

## 21. GAMIFICATION AND EDTECH IN ENGLISH LANGUAGE TEACHING (ELT): ENHANCING ENGAGEMENT AND LEARNING OUTCOMES

**T. Prakash**

Assistant Professor of English, Nehru Memorial College, Puthanampatti Thuraiyur TK, Trichy - DT, Tamil Nadu, Pin code - 621007

### ABSTRACT

The integration of gamification and educational technology (EdTech) in English Language Teaching (ELT) has transformed traditional learning methods by enhancing student engagement, motivation, and retention. Gamified elements such as points, badges, leaderboards, and adaptive challenges create interactive learning environments that encourage active participation and language acquisition. As Deterding et al. (2011) state, “Gamification harnesses the motivational power of game mechanics to enhance user engagement in non-game contexts” (p. 2425). This research explores the role of AI-driven EdTech platforms, game-based learning applications (e.g., Duolingo, Kahoot, Quizlet), and immersive virtual environments in ELT. It highlights how these tools facilitate personalized learning, provide instant feedback, and promote collaborative experiences, making language learning more effective and enjoyable. However, challenges such as over-reliance on extrinsic rewards, accessibility issues, and teacher adaptability must be addressed to maximize the potential of gamified ELT. By analyzing the impact of gamification strategies on language proficiency, this study underscores the future of EdTech in ELT and its implications for modern pedagogy.

**Keywords:** *Gamification, Educational Technology, Traditional Learning, AI-driven EdTech, Language Acquisition*

### RESEARCH METHODOLOGY

1. Analysis of existing research on gamification and EdTech in ELT.
2. Examination of successful implementations of game-based learning tools like Duolingo, Kahoot, and Quizlet.
3. Collection of qualitative and quantitative data from teachers and students on the effectiveness of gamification.
4. Assessment of language proficiency improvements in gamified vs. non-gamified learning environments.
5. Interpretation of collected data using statistical and thematic analysis techniques.

### INTRODUCTION

The integration of gamification and educational technology (EdTech) in English Language Teaching (ELT) has revolutionized traditional pedagogical approaches by making learning more engaging, interactive, and effective. Gamification involves incorporating game-like elements such as points, badges,

leaderboards, and challenges into educational settings to boost motivation and active participation. Ed-Tech, powered by artificial intelligence and digital tools, further enhances this experience by providing personalized learning paths, real-time feedback, and immersive environments. This study explores how gamification and AI-driven EdTech platforms, including Duolingo, Kahoot, and Quizlet, contribute to language acquisition and retention. While gamified learning presents numerous advantages, such as increased student motivation and adaptability, challenges like over-reliance on extrinsic rewards and accessibility issues remain. By examining both the benefits and limitations of gamification in ELT, this research aims to highlight its potential in shaping modern language education and improving learning outcomes.

### **GAMIFICATION AND EDTECH IN ENGLISH LANGUAGE TEACHING (ELT): ENHANCING ENGAGEMENT AND LEARNING OUTCOMES**

The background of the study is derived from a synthesis of the literature on the current research on gamification and EdTech for ELT in order to have a theoretical framework through which the effects of the two on learning can be judged (Deterding et al., 2011). This can be done by looking at the literature on the effects of some of the game features including points, leaderboard, and incentives on learners. It also embraces the psychological and pedagogical theories of gaming such as the self-determination theory which focuses on the motivation of the learners and constructivism whereby the learners are involved (Gee, 2007).

This paper also analyses the effectiveness of game-based learning tools such as Duolingo, Kahoot, and Quizlet for students' engagement, high engagement rate, and language acquisition as supported by Gee (2007). For example, Duolingo is evaluated based on the learning algorithms that utilize and adapt content based on the learner's performance, and Kahoot is based on the quiz-based learning model that promotes interaction and fun. It also discusses the use of Quizlet in the learning of vocabulary through the use of flashcards and spaced repetition. Also, VR is considered for its applicability in the context of realistic communication practice as in the case of VR-based English learning applications that may help improve speaking and listening skills (Reinders & Wattana, 2015).

The survey questionnaires and interviews are used to capture teachers' and students' attitudes and opinions on gamification and its implementation in the context of ELT (Reinders & Wattana, 2015). The survey uses both closed questions and questions for collecting additional information in order to obtain both numerical and textual data. Students are questioned about their motivation, participation, and learning styles; as for the teachers, they are interviewed about the incorporation of gamified instruments in teaching. Interviews with educators focus on the strengths and weaknesses of the approach from a teaching perspective, including the issue of students relying on extrinsic motivation and the issue of equity because of the use of technology in implementation.

Empirical research is carried out to investigate the impact of the use of gamification on students' language acquisition as compared to conventional approaches (Reinders & Wattana, 2015). The subjects are split into two groups – the first group uses EdTech tools and games while the second one utilizes traditional textbooks. Formative and summative assessments include pre and post-tests to determine the student's progress in the learning of core language skills such as listening, speaking, reading, and writing.

This research also looks at the impact of real-time feedback with regard to the gamified interfaces and whether students have a better retention rate and engagement level than the non-gamification models.

The collected data is analyzed using statistical and thematic analysis techniques to make a meaningful conclusion about the pedagogical implications of gamification in ELT (Gee, 2007). The data collected from the surveys and tests is in quantitative form and therefore, tests like tests and ANOVA are used in order to compare the means and coefficients of the learning outcomes. The interview and survey data that are collected in this study are analyzed and categorized based on the pattern of the data which is in the form of themes and sub-themes to identify the major experiences, challenges, and benefits of gamification. Such an approach gives a clear method of how gamification is being implemented in ELT and how it can be implemented in class effectively.

## CONCLUSION

Thus, the integration of gamification and EdTech in ELT was considered to have a positive impact on engagement, motivation, and acquisition of the language. This paper has presented game-based learning tools like Duolingo, Kahoot, and Quizlet, which help the students to be more involved and more effective in their learning. The study proves that the application of game elements not only enhances the learning of language but also makes learning fun and engaging.

However, the research also reveals some limitations such as the over-reliance on extrinsic motivation, accessibility, and the flexibility of the teacher in incorporating the use of gamified tools. However, the study has demonstrated that there is a positive impact of using gamification as a pedagogical approach but it is important to ensure that both intrinsic and extrinsic motivation are incorporated. Teachers need to have proper knowledge and skills in order to implement these technologies as part of the game properly and to make sure that the principles of language learning are not replaced by the game.

In general, this research confirms that the usage of gamification and AI-based EdTech can be effective in defining the future of ELT. As the technologies advance further, the gamified learning models will be even more engaging and better suited to the learners. Future studies should focus on the long-term impact of the learning of the language and the ways of overcoming the noted deficits. Thus, it is possible to use the application of gamification for the learning of a foreign language more purposefully and effectively, in order to create a more effective approach that will allow learners to be prepared for the actual use of the language.

## References:

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