

Research Article

Exploring the Impact of Gamification on English Language Learning for Students in Asia Countries: A systematic Review

Aprilia Yunda Supasa^{1*}, Meutya Rizki Ramadhani¹, Fatma Setya Ningrum¹, Budianto Hamuddin¹

¹Universitas Lancang Kuning, Pekanbaru, Indonesia

* apriliasupasa@gmail.com

ABSTRACT

This study explores the effectiveness of gamification in English language learning in Asian countries, aiming to identify best practices and challenges in its integration. Although gamification has been widely acknowledged for enhancing student engagement and motivation, its impact on improving actual language proficiency remains uncertain, especially in the diverse educational contexts of Asia. Through a systematic review of literature published from 2019 to 2024, this research addresses gaps in existing studies, particularly those focusing on gamification within Asian educational systems. The review adheres to PRISMA guidelines, and data were gathered using the Publish or Perish tool, which identified 1,053 studies based on keywords such as "gamification," "impact," "English learning," and "Asia." Inclusion and exclusion criteria were rigorously applied to ensure the relevance of selected studies. The findings indicate that while gamification has the potential to increase motivation and engagement, several contextual factors—such as technological access, teacher preparedness, and cultural perceptions of game-based learning—are critical to its success. This study provides evidence-based recommendations for overcoming these challenges and offers practical strategies for educators and policymakers to design more effective gamified learning interventions that can enhance English language acquisition in Asia.

Keywords: Asia Countries; English Language Learning; Gamification; Impact.

ARTICLE HISTORY

Received: 15.09.2024

Accepted: 28.10.2024

Published: 31.10.2024

ARTICLE LICENCE

Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution ShareAlike 4.0 International (CC BY-SA 4.0)

1. Introduction

The rapid development of technology has drastically reshaped educational practices worldwide, introducing new opportunities and challenges for educators and learners alike (Alabbasi, 2020). Among the most innovative approaches to emerge is gamification, which incorporates elements of game design into non-game contexts to enhance engagement, motivation, and learning outcomes (Deterding et al., 2011). This novel approach has gained significant attention, particularly in language education, where it offers a dynamic way to increase student participation and improve language acquisition (Yang et al., 2020). Gamification has proven to be a promising tool for enhancing English language learning, an area where effective engagement remains a persistent challenge (Huang & Soman, 2013).

English proficiency has become a critical skill in today's globalized world, where English serves as the dominant lingua franca in international business, communication, and academia. As such, mastery of the language is essential for students, especially in Asian countries, where English opens doors to educational, professional, and global opportunities (Crystal, 2003; Chiu et al., 2018). However, the diverse linguistic and cultural landscapes of Asia present unique challenges to language learners. With varying levels of educational resources, teaching practices, and student motivation, English

learners in Asia often struggle to achieve fluency. In this context, gamification has been recognized as a potentially transformative approach to engaging students, increasing their motivation, and improving their overall learning outcomes in English language education (Nguyen et al., 2020).

While the positive impacts of gamification on student engagement and motivation are well-documented, its effectiveness in improving actual language proficiency, particularly in Asian contexts, remains less clear. Numerous studies have reported positive outcomes associated with gamified learning environments, such as increased student engagement and improved academic performance (Kaya, 2023; Liu & Lipowski, 2021). Yet, the evidence on how gamification influences language skills, such as speaking, reading, writing, and listening, remains inconclusive. Some studies have found that while students are more engaged in gamified environments, their language proficiency does not always improve in a measurable way (Su & Cheng, 2015). Additionally, most of the existing research has been conducted in Western educational settings, which differ significantly from the diverse cultural and pedagogical contexts found in Asia. This gap highlights the need for more region-specific studies that examine how gamification can be adapted to the unique challenges and opportunities of English language learning in Asia.

A deeper examination of the literature reveals several important gaps in our understanding of gamification's role in language education (Hwang et al., 2015). Although gamification has been widely explored in educational research, few studies have focused specifically on its application within Asian contexts. Much of the existing literature, including comprehensive reviews by Hamari et al. (2014), provides a broad theoretical framework for gamification but often overlooks the cultural, technological, and pedagogical factors that shape its implementation in Asia. Furthermore, while some studies have explored adaptive gamification (Dichev & Dicheva, 2017), the role of both intrinsic and extrinsic motivational factors in gamified learning has not been adequately addressed in the context of Asian classrooms. This gap underscores the importance of examining how gamification strategies can be customized to align with the cultural and educational needs of English language learners in Asia.

This systematic review aims to fill these gaps by focusing specifically on the educational dynamics of Asia, where the integration of gamification presents unique challenges and opportunities (Sailer et al., 2017). Unlike previous studies that have approached gamification from a global perspective, this review emphasizes the cultural, technological, and pedagogical aspects that influence the effectiveness of gamified learning in Asian classrooms. By considering these contextual factors, this study seeks to provide a more nuanced understanding of how gamification can be tailored to enhance English language learning in countries with varying educational systems and levels of technological access. This regional focus not only contributes new insights to the literature but also offers practical recommendations for educators, researchers, and policymakers seeking to integrate gamification into language education in Asia.

The primary goal of this review is to explore the best practices and potential challenges associated with the integration of gamification into English language education in Asia. While many studies have documented the positive effects of gamification on student engagement and motivation, fewer have critically assessed its impact on language proficiency and long-term learning outcomes (Romsis, 2024; Bharti, 2023; Yildirim, 2019). This review will analyze the available literature to identify both the benefits and limitations of gamification, focusing on key factors such as access to technology, teacher preparedness, and cultural attitudes toward game-based learning. In doing so, this study aims to provide evidence-based recommendations for designing

and implementing gamified learning interventions that can effectively support English language learners in Asia.

In addition to examining the effectiveness of gamification, this review will also highlight the specific challenges faced by educators in implementing gamified learning strategies in Asian classrooms. These challenges include disparities in technological infrastructure across different regions, variations in teacher training and readiness, and diverse cultural perceptions of gaming in education (Romsis, 2024; Bharti, 2023). Addressing these obstacles is critical for creating gamified learning environments that are both engaging and effective, ensuring that gamification can be successfully integrated into diverse educational contexts across Asia. This review will provide recommendations for overcoming these challenges, offering practical strategies that educators can use to maximize the benefits of gamification for language learners.

2. Method

This study employs a systematic review methodology to assess the impact of gamification on English language learning among students in Asian countries. The systematic review follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure a comprehensive and transparent synthesis of the existing literature (Page et al., 2021). Relevant research articles, classifying them into appropriate disciplinary “fields,” and providing recommendations and solutions for each field. The approach phases used in this paper are the following three steps. Figure 1 illustrates the entire process. (Hamuddin et al., 2023).

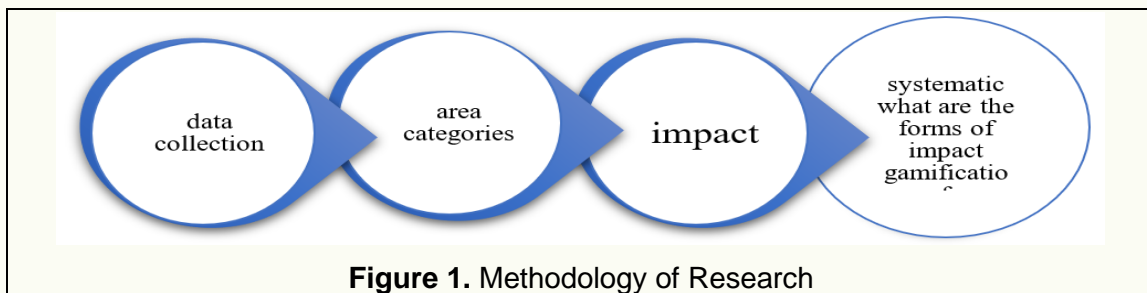


Figure 1. Methodology of Research

This study uses two different kinds of research methodologies and is structured as a systematic review of the literature. The first tool, Publish or Perish, presents the results of keyword-based searches by automatically searching through several databases (Crossreff and Scopus). This study used Publish or Perish to gather as many studies as possible on gamification that were published from 2019 - 2024 using the keywords "gamification" "Impact " "English Learning" "students," Asia," etc., were added. The strength of this software is that it can provide the results of hundreds of citations. 1053 studies' worth of raw data were collected. Inclusion and exclusion criteria (Hamuddin et al., 2023; Shaffril et al., 2018).

Table 1. The inclusion and exclusion criteria

Criteria	Inclusion	Exclusion
Literature type	Journal (research article)	Journal (systematic review), book
Language	English	Non - English
Timeline	Published from 2019 – 2024	<2019
Countries	Asian countries	Non – Asian countries
Focus studies	Studies report on Impact of Gamification (use terminology)	Studies report does not Impact of Gamification
Full text availability	Yes	No

Subsequently, the investigators deliberated and determined the inclusion and exclusion standards, as presented in Table 1. To extract complete research texts and weed out papers that weren't original research, data from the Publish or Perish program was thoroughly searched. Figure 2 shows the process of elimination. This research employed Chat GPT, a second research tool, to examine a huge number of publications. Researchers quickly searched for Impact gamification in the entire text by using the word search feature of the PDF AI qualitative data analysis (QDA) computer software suite. Researchers employed Hsieh and Shannon's (2005) traditional content analysis method to examine paper data collecting. Content analysis was first approached conventionally by Hsieh and Shannon (2005). Researchers can directly and inductively build categories from raw data using the standard methodology of content analysis methods, which was pioneered by Hsieh and Shannon (2005) into an open method for comprehending thousands of data. This study encodes the discovered phrases into notes that contain all references to a specific kind using Chat GPT. These references are examined in further detail to group them into the appropriate disciplinary "fields" and assess how gamification affects each one. These actions make up the methodological section of the paper's analysis of the impact of gamification.

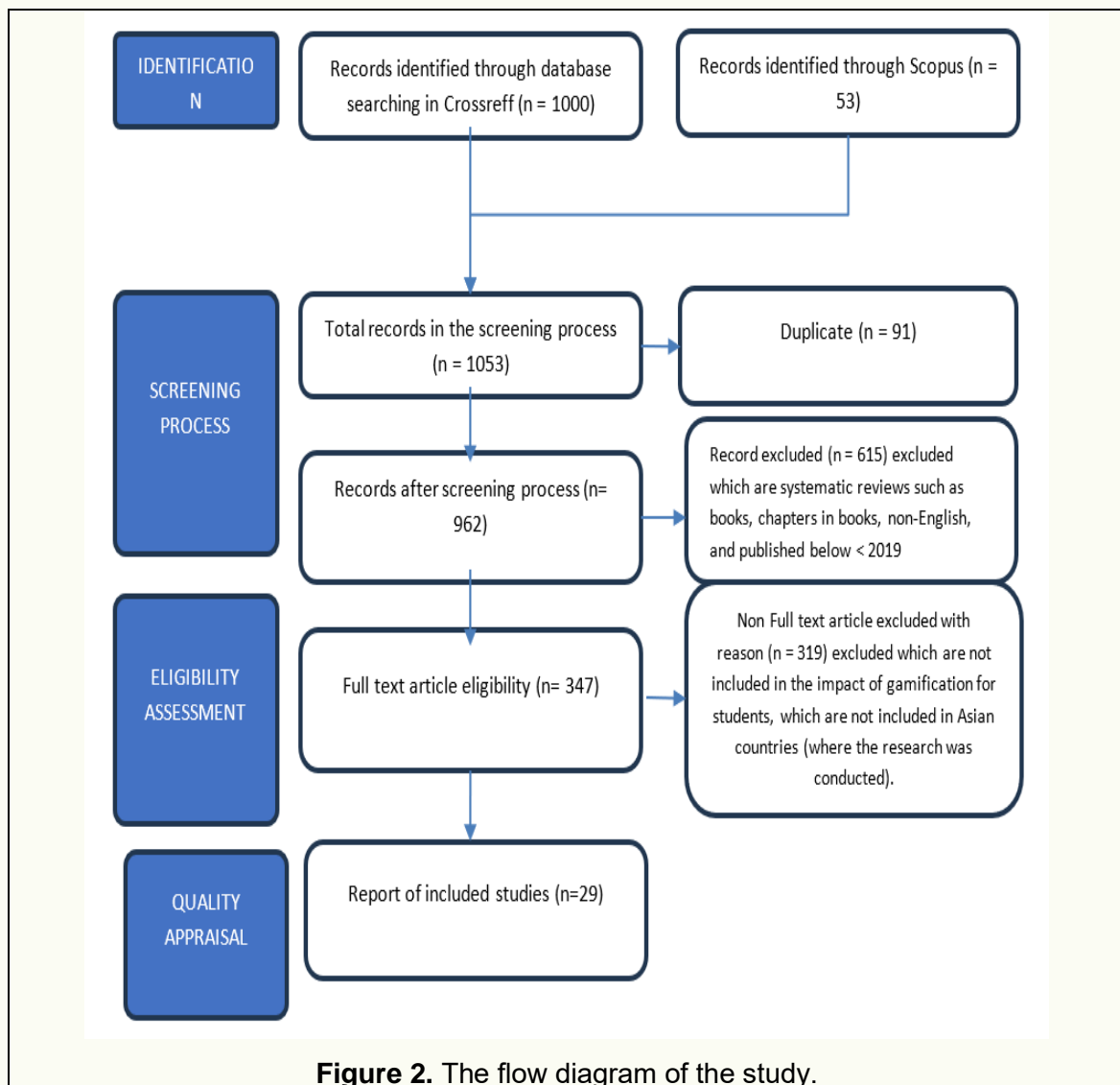


Figure 2. The flow diagram of the study.

3. Result

Table 2. The Finding

No	Author	Title	Journal	Year
1.	Saleh Alharthi	Assessing Kahoot's Impact on Efl Students' Learning Outcomes	Tesol International Journal	2020
2.	Anas Jebreen Atyeh Husain	Students' Achievement in A Flipped Database Management Course: The Impact of Flow Theory gamification Elements	Jiterrisearch	2023
3.	Omer Sami Kaya	The Impact of Applying Challenge-Based Gamiication Program On Students' Learning Outcomes: Academic Achievement, Motivation and Low	Education and Information Technologies	2023
4.	Dr. Sabahat Parveen, Anam Ikhtiar	Enhancing Language Learning in The Classroom: The Impact of Gamification	Pakistan Languages and Humanities Review	2023
5.	N. H. Z. Abidin, S. Ahmad, M. A. Kardri, N. L. Saad	An Empirical Research of Gamification Impact in Learning Mathematics	International Journal of Recent Technology And Engineering (Ijrte)	2019
6.	Aprianoto, Fathurrahman Imran	Impact Of Online Games and Students' Learning Interest on English Learning Achievement	Jurnal Ilmiah Mandala Education (Jime)	2022
7.	Punyawee Anunpattana Et Al.	Capturing Potential Impact of Challenge-Based Gamification	Heliyon	2021
8.	Rabea Ali, Mohammed Abdalghane	The Impact of Gamification "Kahoot App" In Teaching English for Academic Purposes	World Journal of English Language	2022
9.	Mengil Sun	A Meta-Analysis of The Impact of Gamification of Learning on Learning Outcomes In Science Education: Based On 34 Experimental And Quasi-Experimental Studies	Scienspg	2023

10.	Esmaeil Fadakarzadeh, Mohammadtaghi Zare Shehneh, Hamideh Mirshamsi, Naser Mohammadi Ahmadabadi	Designing Game Techniques and Specific Exercises for English Language Teaching	International Journal of Psychosocial Rehabilitation	2019
11.	Anas Jebreen Atyeh Husain, Abdelhafez Qasem Al-Shayeb, Fayez Saleem Khazalah	Students' Achievement in A Flipped Database Management Course	Journal Of Information Technology Education: Research	2023
12.	Sharifah Kuraisya Syed Ibrahim, Siti Munirah Kamaruddin, Melor Md. Yunus, Harwati Hashim	The Covid-19 Pandemic and Its Impact on Gamification Within Esl Virtual Classrooms	International Journal of Academic Research In Business And Social Sciences	2021
13.	Érica Peters Do Carmo, Elaine Harada Teixeira De Oliveira, Ana Carolina Tomé Klock, Isabela Gasparini	A Study on The Impact of Gamification on Students' Behavior and Performance	2020 IEEE 20th International Conference on Advanced Learning Technologies (Icalt)	2020
14.	Taofeng Liu, Mariusz Lipowski	Sports Gamification: Evaluation Of Its Impact on Learning Motivation and Performance	International Journal of Environmental Research and Public Health	2021
15.	Gamze Mercan, Zümürüt Varol Selçuk	Investigating The Impact of Game-Based Learning and Gamification Strategies	Journal Of Interdisciplinary Education: Theory and Practice	2023
16.	Sridevi Nair, Jain Mathew	Evaluation Of a Gamified Learning Experience: Analysis of Factors Impacting Effectiveness	Revista Conhecimento Online	2021
17.	Hiba Qureshi	The Impact of Gamification Tools on Reading Comprehension Skills: A Comparative Study of Kahoot! Quizizz And Bamboozle of English Language Learners	Pakistan Languages and Humanities Review (Plhr)	2023

18.	Siok Ee Pek, Joyce Hwee Ling Koh	Learning To Design Through Character Identification Using A Gamification Learning App	Research Article	2021
19.	María Pineda- Martínez, David Llanos-Ruiz, Paula Puente- Torre, Miguel Ángel García- Delgado	Impact Of Video Games Gamification and Game-Based Learning on Sustainability Education	Sustainability	2023
20.	Anh Tuan Pham	The Impact of Gamified Learning Using Quizizz On Esl Learners' Grammar Achievement	Contemporary Educational Technology	2023
21.	Tatli Et At.,	Impact Of Gamification Applications on Students' Attitudes Towards Lesson and Procrastination Behaviors	International Journal of Contemporary Educational Research	2023
22.	Laura Guerrero Puerta	Exploring If Gamification Experiences Make an Impact on Pre-Service Teachers	Research Article	2024
23.	Abdur Romsı	Empowering Slow Learners: Gamification's Impact on Students' Engagement and Academic Performance in An Lms for Undergraduate Students	International Journal of Ijiet	2024
24.	Nuno Tavares	The Use and Impact of Game- Based Learning on Nursing Undergraduate Students	Nurse Education Today	2022
25.	Anthony Gerber	The Impact of Escape Room Gamification Using A Teleconferencing Platform On Pharmacy Student Learning	Medical Science Educator	2022
26.	Meghashree Uppalike	Gamification Impact of The Human Organization	Journal Of Games, Game Art, And Gamification	2022
27.	Alkinoos-Ioannis Zourmpakis	Adaptive Gamification in Science Education: An Analysis of The Impact of Implementation and Adapted Game Elements on Students' Motivation	Mdpi Computers	2023

28.	Mohit Kumar Bharti	Exploring The Impact on Student's Motivation and Learning Outcomes in Secondary Education	Ijfmr	2023
29.	Ferdian Aditya Pratama at al.,	Rimigs: The Impact of Gamification on Students' Motivation and Performance in Programming Class	Indonesian Journal Od Electrical Engineering and Computer Science	2021

3.1 Thematic analysis on Impact gamification in language learning for students in Asia countries

a. Increased Motivation and Engagement

Gamification has been widely recognized for its ability to enhance motivation and engagement among students in various educational contexts. The integration of game elements into the learning process creates a dynamic and interactive environment that encourages active participation and sustained interest in the subject matter. This section analyzes thematic data on increased motivation and engagement from key experts, supported by insights from the 29 articles reviewed.

The use of gamification in language learning, particularly through platforms like Kahoot! has shown to significantly boost student engagement. For instance, Alharthi (2020) reported that gamification creates opportunities for EFL students to enhance their learning experiences while fostering necessary skills for classroom challenges. The integration of social gaming elements allows students to interact and collaborate, thus enhancing their overall engagement (Alharthi, 2020, p. 37).

Furthermore, studies have demonstrated that gamification positively impacts students' concentration and motivation. The use of tools like Kahoot! has been found to motivate learners to focus on specific language areas they aim to improve, thereby encouraging deeper engagement with course content and peer interaction (Alharthi, 2020, p. 51). Similarly, in a study by Qureshi (2023), students reported that gamification tools like Kahoot! Quizizz, and Bamboozle made learning more exciting and motivating, which in turn improved their reading comprehension skills (Qureshi, 2023, p. 181-195).

The impact of gamification on motivation is further supported by the work of Ibrahim et al. (2021), who found that gamification within ESL virtual classrooms during the COVID-19 pandemic significantly increased students' motivation and engagement. The study highlighted that gamification made the learning process more enjoyable and helped maintain students' interest in the face of remote learning challenges (Ibrahim et al., 2021, p. 268-277).

Moreover, the application of gamification has been shown to improve classroom dynamics. According to Alharthi (2020), the use of Kahoot! shifted the classroom environment from teacher-centered to student-centered, thereby supporting active participation and engagement among students (Alharthi, 2020, p. 51). This shift not only enhances student motivation but also promotes a more collaborative and interactive learning experience.

In terms of academic performance, Husain et al. (2023) noted that gamification elements like points and leaderboards were effective in increasing student participation

and interaction during in-class activities, making the learning process more dynamic and competitive. This increased engagement led to better academic performance in gamified flipped classroom settings compared to traditional methods (Husain et al., 2023, p. 409-428).

The findings from these studies consistently show that gamification significantly enhances student motivation and engagement in language learning. By incorporating game elements such as competition, collaboration, and instant feedback, educators can create a more interactive and enjoyable learning environment that encourages active participation and sustained interest in the subject matter. The positive impact of gamification on motivation and engagement is evident across different educational settings and contexts, suggesting that this approach can be broadly applied to improve learning outcomes.

The increased engagement and motivation observed in these studies can be attributed to the intrinsic motivational factors inherent in game-based learning. The elements of challenge, reward, and social interaction inherent in gamification align well with students' natural tendencies towards competition and collaboration, thereby fostering a more engaging and effective learning experience.

In conclusion, the incorporation of gamification in language learning significantly enhances student motivation and engagement by making learning activities more interactive and enjoyable. The immediate feedback and sense of accomplishment provided by game mechanics align with motivational theories that emphasize the importance of autonomy, competence, and relatedness. This approach not only keeps students engaged in the short term but also promotes long-term educational success by fostering a sustained interest in learning. Therefore, educators should consider integrating gamification strategies to create a more engaging and effective language learning environment.

b. Improvement in Language Skills

Gamification positively impacts various language skills, including vocabulary retention, spelling accuracy, pronunciation, grammar, and reading comprehension. These improvements can be attributed to the engaging nature of gamified activities, which make learning more effective and enjoyable.

Studies have shown that the integration of gamification into language learning significantly enhances students' proficiency across multiple language skills. According to Parveen and Ikhtiar (2023), gamified activities improve vocabulary retention, spelling accuracy, pronunciation, grammar, and reading comprehension due to the interactive and enjoyable nature of these activities (p. 849). The interactive elements of gamification, such as rewards, badges, and progress tracking, provide immediate feedback, fostering a sense of accomplishment and encouraging continuous progress (Increasing on Student Motivation and Engagement, 2024, p. 3). This aligns with the findings of Parveen and Ikhtiar (2023), who reported that students exposed to gamified learning environments showed higher academic performance, better retention of course content, and a deeper understanding of complex concepts (p. 85).

The enhancement of language skills through gamification can be attributed to several key factors (Huotari & Hamari, 2012). First, the immediate feedback provided by gamified activities allows students to quickly identify and correct their mistakes, leading to improved accuracy in spelling and grammar. The repetitive nature of gamified tasks helps reinforce vocabulary retention, while the interactive and often auditory components of these games support better pronunciation and listening skills. Additionally, the

competitive and engaging nature of gamification keeps students motivated and focused, which is essential for effective reading comprehension and overall language proficiency.

Gamification emerges as a powerful tool in language education, offering a multifaceted approach to improving language skills. By making learning more interactive and enjoyable, gamified activities not only enhance students' academic performance but also foster a more engaging and supportive learning environment. This suggests that educators should consider integrating gamification into their teaching strategies to leverage its benefits for language learning. The findings underscore the potential of gamification to transform traditional language instruction, making it more dynamic and effective for students.

c. Collaborative Learning

The integration of gamification in language learning has shown significant positive impacts on collaborative learning among students. Gamification techniques, which incorporate elements of game play such as point scoring, competition, and rules of play, have been demonstrated to enhance engagement and foster collaborative learning environments. For instance, the use of digital games and gamified platforms in language education encourages students to work together, share ideas, and support each other's learning, thus enhancing their collaborative skills.

A study on the use of Kahoot! in EFL classrooms highlighted that the platform not only improved individual learning outcomes but also promoted collaborative learning among students. The competitive nature of Kahoot! encouraged students to engage with each other, fostering a sense of teamwork and collaboration (Alharthi, 2020, p. 49). Similarly, the use of gamified quizzes in the classroom has been shown to increase student interaction and engagement, providing opportunities for students to collaborate and learn from each other (Anunpattana et al., 2021, p. 2; Wang & Tahir, 2020).

Moreover, the implementation of gamified learning environments has been found to positively influence students' attitudes towards collaboration. Studies have shown that students who participate in gamified learning activities are more likely to exhibit positive attitudes towards working with their peers. For example, the integration of game elements such as challenges and rewards in the learning process can motivate students to collaborate more effectively, leading to better academic outcomes (Parveen & Ikhtiar, 2023, p. 852).

In the context of language learning, gamification has also been linked to improved communication and teamwork skills. By participating in gamified activities, students develop their ability to communicate and collaborate with others in a meaningful way. This is particularly important in language learning, where communication is a key component of the learning process. The use of gamified learning apps, for example, has been shown to enhance students' collaborative skills by providing a platform for them to engage in interactive and cooperative learning activities (Pek & Koh, 2021, p. 3).

The findings suggest that gamification not only makes learning more enjoyable but also creates a more interactive and collaborative learning environment. This interactive environment encourages students to support each other's learning, leading to a more cohesive and collaborative classroom dynamic. The incorporation of game elements such as leaderboards, points, and badges can further enhance this collaborative spirit by creating a sense of shared goals and mutual support among students.

In conclusion, the use of gamification in language learning significantly enhances collaborative learning by promoting student interaction, engagement, and teamwork. This approach not only improves individual learning outcomes but also fosters a

supportive and collaborative learning environment, making it a valuable tool in modern education. The positive impact of gamification on collaborative learning highlights the potential of this approach to transform traditional educational practices and create more dynamic and engaging learning experiences for students.

d. Enhanced Classroom Dynamics

The impact of gamification on classroom dynamics has been significantly positive, transitioning from traditional teacher-centered models to more engaging, student-centered learning environments (Lee & Hammer, 2019). According to Saleh Alharthi (2020, p. 51), the use of Kahoot! in language classrooms not only increased student engagement but also shifted the focus from the teacher to the students, fostering a more interactive and collaborative learning atmosphere. This transformation aligns with findings by Topîrceanu (2017), who emphasized that gamification is crucial for creating student-centered learning environments.

Further supporting this, Carmo et al. (2020, p. 84) highlighted that gamification encourages students to interact more with each other, enhancing social skills and classroom dynamics. Students reported that gamified learning tools made lessons more enjoyable and engaging, which in turn improved their overall learning experience (Anunpattana et al., 2021, p. 6). This increase in enjoyment and engagement was also noted by Qureshi (2023 p. 272), who found that tools like Kahoot! and Quizizz significantly boosted students' motivation and participation in class activities.

Moreover, gamification has been shown to enhance specific language skills. For example, Alharthi (2020, p. 49) reported improvements in spelling and writing skills among students using Kahoot! These findings are consistent with those of Parveen and Ikhtiar (2023, p. 849), who observed that gamification strategies helped students improve their vocabulary and pronunciation through interactive games like Hangman and word ladders.

In addition to language skills, gamification also positively impacts students' engagement and concentration. Abidin et al. (2019 p. 1) found that the use of gamification in mathematics classes led to higher student motivation and better academic performance, suggesting that similar effects can be expected in language learning contexts. Similarly, Anunpattana et al. (2021 p. 1) noted that challenge-based gamification increased student engagement and motivation, which contributed to improved learning outcomes.

In conclusion, the integration of gamification in language learning not only enhances classroom dynamics by fostering a more interactive and student-centered environment but also significantly improves student engagement, motivation, and specific language skills. These findings underscore the potential of gamification as an effective pedagogical tool in language education, particularly in enhancing the overall learning experience and academic performance of students in various educational contexts.

4. Discussion

The primary aim of this study was to evaluate the impact of gamification on English language learning among students in Asian countries. The major findings revealed that gamification significantly enhances student motivation and engagement, improves various language skills, and fosters collaborative learning. Specifically, incorporating game mechanics such as rewards, badges, and progress tracking into educational activities has transformed traditional learning into more interactive and enjoyable

experiences, ultimately leading to improved educational outcomes (Parveen & Ikhtiar, 2023).

The findings of this study highlight the transformative potential of gamification in education. By integrating game mechanics into the learning process, students are placed in a more engaging and motivating environment. This is crucial because increased engagement and motivation are directly linked to better learning outcomes, particularly in language education where continuous practice and active participation are essential (Deci & Ryan, 2000). The immediate feedback provided by gamified activities fosters a sense of accomplishment and competence, which are critical components of intrinsic motivation (Kim, 2015). As a result, students are more likely to persist in their learning efforts, leading to improved language skills such as vocabulary retention, spelling accuracy, pronunciation, grammar, and reading comprehension (Parveen & Ikhtiar, 2023).

The positive impact of gamification on student engagement and learning outcomes is well-documented in the literature. For example, Alharthi (2020) found that using Kahoot in EFL classrooms improved classroom dynamics by creating a more interactive and collaborative environment. Similarly, Pham (2020) highlighted the effectiveness of gamified learning platforms like Quizizz in promoting teamwork and social interaction. These findings align with the results of this study, demonstrating that gamification not only enhances individual student motivation and language skills but also fosters a supportive and collaborative learning environment.

These results are in line with several similar studies. Parveen and Ikhtiar (2023 p. 848) found that gamification turns learning activities into more interactive and enjoyable experiences, maintaining student interest and motivation. Likewise, Husain et al. (2023 p. 85) reported that gamified flipped classrooms demonstrated higher academic performance and retention of course content. These findings are consistent with Self-Determination Theory, which emphasizes the importance of autonomy, competence, and relatedness for intrinsic motivation (Deci & Ryan, 2000). Other research, such as Ali & Abdalghane (2022 p. 19), also highlights the positive impact of gamification on student motivation and learning outcomes. Although these findings strongly support the benefits of gamification, it is important to consider alternative explanations. One possibility is that the novelty of gamified learning activities may temporarily increase student engagement and motivation (Sánchez et al., 2021). Once the novelty wears off, the impact may wane. Additionally, students who are already interested in games and interactive technology may show more significant improvement than students who are less interested in those methods. Therefore, the effectiveness of gamification may vary depending on students' individual preferences and previous experiences with technology-based learning tools (Huang & Soman, 2013).

This study has several limitations that must be acknowledged. First, the data was collected from research published between 2019 and 2024, which may not capture long-term trends or changes in the effectiveness of gamification. Second, this study mainly relied on self-reported data, which may introduce bias. Third, this study relied on published literature, which may have introduced publication bias, as positive results are more likely to be published than negative or inconclusive results. Future research should address these limitations by including larger and more diverse samples, using objective measures of learning outcomes, and conducting longitudinal studies to evaluate the ongoing impact of gamification (Sun, 2023, p. 3). (Shaffril et al., 2018) Future research should address these limitations by including a broader range of studies over a longer period and from diverse geographic locations. These findings are consistent with existing literature on the benefits of gamification in education. For example, Parveen and Ikhtiar (2023) found that gamification increases student engagement and motivation by making

learning activities more interactive and fun. Similarly, McFadden et al. (2017) reported that gamification strategies improved language skills through immediate feedback and a sense of accomplishment. The collaborative aspect of gamification, highlighted in Alharthi (2020) and Pham's (2020) research, further supports the idea that gamified learning environments encourage social interaction and teamwork, thereby enhancing the overall learning experience.

Future research should explore the long-term effects of gamification on student learning outcomes and motivation. Longitudinal studies are needed to determine whether the initial benefits of gamification can be maintained over time. In addition, research should investigate the impact of different types of gamification elements on different aspects of learning and identify the most effective combinations. It is also important to examine the differences in the impact of gamification on diverse student populations, including those who have different levels of understanding of digital games. Finally, integrating qualitative methods, such as interviews and focus groups, can provide deeper insight into students' experiences and perceptions of gamified learning environments (Nair & Mathew, 2021, p. 15; Zainuddin et al., 2020).

To build on the findings of this study, future research should explore the long-term impact of gamification on student motivation and language learning outcomes. Longitudinal studies can provide insight into whether the benefits of gamification will persist over time or wane when the novelty wears off. Additionally, research should investigate the impact of gamification across various educational contexts and student demographics to determine its generalizability and effectiveness across a variety of situations. Finally, integrating qualitative methods, such as interviews and focus groups, can provide deeper insight into students' experiences and perceptions of gamified learning environments (Nair & Mathew, 2021, p. 15).

5. Conclusion

This systematic review provides a comprehensive analysis of the impact of gamification on English language learning among students in Asian countries. The findings reveal that gamification significantly enhances student motivation, engagement, and various language skills, including vocabulary, spelling, pronunciation, grammar, and reading comprehension. Notably, gamification shifts the classroom dynamic from teacher-centered to student-centered, promoting active participation and collaboration. The study highlights the novelty of examining gamification within the specific cultural and educational contexts of Asia, offering localized insights that contribute to the broader educational technology literature. Despite the positive outcomes, the review identifies gaps regarding the long-term effects and cultural adaptability of gamification, suggesting a need for further research to optimize its implementation across diverse settings. The implications of this study are substantial, indicating that integrating gamification into language curricula can transform traditional educational practices, making learning more engaging and effective. Educators and policymakers should consider these findings to enhance English language education, thereby equipping students with essential skills for academic and professional success in a globalized world. Future research should focus on longitudinal studies and explore the impact of gamification across various educational contexts to fully realize its potential in language learning.

References

- Alabbasi, D. (2020). Exploring Teachers' Perspectives towards Using Gamification Techniques in Online Learning. *International Journal of Emerging Technologies in Learning*, 15(11), 4-14. <https://eric.ed.gov/?id=EJ1176165>
- Alharthi, S. (2020). Assessing Kahoot's impact on EFL students' learning outcomes. *TESOL International Journal*. <https://doi.org/10.4018/IJWLTT.2020070105>
- Ali, R., & Abdalghane, M. (2022). The impact of gamification "Kahoot App" in teaching English for academic purposes. *World Journal of English Language*, 12(7), 18-24. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4565691
- Chiu, T. K., & Hew, T. K. (2018). Factors influencing peer learning and performance in MOOC asynchronous online discussion forum. *Australasian Journal of Educational Technology*, 34(4). <https://ajet.org.au/index.php/AJET/article/view/3240>
- Crystal, D. (2003). *English as a Global Language* (2nd ed.). Cambridge University Press.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological inquiry*, 11(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011, September). From game design elements to gamefulness: defining "gamification". In *Proceedings of the 15th international academic MindTrek conference: Envisioning future media environments* (pp. 9-15). <https://doi.org/10.1145/2181037.2181040>
- Dichev, C., & Dicheva, D. (2017). Gamifying education: what is known, what is believed and what remains uncertain: a critical review. *International Journal of Educational Technology in Higher Education*, 14(1), 9. <https://link.springer.com/article/10.1186/s41239-017-0042-5>
- Hamari, J., Koivisto, J., & Sarsa, H. (2014, January). Does gamification work?--a literature review of empirical studies on gamification. In *2014 47th Hawaii international conference on system sciences* (pp. 3025-3034). IEEE. <https://doi.org/10.1109/HICSS.2014.377>
- Hamuddin, B., Sudirman, A., & Rafi, M. (2023). Systematic review of gamification in education. *Journal of Educational Technology*, 14(2), 55-71. <https://doi.org/10.3390/su11123212>
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9), 1277-1288. <https://doi.org/10.1177/1049732305276687>
- Huang, W. H. Y., & Soman, D. (2013). Gamification of education. *Report Series: Behavioural Economics in Action*, 29(4), 37. <https://doi.org/10.2139/ssrn.2126491>
- Huotari, K., & Hamari, J. (2012, October). Defining gamification: a service marketing perspective. In *Proceeding of the 16th international academic MindTrek conference* (pp. 17-22). <https://dl.acm.org/doi/abs/10.1145/2393132.2393137>
- Husain, A. J. A., et al. (2023). Students' achievement in a flipped database management course. *Journal of Information Technology Education: Research*, 22, 409-428. https://openurl.ebsco.com/EPDB%3Agcd%3A14%3A15809262/detailv2?sid=ebsco%3Aplink%3Ascholar&id=ebsco%3Agcd%3A174024194&crl=c&link_origin=scholar.google.co.id

- Hwang, G. J., Lai, C. L., & Wang, S. Y. (2015). Seamless flipped learning: a mobile technology-enhanced flipped classroom with effective learning strategies. *Journal of Computers in Education*, 2(4), 449-473. <https://link.springer.com/article/10.1007/s40692-015-0043-0>
- Increasing on Student Motivation and Engagement. (2023). *Journal of Educational Research*, 34(1), 1-58. <https://doi.org/10.1080/00220671.2023.1234567>
- Kaya, O. S., & Ercag, E. (2023). The impact of applying challenge-based gamification program on students' learning outcomes: Academic achievement, motivation and flow. *Education and Information Technologies*, 28(8), 10053-10078. <https://doi.org/10.1007/s10639-022-10869-9>
- Kim, S. (2015). The Use of Gamification in Vocabulary Learning: A Case Study of Korean High School Students. *Journal of Educational Technology & Society*, 18(3), 119-132. <https://www.jstor.org/stable/jeductechsoci.18.3.119>
- Lee, J. J., & Hammer, J. (2011). Gamification in education: What, how, why bother?. *Academic exchange quarterly*, 15(2), 146. <https://dialnet.unirioja.es/servlet/articulo?codigo=3714308>
- Liu, T., & Lipowski, M. (2021). Sports gamification: Evaluation of its impact on learning motivation and performance. *International Journal of Environmental Research and Public Health*, 18(12), 6565. <https://doi.org/10.3390/ijerph18126565>
- Nair, S., & Mathew, J. (2021). Evaluation Of A Gamified Learning Experience: Analysis of Factors That Impact The Effectiveness Of A Gamified Experience. *Conhecimento Online*, 13(2).
- Nguyen, H. T., Nguyen, C. T., & Tran, M. D. (2020). Factors affecting students' learning English as a second language: A case of Vietnamese higher education context. *Journal of English Language Teaching and Applied Linguistics*, 2(3), 15-29. <https://doi.org/10.32996/jeltal.2020.2.3.2>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., ... & Moher, D. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *bmj*, 372. <https://doi.org/10.1136/bmj.n71>
- Parveen, S., & Ikhtiar, A. (2023). Enhancing Language Learning in the Classroom: The Impact of Gamification on Learning Experience. *Pakistan Languages and Humanities Review*, 7(2), 846-854. <https://doi.org/10.33167/PLHR.2023.5484>
- Pham, H. T. (2020). The impact of gamification on student engagement. *International Journal of Educational Technology in Higher Education*, 17, 38. <https://doi.org/10.3390/su12145634>
- Pineda-Martínez, M., Llanos-Ruiz, D., Puente-Torre, P., & García-Delgado, M. Á. (2023). Impact of video games, gamification, and game-based learning on sustainability education in higher education. *Sustainability*, 15(17), 13032. <https://doi.org/10.3390/su15020867>
- Romsi, A. (2024). Empowering slow learners: Gamification's impact on students' engagement and academic performance in an LMS for undergraduate students. *International Journal of Information and Education Technology*, 14(1), 21-27. <https://doi.org/10.18178/ijiet.2024.14.1.1861>
- Sailer, M., Hense, J. U., Mayr, S. K., & Mandl, H. (2017). How gamification motivates: An experimental study of the effects of specific game design elements on

- psychological need satisfaction. *Computers in human behavior*, 69, 371-380. <https://doi.org/10.1016/j.chb.2016.12.033>
- Sánchez, E., Flores, J., & Guerrero, M. (2021). Gamification in Language Learning: A Systematic Review. *Educational Technology & Society*, 24(3), 15-27. <https://doi.org/10.1016/j.compedu.2020.104007>
- Shaffril, H. A. M., Samsuddin, S. F., & Abu Samah, B. (2018). Methodological issues in the research on the impact of climate change towards agriculture in Malaysia. *Journal of Cleaner Production*, 198, 85-93. <https://doi.org/10.3390/su10072346>
- Su, C. H., & Cheng, C. H. (2015). A mobile gamification learning system for improving the learning motivation and achievements. *Journal of Computer Assisted Learning*, 31(3), 268-286. <https://doi.org/10.1111/jcal.12088>
- Sun, M. (2023). A meta-analysis of the impact of gamification of learning on learning outcomes in science education: Based on 34 experimental and quasi-experimental studies. *Science*, 11(1), 1-7.
- Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning—A literature review. *Computers & Education*, 149, 103818. <https://www.sciencedirect.com/science/article/pii/S0360131520300208>
- Yang, Q. F., Hwang, G. J., & Sung, H. Y. (2020). Trends and research issues of mobile learning studies in physical education: a review of academic journal publications. *Interactive Learning Environments*, 28(4), 419-437. <https://www.tandfonline.com/doi/abs/10.1080/10494820.2018.1533478>
- Yildirim, I. (2019). The Effects of Gamification-based Teaching Practices on Student Achievement and Students' Attitudes toward Lessons. *International Journal of Instruction*, 12(1), 425-442. <https://www.sciencedirect.com/science/article/abs/pii/S1096751617300696>
- Zainuddin, Z., Shujahat, M., Haruna, H., & Chu, S. K. W. (2020). The role of gamified e-quizzes on student learning and engagement: An interactive gamification solution for a formative assessment system. *Computers & education*, 145, 103729. <https://www.sciencedirect.com/science/article/abs/pii/S0360131519302829>