

Gamification-cum-motivational Strategies in English Language Learning

Mustafa Hersi

Head of E-Learning and Distance Education Unit

English Language Institute, King Abdullaziz University

Building 535, Office 254, Jeddah, Saudi Arabia

E-mail: mhersi@kau.edu.sa

Received: March 24, 2024

Accepted: April 22, 2024

Published: June 5, 2024

doi:10.5296/ijl.v16i3.21797

URL: <https://doi.org/10.5296/ijl.v16i3.21797>

Abstract

Over the past two decades, the field of Teaching English to Speakers of Other Languages (TESOL) has witnessed growing studies hinged on the role of gamification in language learning and teaching. In this context, I argue, little still is known about the symbiotic relationship between gamification and motivational strategies in English language learning/teaching in contexts such as Saudi Arabia. To address this critical research gap, building on the current debates on gamification in English language education and through what I term *gamification-cum-motivational strategies in English language education*, this paper explores how gamification could develop different motivational strategies among Saudi English as a foreign language (EFL) learners. I use a commonly played game among Saudi teenagers dubbed “*Call of Duty*” as a case example to explore how such gamification could enhance different motivational strategies among them. I close the paper with some pedagogical implications and concluding remarks.

Keywords: Gamification, Motivation, Language, Call of duty, Strategies

1. Introduction

Gamification generally refers to “the use of game mechanics or game design elements such as points, levels, ranking lists, badges in a non-game environment [such as language education] to increase learner engagement” (Li & Liu, 2022, p. 2703). Over the past two decades, the field of Teaching English to Speakers of Other Languages (TESOL) has witnessed growing studies centred on the role of gamification in language learning and teaching (See for example, Deterding et al., 2011; Kapp, 2012; Shortt et al., 2021 for more accounts on these issues). Central to these studies are there are various pedagogical outcomes that gamification

could bring about to a given learning environment. For instance, “when applied into English learning fields, gamification is able to improve the enjoyment of tasks, the learning process, and the satisfaction of both teachers and students”. It, as well, “helps instructors to achieve teaching objectives through gaming elements (Li & Liu, 2022, p. 2703). In this context, little still is known about the symbiotic relationship between gamification and motivational strategies in English language learning/teaching in non-English speaking countries such as Saudi Arabia. I take the position that exploring the nexus between gamification and motivational strategies in English language learning profoundly matters! The contention is that successful implementation of gamification could intrinsically motivate language learners to enhance their language skills, change their behaviours, and enable them to solve more effective problems in a given social and educational context.

Building on the current debates on gamification in English language education, this paper introduces what I term *gamification-cum-motivational strategies in English language education*. It explores how and in what ways gamification could develop different motivational strategies among English as a foreign language (EFL) learner in a given social and educational context, thereby addressing various language learning challenges. I argue that this line of inquiry is much needed in the current scholarship on gamification in English language education. That is, while governments, schools, policymakers, language educators, and families are purchasing various expensive games to help their learners acquire necessary linguistic and cultural skills, little attention has been given to the role of gamification in creating different motivational strategies among language learners.

In what follows, I introduce the current debates on gamification in English language education (e.g., Ghaban & Hendley, 2019) as well as motivation in second or foreign language learning (Laremenko, 2017; Tan, 2018). Next, I introduce the conceptual connection between gamification and motivational strategies in English language learning and teaching. After building my theoretical arguments, I use a commonly played game among Saudi teenagers dubbed “Call of Duty” as a case example to explore how such gamification could enhance different motivational strategies among them.

2. Theoretical Framework

2.1 Gamification in English Language Education

The term ‘gamification’, by and large, has been defined differently by different scholars in different contexts and settings. Thus, its implementation is varied from context to context. While Deterding and his colleagues (2011) define it as the use of game design elements in non-game contexts, other scholars view it as ‘the process of making non-game activities more game’ (e.g., Werbach, 2014). Gamification has also been defined as the implementation of game design in a non-game context, to make language learning more engaging (Kapp, 2012; Landers et al., 2017). In this context, as Zhang and Hasim (2023) succinctly capture,

Gamification was not simply the use of game mechanics and elements to make learning more engaging, but the idea of increasing learners’ engagement, creating interactive learning contexts, and achieving students’ learning autonomy. Badges,

rewards, cumulative scores, and competitive scores seem to provide visible incentives for students and expected behaviors in education (p. 2)

When designing a gamified learning environment for English language learners in a given social and educational context, language educators should consider three concepts: dynamics, mechanics, and components. These three concepts are not mutually exclusive; instead, they complement each other to facilitate the teaching and learning process (see for example, Bicen & Kocakoyun, 2018). Zhang and Hasim (2023) define these three concepts as follows:

“Game dynamics refer to status, reward, self-expression, competition under rules that are explicit and enforced, and achievement, and others. Game mechanics refer to level-system, narrative context, challenge, achievements, leaderboards, and the like. Game components or elements include self-representation with avatars, feedback, points, trophies, badges, progress bar and virtual presents, and the like (p. 2).

The above-interrelated elements aim to arouse learners’ “feelings of interest, competitiveness, curiosity, and frustration, convince them, and even change their behaviors so that a gamification application could facilitate their learning process” (ibid.). With the advancement in technology and education, language educators have opportunities to create different new teaching and learning context for their learners. These include, for example, “social media contexts, gaming platforms, collaborative- and telecollaborative-based projects, and numerous mashups” (Kessler, 2018, p. 208). Gamification has become ubiquitous in English language learning in different contexts and settings. In their study entitled “A comparative review of mobile and non-mobile games for language learning” Su and her colleagues (2021) critically compared 64 high-quality studies on “mobile game-based language learning” (MGBLL) and “non-mobile game-based language learning” (NMGBLL). These studies were published between January 2000 and August 2020. The findings of their comparative review revealed “a wide application of gamification in language learning, followed by immersive games and simulation games, maybe because they possessed rich game elements like goals, continuous feedback, and control, which could maintain learners’ motivation and confidence and raise their curiosity” (15). Likewise, in their article dubbed “Gamification in mobile-assisted language learning: A systematic review of Duolingo literature from public release of 2012 to early 2020” Shortt et al. (2021) found that there is a positive correlation between the implementation of ‘Duolingo’ and ‘foreign language performance’. That is, through Duolingo students had the opportunity to improve their vocabularies, listening skills, and communicative skills. It should be acknowledged, however, that “once the novelty effect of gamified presentation wears off, the gamification elements cannot compensate for the design decisions prioritizing competition over collaboration, repetition and translation over meaningful feedback and context” (Shortt et al., 2021, p. 22). Thus, teachers should pay attention to factors such as competition and repetition as they may not play major roles in designing gamified learning activities and tasks (See also Dehganzadeh and Dehganzadeh, 2020 for a similar finding). While there is a large body of literature on the impact of gamification on English as a foreign language teaching and learning (e.g., Barcomb & Cardoso, 2020; Bicen & Kocakoyun, 2018), studies that specifically attempt to explore what forms for motivational strategies could be developed among language learners through

gamification are still *rare*. This article contributes to the growing scholarship on gamification in English as a foreign language teaching and learning by addressing the aforementioned gap and moving the existing scholarship forward. Before doing so, in the following section I discuss motivation in second language learning.

3. Motivation in Second Language (L2) Learning

Building on the works of Gardner (2007), Dornyei (2001) and other scholars, Wu (2022) summarizes the role of motivation in second language learning as follows:

Motivation is of great importance in second language acquisition. For one thing, second language learners cannot be immersed in an ideal language learning environment where they have enough opportunities to use English and communicate with native English speakers. Therefore, motivation serves as the driving force which sustains the learning of the second language even when there is a lack of appropriate language learning environments (p. 1).

Motivation is key in achieving any goal, be it educational, social, or economic. It has a positive effect on every educational learning process, including second language learning and teaching. Motivation is construed as a fluid concept rather than static; it changes over time largely depending on the context and setting (Gass & Selinker, 2008). In a given second language learning environment, highly motivated students are more likely to achieve greater success than smart but less motivated students. In this climate, language teachers need to maintain and maximize students' motivation to help them succeed socially and academically (Zareian & Jodaei, 2015). Motivation needs to be understood as “a cumulative force of motives that is on a continuum from zero to strong” (Dornyei, 2005, p. 89) as well as goal-directed in that second language learners' immediate goal is to learn the language to realize their own goals. Therefore, designing a gamified tool to understand and maintain motivational strategies can help second language learners realize their immediate goals. The contention is that gamification could not only positively affect students' attitudes and emotional responses, but it could also affect students' motivation, engagement, and learning outcomes, thereby enabling them to use various motivational strategies in the language classroom. It is this symbiotic relationship between gamification and motivational strategies that I refer to as gamification-cum-motivational strategies in language education. Below I elaborate on this concept.

4. Gamification-cum-motivational Strategies

Needless to say, motivational strategies used by teachers in EFL classroom could either positively or negatively influence learners' motivation toward learning the language. In his book entitled “Motivational strategies in the language classroom”, Dörnyei (2001) outlines over 100 motivational strategies. These motivational strategies could be categorized into four groups: “creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and rounding off the learning experience (encouraging positive self-evaluation)” (p. 43). I argue that a carefully designed game could affect students' motivation for learning a foreign language, hence gamification-cum-motivational strategies in

English language learning. Because motivational strategies are culturally specific, a game also needs to be designed according to the cultural as well as local intellectual conditions of the learners. The power of gamification is that it enables teachers to use a wide range of strategies in their classrooms. It, as well, allows students to evaluate and refine these strategies according to their needs and interests. This is particularly true when the game is rich in its content and can be played in various ways as I demonstrate below.

The lack of student motivation in EFL classrooms could be a major problem. Gamification has the potential not only to motivate students in the classroom but it could encourage them to use their learning strategies. This is because tasks that are assigned to students in the gaming environment focus more on productivity than punishment. In a gamified classroom, students often use different learning strategies to engage with the game, for they have the “freedom to fail” (Scott & Neustaedter, 2013) without fear of losing points. It is for these reasons that Vathanalaoha (2022) argues that

gamified learning could enrich educational experiences in which students can recognize memorable activities they participate. Formative assessment could be seen as a means of “freedom to fail” since teachers would focus more on students’ learning process than the summative assessment, such as midterm and final examinations or quizzes, which centralizes on final scores and appears to be irrevocable (pp. 835-836).

To exemplify how gamification could be combined with motivational strategies, in this paper I design two different lesson plans based on “**Call of Duty**” also referred to as (*COD*), a video game series and media franchise published by Activision, starting in 2003.

5. Call of Duty in Saudi EFL Classrooms

What is Call of Duty and its primary ideas? It is a game commonly played by teenagers in different parts of the world, including Saudi Arabia. Figures 1 and 2 below offer comprehensive background about Call of Duty and its key ideas.

The games were first developed by [Infinity Ward](#), then by [Treyarch](#) and [Sledgehammer Games](#). Several spin-off and handheld games were made by other developers. The most recent title, [Call of Duty: Modern Warfare III](#), was released on November 10, 2023.

The series originally focused on the World War II setting, with Infinity Ward developing [Call of Duty](#) (2003) and [Call of Duty 2](#) (2005) and [Treyarch](#) developing [Call of Duty 3](#) (2006). [Call of Duty 4: Modern Warfare](#) (2007) introduced a modern setting, and proved to be the breakthrough title for the series, creating the *Modern Warfare* sub-series; a [Modern Warfare remastered version](#) released in 2016. Two other entries, [Modern Warfare 2](#) (2009) and [Modern Warfare 3](#) (2011), were made. The sub-series received a reboot with [Modern Warfare](#) in 2019, [Modern Warfare II](#) in 2022, and [Modern Warfare III](#) in 2023. Infinity Ward have also developed two games outside of the *Modern Warfare* sub-series, [Ghosts](#) (2013) and [Infinite Warfare](#) (2016).

Treyarch made one last World War II-based game, [World at War](#) (2008), before releasing [Black Ops](#) (2010) and subsequently creating the *Black Ops* sub-series. Four other entries, [Black Ops II](#) (2012), [Black Ops III](#) (2015), [Black Ops 4](#) (2018), and [Cold War](#) (2020) were made, the latter in conjunction with [Raven Software](#). Sledgehammer Games, who were co-developers for *Modern Warfare 3*, have also developed three titles, [Advanced Warfare](#) (2014), [Call of Duty: WWII](#) (2017), and [Vanguard](#) (2021). They are also the lead developer for [Modern Warfare III](#) (2023), the third entry in the *Modern Warfare* reboot sub-series.

As of April 2021, *Call of Duty* has sold over 400 million copies.^[1] The series is verified by the [Guinness World Records](#) as the best-selling first-person shooter game series. It is also the most successful video game franchise created in the United States and the fourth [best-selling video game franchise of all time](#). Other products in the franchise include a line of [action figures](#) designed by [Plan B Toys](#), a [card game](#) created by [Upper Deck Company](#), Mega Bloks sets by [Mega Brands](#), and a [comic book](#) miniseries published by [WildStorm Productions](#), and a feature film in development.

Figure 1. Call of Duty and its key ideas

Source: https://en.wikipedia.org/wiki/Call_of_Duty

As a [first-person shooter](#), *Call of Duty* places the player in control of an infantry soldier who makes use of various authentic World War II firearms in combat. Each mission features a series of objectives that are marked on the [heads-up display](#)'s compass; the player must complete all objectives to advance to the next mission. The player can save and load at any time, rather than the checkpoint system utilized in later *Call of Duty* games.

The player has two primary weapon slots, a handgun slot, and can carry up to ten grenades. Weapons may be exchanged with those found on the battlefield dropped by dead soldiers. Unlike later *Call of Duty* games, the first allows the player to toggle between different firing modes (single shot or automatic fire). *Call of Duty* was one of the early first-person shooters to feature [iron sights](#) in game play; by pressing the corresponding key the player aims down the gun's actual sights for increased accuracy. In addition to weapons carried by the player, mounted [machine guns](#) and other fixed weapon emplacements are controllable by the player.

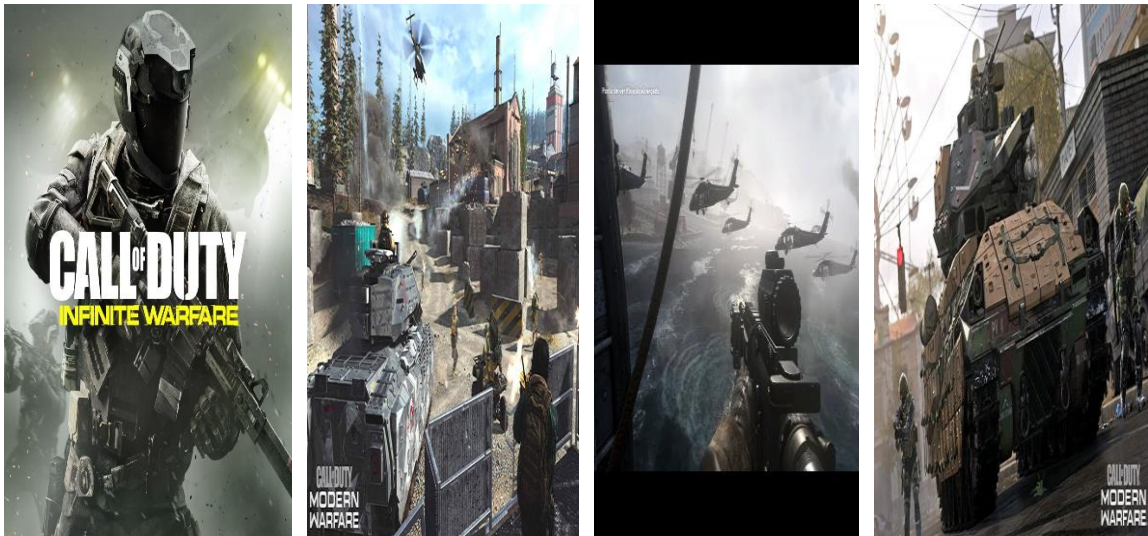
The game uses a standard [health points](#) system, with a limited amount of health reflected by a health bar. [Medkits](#) scattered throughout the levels or dropped by some foes are used to restore health when the player is injured.

Call of Duty also featured "shellshock" (not to be confused with the psychological condition of the [same name](#)): when there is an explosion near the player, he momentarily experiences simulated [tinnitus](#), appropriate sound "muffling" effects, blurred vision, and also results in the player slowing down, unable to sprint.

As the focus of the game is on simulation of the actual battlefield, the gameplay differed from many single-player shooters of the time. The player moves in conjunction with allied soldiers rather than alone; allied soldiers will assist the player in defeating enemy soldiers and advancing; however, the player is given charge of completing certain objectives. The game places heavy emphasis on usage of cover, [suppressive fire](#), and grenades. AI-controlled soldiers will take cover behind walls, barricades, and other obstacles when available.

Figure 2. Call of Duty: Gameplay

Source: [https://en.wikipedia.org/wiki/Call_of_Duty_\(video_game\)#British_campaign](https://en.wikipedia.org/wiki/Call_of_Duty_(video_game)#British_campaign)

Lesson one: Call of Duty 1 Time: 45

Language focus: Listening & Speaking/Reading & Writing

Goals:

The goal of this lesson is to watch Call of Duty and write a movie review.

Objectives:

At the end of this lesson, the students will be able to

1. Play the game at least once. ...
2. Express their opinions and support their criticism. ...
3. Consider their audience. ...
4. Talk about the acting. ...
5. Call out directors, cinematographers, and special effects. ...
6. Study the professionals. ...
7. Reread, rewrite, and edit

Method: Whole Language

New vocabulary to be presented: simulate, infantry, warfare, theaters of World War II, squad-based play, machine guns, "shellshock", suppressive fire, and grenades.

Materials: posters, whiteboard, markers, OHP, PlayStation 2, and a monolingual dictionary

Presentation/Procedures of the activity:

Warm-up (5 minutes): The teacher asks the students about different Call of Duty and its Key ideas, characters, series, and the game's budget.

Introduction: The teacher introduces the topic "Call of Duty" to the class.

The teacher asks students whether they know the story of Call of Duty.

The teacher encourages students to brainstorm more ideas about the game. The teacher tells students to look at their handouts.

Pre-reading activities (10 minutes):

The teacher asks the students the following questions as pre-reading activities:

Look at the pictures; what do you see?

What is the relationship between the passage and the pictures?

How many paragraphs are there?

What is the main idea of each paragraph?

How many dates are mentioned in the passage? Why are they important?

Actual reading (10 minutes): The teacher tells students to skim the passage silently and underline the difficult vocabulary.

The teacher tells students to work in pairs to discuss the new vocabulary.

The teacher tells students to use their dictionary to look up the new vocabulary.

The teacher writes the new vocabulary words on the board.

Evaluation of reading: (10 minutes): Post-reading activities:

The teacher uses the OHP to display the following comprehension questions centered on the Call of Duty.

- Did Operation Charybdis happen?
- What happened to Weaver?
- Will Price Make an Appearance?
- Are Modern Warfare and Black Ops in The Same Universe?
- Will Verdansk Make an Appearance?
- Did Mason Kill Kennedy?
- Is Mason Still Brainwashed?
- Will Reznov Make an Appearance?
- Will the Zombies Story Carry on From Past Games?
- Is 'Perseus' Even Real?

Students will be given 40 minutes to answer these questions collaboratively.

The writing activity (20 minutes):

The teacher introduces the task to the class how to write an essay. The teacher explains that an essay should include a thesis statement, a body, and a concluding paragraph. In this lesson, students are going to write a critical review essay about “the Call of Duty”. The teacher explains that to write a critical review essay. The teacher tells students it is important to voice their opinions, support their arguments with evidence, appreciate others’ opinions, and raise

critical questions. The teacher encourages students to use 'self-editing sheet' and 'peer-editing sheet' to review their papers. Finally, the teacher collects students' essays and offers necessary feedback.

6. Pedagogical Implications and Concluding Remarks

Since ancient times, language has been construed as a primary tool of communication among people. At the same time, educators often use traditional mediums such as books, grammar classes, or movies to help their students acquire the required language skills. In this climate, I argue, real-time gaming has been widely neglected in many EFL contexts, including Saudi Arabia. Such negligence might be attributed to the fact that real-time gaming could bring about some cultural challenges to the language classrooms, and/or challenge teachers' authorities. Nonetheless, gaming could connect language learners for a common goal, increase learners' engagement, create interactive learning contexts, and achieve students' learning autonomy. It also enables them to exchange ideas and other language-related skills (e.g., speaking, writing, listening, etc.). Importantly, it promotes intercultural communication skills among learners. The Call of Duty has multiplayer support along with a LAN feature that allows you to get connected with people from different parts of the world. In it, a player can play various campaigns, including the Cold War era and futuristic scenarios. While this is all happening, with its goal-oriented nature, Call of Duty stimulates the visual acuity as well as the English language skills of its players (Landers et al., 2017).

As an educational medium, Call of Duty is very rich in terms of helping students learn about new vocabulary, math, and history in the English language. It increases student engagement as it is interactive and goal-oriented, thereby positively affecting learning outcomes. A game, generally speaking, is an activity that is voluntary and enjoyable; hence, it develops intrinsic motivation among players. Indeed, the level of motivation may vary from student to student; thus, teachers need to consider the needs and interests of his/her learners before choosing a particular game for instructional purposes. A teacher might consider the following questions when choosing a particular game for the classroom: Is the game goal-oriented? Does it meet the interests and needs of my learners? Do characteristics of the game foster deep learning and engagement? Does it promote both cognitive and linguistic skills?

Considering such questions before selecting a game for instructional purposes could allow teachers to understand the types of learning outcomes that the game will promote. In conclusion, I would like to re-iterate Vidya's (2017) argument that:

Games are a more natural way to learn than traditional classrooms. Not only have humans been learning by playing games since the beginning of our species, but intelligent animals have as well. This is where lies the root of the basic principle that underlies the spirit of 'Gamification' in the true sense, and this basic principle readily concords with Stephen Krashen's views on 'comprehensible inputs' and creating of low anxiety situations in second language acquisition (p. 504).

What is more, motivation is key in language teaching and learning. "If students are highly motivated in spite of their limited ability, motivation will help them to find the means to accomplish a task and eventually enhance their ability. However, motivation and ability alone are not enough. A 'trigger', which is like a call for action, is also required so as to tell the user

to achieve a certain behavior” (ibid.). In this context, software applications such as the Call of Duty can function as a ‘trigger’ for altering learners’ attitudes and behaviors.

The present study has some limitations. First, it focuses on only one popular video game, i.e., Call of Duty. Future studies could implement similar types of this video game, or a game from other genres. Furthermore, the study did not concentrate on the effectiveness of video gaming on students speaking skills. It could be interesting if this video game is used to improve speaking skills. Lastly, future investigation could interview students to collect detailed information about students motivation.

References

- Barcomb, M., & Cardoso, W. (2020). Rock or Lock? Gamifying an online course management system for pronunciation instruction. *CALICO Journal*, 37(2), 127-147.
- Bicen, H., & Kocakoyun, S. (2018). Perceptions of students for gamification approach: Kahoot as a case study. *International Journal of emerging technologies in learning*, 13(2).
- Dehganzadeh, H., & Dehganzadeh, H. (2020). Investigating effects of digital gamification-based language learning: A systematic review. *Journal of English Language Teaching and Learning*, 12(25), 53-93.
- Deterding, S., Sicart, M., Nacke, L., O'Hara, K., & Dixon, D. (2011). Gamification. using game-design elements in non-gaming contexts. In *CHI'11 extended abstracts on human factors in computing systems* (pp. 2425-2428).
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
- Gardner, R. C. (2007). Motivation and second language acquisition. *Porta Linguar*, 8, 9-20. <https://doi.org/10.30827/Digibug.31616>
- Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). New York: Routledge.
- Ghaban, W., & Hendley, R. (2019). How different personalities benefit from gamification. *Interacting with Computers*, 31(2), 138-153.
- Kapp, K. M. (2012). *The gamification of learning and instruction: game-based methods and strategies for training and education*. John Wiley & Sons.
- Kessler, G. (2018). Technology and the future of language teaching. *Foreign Lang. Ann.*, 51, 205-218. <https://doi.org/10.1111/flan.12318>
- Landers, R. N., Bauer, K. N., & Callan, R. C. (2017). Gamification of task performance with leaderboards: A goal setting experiment. *Computers in Human Behavior*, 71, 508-515.
- Larenenko, N. (2017). Enhancing English language learners’ motivation through online games. *ICT and Learning Tools in the Higher Education Establishments*, 59(3), 126-133. <https://doi.org/10.33407/itlt.v59i3.1606>
- Li, R., & Liu, J. (2022, June). Applying Gamification in English Learning. In *2022 8th*

International Conference on Humanities and Social Science Research (ICHSSR 2022) (pp. 2703-2706). Atlantis Press.

Shortt, M., Tilak, S., Kuznetcova, I., Martens, B., & Akinkuolie, B. (2023). Gamification in mobile-assisted language learning: A systematic review of Duolingo literature from public release of 2012 to early 2020. *Computer Assisted Language Learning*, 36(3), 517-554.

Stott, A., & Neustadter, C. (2013). *Analysis of Gamification in Education*. Simon Fraser University.

Su, G., Zheng, Y., & Long, T. (2021, December). Which One Is More Effective for Pre-service Teachers' Learning, Online or Blended Flipped Learning with Gamification?. In *2021 Tenth International Conference of Educational Innovation through Technology (EITT)* (pp. 28-32). IEEE.

Tan, W. K. (2018). Gamification in aquarium context: Intention to play game that imparts knowledge and promotes marine animal conservation. *Information Technology & People*, 31(6), 1070-1090.

Vathanalaotha, K. (2022). Effects of Gamification in English Language Learning: The Implementation of "Winner English" in Secondary Education in Thailand. *LEARN Journal: Language Education and Acquisition Research Network*, 15(2), 830-857.

Vidya, V. (2017). Teaching of Technical English through Gamification. *Indian Journal of Research*, 6(3), 504-506.

Werbach, K. (2014). "(Re) Defining gamification: A process approach," in *Paper presented at the international conference on persuasive technology* (Cham: Springer). https://doi.org/10.1007/978-3-319-07127-5_23

Wu, X. (2022). Motivation in second language acquisition: A bibliometric analysis between 2000 and 2021. *Frontiers in Psychology*, 13, 1032316.

Zareian, G., & Jodaei, H. (2015). Motivation in Second Language Acquisition: A State of the Art Article. *International J. Soc. Sci. & Education*, 5(2), 295-308.

Zhang, S., & Hasim, Z. (2023). Gamification in EFL/ESL instruction: A systematic review of empirical research. *Frontiers in Psychology*, 13, 1030790.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>)