Abdelwahed, 2019).

Speaking skills and oral communication

Speaking is recognized as the least researched area, but the findings have been very encouraging nevertheless. According to Anchundia and Cedeño (2025), the application of gamified speaking activities increases the students' readiness to speak, particularly when the given tasks include winning points, role play, or scenario-based challenges. Besides, Rahman et al. (2025) assert that gamification causes the reduction of speech anxiety because it gives rise to a playful communicative interaction where mistakes are seen as part of the game instead of failures. The studies of Thuy and Hung (2021) add more weight to these claims since they indicate that gamified speaking applications not only fluency but also turn taking behavior, pronunciation accuracy, and expressive confidence (Rahman & Hasan, 2025; Fitria, 2023) have been developed.

Individualization, user profiles, and game elements

A wide range of studies have come to the same conclusion that gamification will not necessarily result in the best outcomes every time. On the contrary, it is a matter of great dependence on the athlete's character and the characteristics of the game that will be applied. The researchers led by Santos et al. (2025) divided gamification users into three groups achievers, socializers, and explorers. The first group responds positively to the implementation of gamification concepts in non-gaming scenarios, whereas the other groups do not. Thus, it is implied that those in the latter groups would probably prefer the storyline quests, while the ones in the former might need the badges, and the socializers might want to play along with others. This concern for the differences among individual learners and socioculturally responsive teaching strategies is also supported by Hasan et al. (2025), who claim that the implementation of adaptive strategies in language education should take students' cognitive, emotional, and sociocultural changes into account in order to achieve effective teaching and learning outcomes. Jun and Lucas (2024) argue that the choice of gamification elements must be extremely careful since they can either be the reason for uplifting or hindering mental and motivational aspects, depending on the scenario. Among others, challenges stimulate thinking, progress bars provide visual support, and storytelling deepens emotional connection. If gamification is not used correctly or is overloaded, it may lead to some students quitting, while in other cases, such as with the targeted and personalized group, it is very likely to lead to differentiated

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learning (which is necessary for young learners with different attention spans, learning speeds, and motivational needs) being boosted (Nicolaidou et al., 2021; Del Olmo-Muñoz et al., 2023).

Technology-enhanced gamification vs. unplugged gamification

Literature draws a clear line between two styles of gamification, technology-based and non-technology-based. AI has given a tremendous push to several gamification tools. According to Hoşer and Aydin (2025) and Kayyali (2025), AI-powered applications provide individualized feedback, the monitoring of progress in real-time and adjustable difficulty settings which allow for strategic measures to be taken with more precision. Such systems are especially advantageous for beginner learners who require customized learning paths. Digital tools, however, are not the only option. According to De Carvalho Barros Bezerra et al. (2024), unplugged gamification with board games, classroom reward charts, and role plays that can provide similar motivation boosts through less technology use are effective ways of teaching and learning. These so-called low-tech strategies would be ideal for contexts with limited resources or for very young learners who require sensory and movement-oriented environments (Lamrani & Abdelwahed, 2019; Ahmad & Khan, 2024). Similarly, Triantafyllou et al. (2025) maintain that blended models which incorporate both digital and physical components may offer the most balanced and inclusive learning experience.

Duration, sustainability, and methodological limitations

The positive signs notwithstanding, the research has uncovered major methodological limitations. Triantafyllou et al. (2025) point out that the bulk of studies rest on short-term interventions, thus making it impossible to know if the improvements in motivation or language usage were permanent or not (Ruiz et al., 2024). Jun and Lucas (2024) highlight the inconsistencies in the instruments used for measuring and the data collection methods which in turn makes comparing studies done in different locations more challenging. Rahmi et al. (2024) and Gunawan (2025) assert that several researches ignore the developmental factors such as children's attention span, emotional control, and socio-cultural background, which are highly influential on the behavior of young learners (Nicolaidou et al., 2021). Moreover, the studies with small sample sizes, non-random selection, and the teachers' previous experience with gamification tools are some of the reasons why research findings may not be applicable to the whole population (Fitria, 2023). Such methodological limitations urge the need for immediate conduct of studies that are not only long-term and big-scale but also based on developmental theory.

The thematic review in the end, shows that gamification covers a wide range of the young learners' learning process. It has various aspects to consider but the impact is still very strong, as it helps the learners to reach very high levels of motivation, engagement, and language learning outcomes at once, being the most influenced by the learner profiles, technological conditions, and methodological aspects. One cannot deny that the use of in-game indicators such as points, badges, and narrative challenges makes the learning process a lot more enjoyable and less stressful for the students (Benitez-Correa et al., 2025; Amnouychokanant, 2025; Reiter, 2025; Ahmad & Khan, 2024). Above all, the use of interactive challenges, time-bound missions and collaborative quests are among the techniques that constantly increase student engagement, leading to both the increase of behavioral participation and peer cooperation in EFL settings (Haruna et al., 2025; Meng et al., 2024; Rahmi et al., 2024; Thuy & Hung, 2021; Davies et al., 2024). The application of gamification has proved to be very beneficial for the young learners linguistically, as research indicates not only that the young children recalled the vocabulary, learned new words through different media, and got fluent orally, but also that they became self-confident and got communicative competence (Ciğerci et al., 2025; Erraez et al., 2025; Anchundia & Cedeño, 2025; Rahman et al., 2025; Purnawan et al., 2022). Then, these significant linguistic gains are elevated by personalization as the different learner profiles

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respond in different ways to the mechanics of gamification, such as narrative quests, social rewards, or achievement systems, thereby needing an intended and learner-centered gamification design (Santos et al., 2025; Jun & Lucas, 2024; Nicolaidou et al., 2021). Moreover, there are studies indicating the benefits of both technologies modulated and unplugged gamification, with AI-supported platforms delivering adaptive feedback and low-tech, tactile activities still demonstrating considerable effectiveness in resource-poor settings (Hoşer & Aydin, 2025; De Carvalho Barros Bezerra et al., 2024; Lamrani & Abdelwahed, 2019).

Table: Summary of key findings

Varieables	Key Findings	Author(s)
Gamification and motivation among young learners	The use of gamification increases both intrinsic motivation which includes curiosity and autonomy and mastery and extrinsic motivation which includes rewards and badges and points together with anxiety and learning environments which provide emotional support.	Purnawan et al. (2022); Kuswandi & Fadhli (2022); Al-Khresheh (2025); Amnouychokanant (2025)
Engagement and classroom participation	The implementation of gamification leads to increased student interest which includes both their behavioral and emotional aspects through their active participation in learning activities and their collaboration with others and their ability to interact with peers and their dedication to student-led educational methods.	Meng et al. (2024); Rahmi et al. (2024); Thuy & Hung (2021); Ruiz et al. (2024)
Effects of gamification on language learning outcomes: Vocabulary development	The use of gamified materials enables students to maintain their vocabulary through repetition together with multimedia content and their ability to engage in interactive learning exercises	Ciğerci et al. (2025); Erraez et al. (2025); Hamuddin et al. (2024); Purnawan et al. (2022
Speaking skills and oral communication	Through interactive activities which require minimal pressure to speak students improve their speaking skills while building confidence and pronunciation abilities and reducing their anxiety levels.	Anchundia & Cedeño (2025); Rahman et al. (2025); Thuy & Hung (2021); Fitria (2023
Individualization, user profiles, and game elements	The effectiveness of gamification depends on selecting appropriate game elements which match the specific learning requirements of different learner profiles to enable customized learning experiences which meet individual needs.	Santos et al. (2025); Hasan et al. (2025); Jun & Lucas (2024); Nicolaidou et al. (2021

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Technology-enhanced gamification vs. unplugged gamification	Both digital and non-digital gamification methods succeed because AI-based tools create personalized learning experiences which adapt to individual student needs while unplugged techniques provide better access to learning materials which benefit all students.	Hoşer & Aydin (2025); Kayyali (2025); De Carvalho Barros Bezerra et al. (2024); Triantafyllou et al. (2025)
Duration, sustainability, and methodological limitations	The study provides immediate results although its long-term impact remains unknown because it used small research samples and different research methods which limited its ability to apply results beyond the specific study conditions.	Triantafyllou et al. (2025); Jun & Lucas (2024); Rahmi et al. (2024); Fitria (2023)

DISCUSSION

The review results demonstrate that gamification produces permanent advantages for young learners because it increases their motivation and engagement while they study English as a foreign language. The gamified system elements which include points and badges and leaderboards and narrative challenges work to boost both intrinsic and extrinsic motivation (Benitez-Correa et al., 2025; Al-Khresheh, 2025). Self-determination theory explains this concept because people acquire greater motivation through their ability to self-govern their work while demonstrating their skills and building connections with others (Fitria, 2023). Benitez-Correa et al. 2025 describe how gamified systems deliver essential elements to fulfill user needs through their provision of defined objectives and performance assessments and interactive components. Previous research has established that gamification improves language classroom learner motivation which verifies the results of this study (Al-Khresheh, 2025; Fitria, 2023).

Another key outcome is the reduction of anxiety and the increase in participation. The researchers found that gamification changed language activities into enjoyable tasks which involved minimal danger (Amnouychokanant, 2025). Students concentrate their efforts on finishing their assignments instead of worrying about making mistakes (Reiter, 2025). The affective filter hypothesis shows that language acquisition improves when people experience less anxiety (Amnouychokanant, 2025). Previous studies also confirm that gamified environments lower stress and increase willingness to communicate (Reiter, 2025; Ahmad & Khan, 2024).

Gamified environments produce a major boost to user engagement because of their interactive features. The interactive tasks and time-bound challenges together with collaborative activities create an engaging experience for users (Meng et al., 2024). The elements of the system sustain user focus while they drive people to take part in activities (Rahmi et al., 2024). Young learners respond positively to dynamic and visually rich tasks (Davies et al., 2024). Earlier research reports similar patterns of increased behavioral and emotional engagement in gamified classrooms (Meng et al., 2024; Thuy & Hung, 2021).

The improvement in language outcomes, particularly vocabulary and speaking skills, can be explained by repeated exposure and multimodal learning. The gamified activities use visual elements together with sound effects and contextual tasks to help users remember information (Ciğerci et al., 2025). The game environment offers speaking tasks that decrease pressure while providing more chances for practice (Rahman et al., 2025). The research results agree with previous studies which showed that vocabulary skills improved significantly while speaking abilities showed moderate growth (Erraez et al., 2025; Anchundia & Cedeño, 2025).

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The effectiveness of systems depends on personalization which exists as a fundamental requirement. Different learners respond to game elements through different ways which include rewards and storytelling and collaboration (Santos et al., 2025). The research findings support learner-centered methods together with adaptive instructional methods (Jun & Lucas, 2024). Previous studies also emphasize that mismatched game design can reduce effectiveness (Nicolaidou et al., 2021). The study establishes that learner profiles must match with game mechanics because this relationship serves as a fundamental requirement for successful learning (Santos et al., 2025).

The comparison between technology-enhanced and unplugged gamification shows that effectiveness depends more on design than on technology. The AI-based systems provide customized learning paths together with adaptive feedback (Hoşer & Aydin, 2025). However, unplugged approaches promote interaction and physical engagement (De Carvalho Barros Bezerra et al., 2024). The previous research demonstrated that both methods could generate identical motivational effects which depended on the surrounding conditions (Lamrani & Abdelwahed, 2019).

The comparison with earlier research studies demonstrates that both identical results and different results lead to equal results. The studies show that they found strong positive effects on motivation and engagement which remained consistent throughout their research (Ruiz et al., 2024; Rahmi et al., 2024). The research displays consistent support for vocabulary results across multiple settings (Ciğerci et al., 2025; Erraez et al., 2025). The design of tasks and the confidence levels of learners create different outcomes for speaking assessments (Anchundia & Cedeño, 2025; Rahman et al., 2025). Some studies emphasize extrinsic rewards such as points and badges (Benitez-Correa et al., 2025), while others highlight intrinsic factors such as storytelling and role-play (Jun & Lucas, 2024). The research shows that digital gamification improves user experience through customized experiences while unplugged methods create social spaces for users (Hoşer & Aydin, 2025; De Carvalho Barros Bezerra et al., 2024). The effects of gamification show positive results but different contexts and learner attributes and teaching methods determine the actual results.

CONCLUSION

The researchers conducted this study to investigate how gamification affects the motivation and engagement of young learners and their progress in language learning within EFL environments. The results demonstrate that gamification leads to a substantial rise in both intrinsic and extrinsic motivation while decreasing learner anxiety and enhancing their desire to engage in language learning activities.

The study results show that gamification creates better engagement results through its ability to enhance both emotional and behavioral engagement of users. The classroom activities show that learners achieve higher engagement levels through their participation and interaction and collaborative efforts.

The results demonstrate that gamification positively affects vocabulary growth and speaking proficiency for language learning outcomes. The study results demonstrate that gamification enables young learners to develop their language skills through improved vocabulary retention and oral fluency and communicative confidence.

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