

Game on For Inclusion: Immersive English Learning Through Gamification
(Penggunaan Gamifikasi Dalam Pembelajaran Bahasa Inggeris Imersif Ke Arah Pendidikan Inklusif)

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ABSTRACT

This case study examines the potential of integrating gamification into the TESL School Adventure (TESSA), an immersive English language learning programme that is traditionally conducted through non-digital methods. Guided by the Experiential Theory, the study aims to: (1) examine facilitators' perceptions of using gamification in an immersive English language learning programme, and (2) identify challenges and strategies for implementing gamified tools within TESSA. Semi-structured interviews were conducted with 10 TESSA facilitators, and data were analysed using thematic analysis. Findings reveal that facilitators perceive gamification as highly effective in enhancing students' engagement, motivation, and active participation. Game elements such as rewards, challenges, and competitive features were found to capture students' attention and support inclusive learning practices. However, challenges were also identified, including limitations in digital competence, inconsistent internet access, and the need to balance traditional activities with digital tools. The study concludes that integrating gamification can strengthen TESSA's role as an immersive and inclusive English language learning programme by expanding students' opportunities for creative, interactive, and equitable participation. This research contributes to broader discussions on technology-enhanced outreach initiatives and supports the goals of Sustainable Development Goal 4: Quality Education for All.

Keywords: Gamification, Immersive English Language Learning, Experiential Theory, Facilitators' Perception, Student Engagement

ABSTRAK

Kajian kes ini meneliti potensi pengintegrasian gamifikasi ke dalam TESL School Adventure (TESSA), sebuah program pembelajaran Bahasa Inggeris imersif yang secara tradisional dijalankan melalui kaedah bukan digital. Berpandukan Teori Pengalaman (Experiential Theory), kajian ini bertujuan untuk: (1) meneliti persepsi fasilitator terhadap penggunaan gamifikasi dalam program pembelajaran Bahasa Inggeris imersif, dan (2) mengenal pasti cabaran serta strategi dalam melaksanakan alat gamifikasi dalam TESSA. Temu bual separa berstruktur telah dijalankan bersama 10 orang fasilitator TESSA, dan data dianalisis menggunakan kaedah analisis tema. Dapatan kajian menunjukkan bahawa fasilitator melihat gamifikasi sebagai kaedah yang sangat berkesan dalam meningkatkan penglibatan, motivasi, dan penyertaan aktif pelajar. Elemen permainan seperti ganjaran, cabaran, dan ciri kompetitif didapati mampu menarik perhatian pelajar serta menyokong amalan pembelajaran inklusif. Namun, beberapa cabaran turut dikenal pasti, termasuk kekangan kompetensi digital, akses internet yang tidak konsisten, dan keperluan menyeimbangkan aktiviti tradisional dengan alat digital. Kajian ini menyimpulkan bahawa pengintegrasian gamifikasi dapat mengukuhkan peranan TESSA sebagai program pembelajaran Bahasa Inggeris yang imersif dan inklusif dengan memperluas peluang pelajar untuk terlibat secara kreatif, interaktif, dan saksama. Kajian ini turut menyumbang kepada perbincangan lebih luas mengenai inisiatif jangkauan berasaskan teknologi serta menyokong matlamat Pendidikan Berkualiti untuk Semua di bawah Matlamat Pembangunan Lestari (SDG 4).

Kata Kunci: Gamifikasi, Program Pembelajaran Bahasa Inggeris Imersif, Teori Pengalaman, Persepsi Fasilitator, Penglibatan Pelajar

INTRODUCTION

In recent years, gamification has become a prominent educational trend in Malaysia (Mee Mee et al., 2024). Gamification, which refers to the integration of game elements, such as points, levels, badges, storytelling, and leaderboards, into learning contexts, equips educators with diverse activities that enhance student motivation and engagement.

As highlighted by Warikoo (2025), these gamified elements have a significant impact on improving education quality, increasing student participation, and strengthening motivation in English language learning. Gamification also makes learning more immersive and enjoyable, especially for today's learners who are growing up in a rapidly evolving technological environment.

However, the use of gamification is still mostly concentrated within formal classroom settings, and there is limited research on its application in immersive English language learning programmes that also prioritise inclusivity. Inclusivity in education is a critical concern for educators, as it aims to provide equitable access and active participation for learners with diverse backgrounds, abilities, and needs (Salil & Asha, 2024).

This study aims to explore facilitators' perceptions of the use of gamification in an immersive English language learning programme, particularly in terms of its effectiveness, engagement, and impact on students' learning experiences. In addition, this study seeks to identify the potential challenges that facilitators may encounter when implementing gamification, as well as the strategies they employ to overcome these challenges within an immersive learning environment.

In line with these objectives, the study is guided by two main research questions. First, how do facilitators perceive the use of gamification in an immersive English language learning programme, especially regarding its effectiveness and impact in enhancing students' participation and motivation in learning English

language? Second, what are the potential challenges faced by the facilitators in implementing gamification. By aligning these research questions and objectives, this study can explore the perceptions and challenges of implementing gamification in an immersive English language programme.

BACKGROUND OF THE STUDY

An example of an immersive English language learning programme can be seen in the TESL School Adventure (TESSA), where members of the TESL Students' Association (TESLA IIUM) visit various schools to conduct English camps. TESSA offers students continuous opportunities to use English in authentic, real-life situations through interactive, collaborative, and engaging activities. These include games, presentations, storytelling, and team-based tasks that require students to communicate and problem-solve in English.

As mentioned by Muda (2025), English camps provide an immersive and interactive environment that supports meaningful language use in real-world contexts. Additionally, TESSA serves as a platform for TESL undergraduates to apply their teaching knowledge and gain practical experience beyond formal classroom settings.

ISSUE

Traditionally, TESSA has relied on physical, face-to-face activities and paper-based materials. While these methods successfully build rapport and confidence among participants, they may not fully meet the needs of today's generation of learners, who are digital natives with shorter attention spans and higher expectations for interactive learning.



(Previous TESSA relied on paper-based materials and activities)



(Students engage with the rearranging sentences task and learn new vocabulary in texts)

Although gamification has gained popularity in Malaysian classrooms and is recognised for improving motivation and engagement (Mee Mee et al., 2024), its use in immersive English language learning programmes remains underexplored. Furthermore, the absence of digital tools and gamified elements may limit opportunities for differentiated instruction and inclusive participation, especially for learners with varying proficiency levels or learning preferences. Existing studies rarely examine how gamified elements can support inclusive participation in non-classroom settings such as English camps.

Therefore, there is a lack of understanding of how gamification is implemented in TESSA and how it contributes to creating an immersive and inclusive English learning experience for school students. Hence, this case study focuses on how gamification can be integrated into immersive English language learning camps, such as TESSA, to create more inclusive and engaging learning environments. The study emphasizes facilitators' perceptions, readiness, challenges, and recommendations for incorporating gamified approaches to enhance English learning experiences in future iterations of the programme.

SIGNIFICANCE OF STUDY

This study provides practical guidance for the modernization of TESSA and similar educational outreach programmes. Exploring facilitators' perceptions and readiness informs us about programme design, where facilitators can develop more engaging, immersive English activities for future camps. Next, it highlights training needs where we can identify areas where facilitators require capacity-building in digital tools. Next, the findings may help educators and organizers design immersive, technology-based

activities that increase engagement, motivation, and learning outcomes. Lastly, this study contributes to research on immersive learning and gamification in non-formal education settings. Furthermore, the study aligns with Sustainable Development Goal (SDG) 4: Quality Education, emphasizing inclusive, equitable, and innovative learning opportunities for youth.

LITERATURE REVIEW

This literature review explores the use of gamification within immersive English language learning programmes, with particular attention to how learners experience language in authentic, activity-based contexts. Although gamification has been widely applied in general education, such as teaching and learning in the classroom, studies focusing specifically on its role within immersive English language learning programmes remain limited. To frame the discussion, this review draws on Kolb's Experiential Learning Theory (1984), which highlights learning as an active process involving hands-on and concrete experience, reflection, conceptualisation, and experimentation.

According to Kolb (1984), he described Experiential Learning Theory (ELT) by stating that learning is a continuous process grounded in experience. Learning is a continuous process that will keep adding to it due to new experiences. This shows that ELT is particularly relevant to immersive language programmes because such environments encourage learners to participate actively in real-world communication rather than passively participating and receiving direct information.

Immersive English language learning programmes, including English camps like TESSA, align closely with ELT as they require students to use the target language during authentic activities, games,

roleplays, and problem-solving tasks. Muda (2025) mentioned that immersing oneself in an English-speaking situation is one of the most rapid ways to enhance English language learning.

Other than that, Wulantari et al. (2023) researched the role of gamification in language teaching, and the researchers found that gamification has been found to enhance student motivation by incorporating game elements, such as points, rewards, and leaderboards. Qudsi (2024) has also described using gamification as a leveraging method in teaching contexts. He further explained how gamification integrates game-like elements in educational contexts, and it can enhance student engagement and motivation in learning. Other than that, Baumuratova et al. (2024) explained gamification as an approach that seeks to provide appealing and engaging learning opportunities that pique students’ curiosity and maintain their continuous attention.

They extended the phenomenon of gamification in the context of inclusive education. The results showed the need for gamification in the process of encouraging inclusive education.

THEORY OF ANALYSIS

This exploratory study will employ a qualitative method. The study involved 10 TESSA facilitators who were selected by purposive sampling due to their experience and active involvement in planning and facilitating activities in TESSA. The participants went

through a semi-structured interview, in which they were interviewed about perceptions, anticipated benefits, and challenges of integrating digital and gamified tools. The qualitative approach is chosen to gain in-depth insights into the perspectives of the facilitator about the use of gamification in immersive English language learning programmes that would also promote inclusive education. Findings of this study are analyzed based on thematic analysis of interviews conducted with TESSA facilitators, in which the interview questions were designed to address two main research questions regarding the perceptions of facilitators in using gamification in English camps and the potential challenges in utilizing it.

FINDINGS

This chapter presents the findings based on thematic analysis of interviews conducted with TESSA facilitators, in which the interview questions were designed to address two main research questions regarding the perceptions of facilitators in using gamification in English camps and the potential challenges in utilizing it. Their insights into their readiness in implementing gamification, the challenges, and suggestions of using it will be coded to identify themes like “helped facilitators in conducting modules” and “limitations of resources”. By comparing these perspectives, the data will allow for a deeper understanding of the perception of the facilitators towards the use of gamification in the English camp. Four major themes emerged:

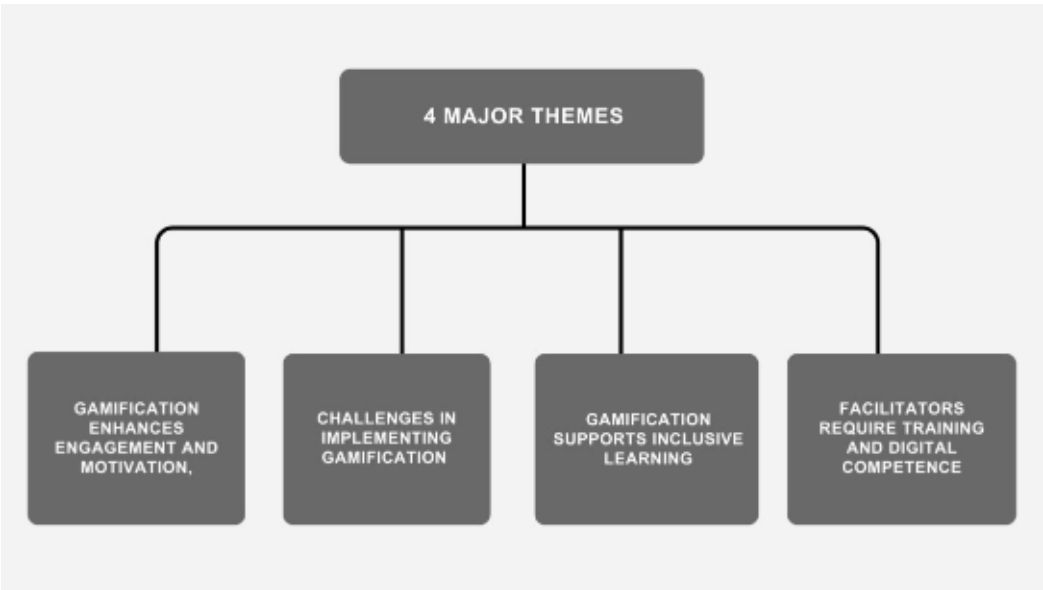


FIGURE 1: 4 Major Themes of Facilitators’ Perceptions

Results presented in the section below respond to the first research question, ‘How do facilitators perceive the use of gamification in an immersive English language learning programme?’ The themes highlight the perception of facilitators about the use of gamification in an immersive English language learning programme:

Theme 1: Gamification Enhances Engagement and Motivation

Sub-Theme 1.1: Students’ Engagement and Excitement

It is found that most of the facilitators highlighted that gamified activities increase students’ engagement and excitement in learning the English language. Participants reported that game elements such as challenges, rewards, leaderboards, and ranks help in sustaining students’ attention during English learning tasks.

For example, some facilitators stated:

“Students nowadays need to be attracted with visually attractive applications or game-based tools to stay engaged and motivated during the immersive programme.”

“Reward features in Quizizz can help students to be more motivated and focused. This also increases their willingness to participate in the learning during TESSA.”

“As facilitators, I noticed that when we use gamified activities, they tend to get more competitive. The competitiveness makes them engage more in the learning process.”

The findings show that most facilitators perceived gamification as a powerful tool for increasing students’ engagement and excitement, especially within immersive English language learning environments. They consistently noted that the incorporation of game elements, such as rewards, ranks, challenges, and points, played a central role in maintaining students’ focus throughout the activities. The game-like elements present in game-based tools not only help students participate but also make them feel comfortable and enjoy learning, especially outside of the classroom context. These elements transformed traditional tasks into interactive and immersive experiences capable of capturing students’ attention for longer periods.

Sub-Theme 1.2: Active Learning Through Gamified Tasks

Gamification also promotes active learning among students who engage in immersive English language learning like TESSA. Through game-based challenges, students are required to process instructions, collaborate with peers, and respond promptly, which increases their participation compared to traditional classroom interactions.

For example, this is quoted from some of the facilitators:

“Students participate more actively because the game requires them to think, click, choose, speak, and move. They also need to understand the instructions given by the facilitators. A lot of things are going on, and it requires them to learn actively.”

“Gamified tasks force students to really listen to instructions and respond. We can see here they cannot be passive learners.”

Hence, this aligns with the principles of immersive learning, where students actively construct meaning through experiential tasks rather than passively receiving knowledge. Facilitators observed that the structured yet playful environment created by gamified tools promotes immediate engagement and sustained attention, especially among students with low motivation.

Theme 2: Gamification Supports Inclusive Learning

Other than that, the facilitators agreed that the use of gamification in immersive English language learning helps in encouraging inclusivity in education. The features offered by some of the game-based tools, such as Kahoot!, Quizizz, Blooket, and Wordwall, would help learners from diverse backgrounds. These gamified tools and tasks promote equal participation among students of different levels. The reduced pressure of game-based learning helps weaker students engage more confidently.

As stated by one of the facilitators:

“I believe Quizizz and Kahoot! can be applied and used in immersive English language learning like TESSA because the features in those apps offer students to have different types of levels. For example, if we want to use Quizizz as our tool, we can choose the questions that are suitable for the students’ proficiency level.”

This highlights that the use of gamification can not only help in engaging students for English language learning but also in catering to their learning needs. The inclusivity in education should be taken into

consideration, especially in dealing with students who are learning a language. In order for them to understand and use the English language, the students need to be able to do practices and tasks according to their level. This will result in good learning outcomes for the students.

Next, the section below responds to the second research question, ‘What are the potential challenges and strategies for implementing gamification in an immersive English language learning programme?’

Theme 3: Challenges in Implementing Gamification Sub-theme 3.1: Limitations in Internet Connection

Despite recognizing the benefits, facilitators also identified several obstacles. Technical limitations, such as weak internet connections and insufficient digital devices, were common challenges, especially when visiting rural schools.

For example, one facilitator stated:

“The most challenging part in implementing gamification is the internet connection. If we were to visit a school like the previous TESSA 6.0, like in a rural madrasah school, then it would be complicated for us if there is little or no internet connection.”

Thus, this highlights the main challenges in implementing gamification in immersive English language learning. According to the facilitators, too, the connection problems can not only happen in rural areas, it applies in suburban or urban school areas due to some poor connection coverage in the place. These constraints hinder the consistent use of digital gamification tools, suggesting that more infrastructure support is needed.

Sub-Theme 3.2: Limitations in Covering All Language Skills

Other than that, some gamified tools might not cater to all language skills unless the facilitators or educators add separate instructions to cover all language skills, which are reading, writing, listening, and speaking.

Some facilitators stated:

“Most of the game-based tools we explored focus heavily on vocabulary and listening, but not many support extended writing tasks.”

“It is hard to find one platform that can integrate reading, speaking, listening, and writing at the same time.”

“Some applications might benefit from listening skills, but it does not benefit as much as they do from reading and writing.”

Although facilitators recognised the potential of gamified platforms, several noted that existing tools do not comprehensively support the four essential skills in language learning. Many available platforms, such as Kahoot, Wordwall, and Quizziz, primarily emphasize recognition-based skills such as vocabulary recall and short listening tasks. This creates challenges for immersive learning contexts that require deeper communicative practice. Facilitators expressed the concerns that the lack of integrated and multi-skilled features would limit students’ holistic language development and reduce the overall effectiveness of the gamified approach. As a result, facilitators felt that blended selection tools may be necessary to ensure all skills are addressed.

This is also mentioned by most of the facilitators:

“We have to balance both traditional ways and digital ways in conducting TESSA for it to be more immersive, inclusive, and technology-enhanced.”

“I believe by combining and blending both traditional activities that we have been doing and equipping them with gamification, it would help us to achieve our objective effectively.”

“I am confident using gamified tools, but I still believe we cannot depend on them entirely. Traditional teaching is still important.”

While many facilitators generally felt confident integrating gamification into activities, many expressed the belief that digital tools should not replace conventional teaching practices entirely. They emphasised that traditional methods allow for more personalised, immediate feedback and foster social interaction, while gamification adds excitement and structure. This indicates that the effective implementation of gamification requires thoughtful planning to ensure digital activities complement rather than overshadow core pedagogical principles.

Theme 4: Need for Training and Digital Competence

Facilitators also consistently highlighted the critical role of digital competency in successfully integrating gamified tools during TESSA. Although many expressed enthusiasm about incorporating gamification, their

responses revealed that limited technical knowledge and inadequate digital preparedness remain significant barriers. Without sufficient exposure to digital platforms, facilitators default to conventional activities such as language drills, group discussions, and physical activities, which are methods that are familiar but do not fully utilise the potential of gamified learning.

For example, some facilitators stated:

“To effectively apply gamification in TESSA, I would say the facilitators themselves need to be equipped with the knowledge of the game-based tools before using them with the students during the programme.”

“I am confident we can use gamification, but we need to consider the facilitators' digital competency too. To make the activity achieve the learning outcomes, the facilitators need to understand how to use the tools beforehand.”

“I strongly suggest that we have workshops specifically for digital training and several days for induction to prepare ourselves properly.”

Hence, this indicates that professional training and workshops could enhance the integration of gamification in an immersive English language learning programme. Not only that, the perception of the facilitators reflects that the effectiveness of the gamification does not lie solely in the tools themselves, but in the facilitator's ability to operate, adapt, and scaffold activities using those tools. Significantly, the facilitators believe gamification is beneficial, but only when paired with adequate technological literacy. Their emphasis on aligning digital tools with learning outcomes indicates a thoughtful awareness of pedagogical integrity rather than using technology for novelty alone.

RESEARCH IMPLICATIONS AND RECOMMENDATIONS

The findings of this case study provide several important implications for the enhancement of TESSA and similar immersive English language learning programmes.

Guidance for Facilitators on Digital Tool Selection

The study highlights the need for facilitators to make informed decisions when integrating gamified and interactive tools. Not all tools available online can be integrated without any adaptations made by the facilitators. Understanding which platforms would work

best in supporting specific language skills can help facilitators in designing more purposeful and impactful activities. Additionally, some gamified activities should be designed properly to avoid any superficial and distracting features for the students (Cruz, 2024).

Training and Digital Competency Initiatives

Given the identified challenges related to digital competence, the findings emphasize the importance of structured training programmes by strengthening facilitators' technological and digital skills. This would ensure that gamification is implemented effectively and aligns with learning objectives.

Promoting Immersive Learning Practices in Outreach Contexts

The study reinforces the value of immersive approaches in enhancing engagement and motivation among learners. By integrating gamification, it is hoped that an immersive English language learning programme can benefit from it and can create more dynamic, immersive, inclusive as well and student-centred learning environments.

Based on the findings, the following recommendations are proposed to support the integration of gamification in immersive English language learning programmes.

Organize facilitator training on gamified platforms and tools.

Adequate workshops and training sessions should be organised frequently to familiarise facilitators with tools such as Quizizz, Wordwall, Kahoot, or any interactive game-based tools. These trainings are important to ensure facilitators have practical and hands-on learning that will better prepare them to be confident in using these tools during TESSA. This finding is consistent with the result of Qudsi (2024), which, although the research highlighted that gamification elements bring ease to the curricula, they noted that sufficient training and resources are highly needed.

Design blended activities combining traditional and digital methods.

Facilitators should design activities that combine both traditional and digital methods. A blended approach ensures that while students benefit from engaging digital tools, essential face-to-face interaction and personalised support are maintained. This is consistent

with the results by MESE & DURSUN (2019), of the positive impacts are seen in the students' learning when gamification elements are used in blended learning.

Ensure resources and technical support, and internet connection are available.

The organisers or the facilitators should ensure stable internet access, sufficient devices, and reliable digital infrastructure. Providing technical support during programmes can surely prevent disruptions and enable smoother implementation of gamified activities. It is also mentioned by Qudsi (2024) that integrating gamification relies heavily on technology. Hence, if there are any technological constraints, the outcomes would vary depending on the availability and quality of the educational institution.

Collect continuous feedback from facilitators and participants to refine activities.

Collect ongoing feedback from both facilitators and students to refine gamified activities and identify areas for improvement. This can include short surveys, feedback forms, or post-mortem reflections to ensure that programme design evolves according to the participants' needs.

CONCLUSION

This case study highlights the significant potential of gamification to enhance the inclusivity and effectiveness of English language learning camps such as the TESL School Adventure (TESSA). While TESSA has historically relied on traditional, non-digital approaches, the findings suggest that integrating gamified tools can offer a transformative pathway toward more engaging, accessible, and learner-centred experiences. Gamification not only increases motivation and sustained participation but also provides multiple modes of interaction, allowing learners with diverse needs and abilities to take part meaningfully, which then brings an outcome that aligns closely with the principles of inclusive education.

Moreover, gamified activities foster creativity, collaboration, and confidence, which are central learning outcomes targeted by TESSA. By embracing digital innovation, TESSA can evolve into a more immersive and dynamic English learning programme that balances traditional camp-based interactions with modern technological enhancements.

Overall, this study contributes to ongoing

discussions on how immersive, inclusive, and engaging learning environments can be developed through the thoughtful integration of educational technology. These insights support the broader aspirations of Sustainable Development Goal 4 (SDG 4), which emphasises equitable, high-quality learning opportunities for all learners.

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