

# The Role of Gamification in Enhancing Students' Motivation Toward Learning English in Jeddah Public Schools

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## Abstract

Entertaining strategies in education, such as the use of gamification, can turn learning English into an interesting and motivating experience. A number of studies in Saudi Arabia have explored gamification and the way it develops the different language abilities of students. However, limited research has been conducted concentration on the role of gamification in enhancing students' motivation toward learning English in the context of public schools in Jeddah, Saudi Arabia. Hence, this quantitative study investigated from teachers' and students' points of view the role of gamification in enhancing students' motivation. The participants in the study comprised a total of 409 teachers and students (155 teachers and 254 students). The study used two Google Form questionnaires and then analyzed the data using SPSS version 27. The findings of the study revealed that both teachers and students have positive feelings about the implementation of gamification considering it a beneficial instrument to increase students' motivation in English language classrooms.

**Keywords:** Gamification, Saudi Arabia, game-based learning, motivation, gamified lessons, English language

## 1. Introduction

Having a good level of English, which allows a person to speak and write in an understandable way, is becoming a necessity these days. The impact of English is unquestionably clear in different aspects of our daily lives. As a result, around the globe, a wide variety of training programs and courses provided online and on university campuses have been designed to teach English and develop the necessary skills. However, teaching a language is not as easy as it may appear. One cannot mention teaching or learning without considering motivation. Undoubtedly, motivation is an influential factor for learning, specifically for language learning. Unfortunately, students' degree of motivation can easily be influenced, positively or negatively, and intentionally or unintentionally, by different conditions.

Among the important barriers to motivation are connected to the learning environment, including issues related to the classroom settings, students, and atmosphere. Another important barrier is the classical and limited teaching methods that English language teachers may use. Finally, other barriers may involve the student, including their feelings of nervousness or shyness. Motivation when maintained and increased, can make learning English easier and quicker. According to Elyas and Al Grigri (2014), the idea that motivation is a powerful component and tool that can guarantee a better ESL/EFL learning experience and provide educators with better outcomes is no longer a matter for debate among scholars. Learning a language cannot be accomplished in a passive environment; it demands participation and interaction to make the experience useful and successful. According to Ardi and Rianita (2022), educators should never neglect the power of engaging students in the learning process; it is crucial to effective learning. This indicates that when students are actively involved in the process of English education, they will have the courage to participate, which will facilitate their acquisition of the language.

### 1.1 Significance of This Research

The current quantitative study's findings will be of great help to educators in Jeddah, Saudi Arabia. That includes English language teachers and their supervisors who are part of the process. It will clarify to those the role that gamification may play in increasing motivation, it also offers an understanding of students' and teachers' perceptions of using such teaching methods in their English language classroom. Moreover, the findings of the current study can encourage researchers to explore learning processes, in specific, the topic of gamification, more

deeply in a variety of educational designs. Additionally, misconceptions teachers may have about the use of certain teaching methods may be positively changed through the findings of the study. Hopefully, the current study can help teachers understand their students' needs and how their students perceive strategies such as gamification in their classroom. Additionally, the results may inspire some changes in teaching practices in Saudi Arabia, which may result in a better learning outcomes.

### *1.2 Objectives*

This study was conducted to understand students' and teachers' perceptions about the role of gamification in enhancing students' motivation toward learning English in Jeddah public schools and also to determine the impact gamification has on the classroom environment.

### *1.3 Research Questions*

The study was conducted for the purpose of answering the following questions:

- 1) Does gamification enhance students' motivation?
- 2) To what extent does gamification change the classroom environment?
- 3) What are teachers' perceptions of using gamification?
- 4) What are students' attitudes toward gamified classes?

## **2. Review of the Literature**

### *2.1 Motivation and English Language Teaching*

Undoubtedly, motivation affects why people do particular things in their daily lives; people do something because they wish to obtain something they desire. According to Dörnyei and Ushioda (2021) the term "motivation" comprises many aspects. One of these aspects is the thing that urges people to do particular things. Additionally, it is the reason that lies behind people's choices of what they do. Motivation has been described as the wishes that appear within people and the desires that lead us toward certain actions, controlling the way we make decisions (Kleinginna & Kleinginna, 1981a, as cited in Huitt, 2001). Based on research, none can ignore the importance of motivation in language learning. Gardner and Lambert (1972), in the domain of language learning, made a clarification regarding the difference between two types of motivation: one, regarded as instrumental, and the other, known as integrative. According to this categorization, they clarified that the wish a person has to learn a language can be called instrumental when the desire is encouraged by particular purposes, such as attaining a reputation, fulfilling personal goals, or preparing to travel to another country. On the contrary, the integrative motivations refers to cases in which learning a language is pushed by a person's inner wish to be in touch with speakers of English or to develop a tool to understand the target culture. To activate motivation, educations should consider tools that are attractive to learners. Among these are activities that are entertaining for learners to maintain enthusiasm during the learning process. According to Al Mahmud (2022b), students are learning languages with greater efficiency as a result of the growing usage of audiovisual aids in L2 instruction and the entertaining nature of these materials.

### *2.2 Gamification*

Researchers have tried for more than sixteen years to provide a definition of gamification and clarify its features (Ngoc, 2022). Zichermann and Cunningham (2011) considered it as a method that has the power to get people engaged and help them overcome barriers by using game components and thinking. Additionally, Kapp (2012) described gamification as a process for engaging and pushing people to take action, supporting the learning process and easing difficulties through the incorporation of the mechanics of games. According to Kapp, besides mechanics, gamification may use style and game thinking. Moreover, Deterding et al. (2011) illustrated that the digital media domain is where the concept of gamification first took place. The concept was also explored by Chevtchenko (2013) as the employment of elements that are normally recognized in games in environments that are not recognized as being connected to games. Also, they saw gamification as a way to make a change in people's behavior. Some research has associated the term gamification with technology including websites, smart devices such as the iPad, and smartphones. Deterding et al. (2011) clarified the concept as being restricted to the digital world only because people have ready access to technology. They concluded that in fact what matters in gamification is to possess game elements because that have the ability to engage people to achieve goals, which is also possible through pen and paper.

### *2.3 Studies on Gamification*

Gamification in the educational environment has been studied by many researchers. AlZuhair and Alkhuzaim

(2022) showed that the terms “gamification” and “educational games” are not different from each other because they share common features, such as the power of motivating individuals as well as supporting learning through the use of games. Games and gamification have indisputable connections; they include the features of fun and enjoyment that people like. Additionally, they naturally involve challenges at various levels that learners or players complete. According to Kim (2015), there are other in gamification that exist mainly in the situation of playing games, such as the use of leaderboards, countdown features, narratives, and avatars. However, Hamari, Koivisto and Sarsa (2014) concluded that there are two important factors thought to play a critical role in the implementation of gamification. They are the environment in which gamification will take place and the features of the people withing the environment. Hamari, Koivisto and Sarsa (2014) carried out a systematic review of the literature to determine whether gamification has value and is effective by reviewing peer-reviewed studies that dealt with the approach. According to their findings, gamification for educational purposes has been regarded as useful, and they agreed on the effectiveness of increasing learners’ interest.

#### *2.4 Gamification in the Domain of Language Learning*

The skills to acquire a language have been enhanced by the advent of technology. Some teachers are interested in using technology in the classroom to teach languages, particularly speaking languages (Al Mahmud, 2022a). Based on his study, Mahmud (2023) found that the use of some applications can help students improve their writing skills. Meanwhile, language teachers have applied gamification to achieve the objectives they set for learning. In many educational settings, including different stages and grades, researchers have examined the use of gamified learning approaches. In a quasi-experimental design, Ahmed (2021) conducted a study in the secondary stage on EFL students in Egypt. This study was done to measure the degree to which gamification can affect the development of speaking ability. The findings revealed that when comparing two samples, gamified teaching led to greater success. Additionally, gamification has positively changed motivation levels for secondary-stage students and enhanced speaking abilities for those learners. Additionally, Mee Mee et al. (2020) stated in their study that the classroom environment was filled with motivation when the teacher implemented gamification.

#### *2.5 Gamification in the EFL Context in Saudi Arabia*

In the context of Saudi Arabia, researchers have examined the use of gamification including different domains of teaching and learning. Most have looked into gamification from the way it develops language abilities, and many have tackled the topic using a mixed-method design. Yet few studies that have concentrated on the students’ perceptions. Al-Bogami and Elyas (2020), in Saudi Arabia, carried out a study involving intermediate girl students to investigate the role that iPad applications can play in the EFL classroom. In this mixed-method study, the researchers considered using gamification tools such as Quizlet and other apps. The results showed that iPad applications positively pushed students’ motivation and ideally engaged students in their learning. A study on Kahoot! conducted by Almusharraf (2021) aimed to examine the views of 276 students about the utilization of this gamified application. The findings revealed positive perceptions regarding the application of a game-based approach in teaching from 233 students who completed the questionnaire. Additionally, the study illustrated better quality in the students’ learning, and motivation was noted as a consequence of implementing games in the classroom. In a quasi-experimental design study in Kindergarten in Jeddah, Saleh and Althaqafi (2022) observed the impact of gamification on learning vocabulary. Forty young students were split into experimental and control groups. The findings indicated that the use of games, particularly educational games, had positive results on vocabulary teaching and other aspects such as fluency and student engagement. Similarly, Alhebshi and Gamlo (2022) carried out a study observing the extent to which gamified applications such as Quizziz may be useful in teaching English vocabulary in the context of university students in Saudi Arabia. The results of the posttest showed better performance observed from the experimental group, which used gamification, than the control group, which was taught using a traditional approach. Moreover, utilizing an experimental approach, Al Shra’ah (2021) conducted a study to examine the gamified tool Kahoot! and the way it can help students to develop their vocabulary. The study also looked at how those students felt about the implementation of this application. Based on the results, the experimental group did better, which indicates that Kahoot! can be considered a good instrument for developing enthusiasm, vocabulary learning, and comprehension.

### **3. Method**

The design of the current study was chosen to provide reliable results, considering the constraints of time. This study was conducted using a quantitative research method to answer the research questions and accomplish the objectives. Quantitative research allows us to understand the relationships that arise between different concepts; it can provide researchers with precise results, and it is a proper way to identify attitudes regarding something (Creswell, 2012). Dean Brown (2004) has described the features of quantitative research and stated that research

questions or in-built hypothesis are best investigated and answered through this method. Hence, the researcher decided that the best way to approach the questions of this study was to use two close-ended questionnaires. One was for the public school teachers in Jeddah and asked the following questions: “What are teachers’ perceptions of using gamification?” and “Does gamification enhance students’ motivation?” This questionnaire included four sections. It started with demographic information, asking questions about years of experience in teaching, the grade taught, gender, and if they have ever incorporated gamification into their classroom. The second section was directed toward the teacher’s observations of the classroom when educational games are used. The third section elicited the perception of those teachers regarding the appropriateness of applying gamified tools during English language class. The last part of questionnaire sought their observations about the possible efficacy of the use of these tools on their students’ degree of motivation. The other two research questions—“To what extent does gamification change the classroom environment?” and “What are students’ attitudes toward gamified classes?”—were addressed using the questionnaire made for students. The same number of sections were included in the student questionnaire. One asked for demographic information followed by another that asked for the perceptions of public school students regarding gamified education. The third section investigated the power of gamified tools to change the educational atmosphere. Finally, the students’ questionnaire ended by measuring the students’ motivation during classes that incorporated different types of gamified applications.

### *3.1 Research Participants*

The target participants were students and English language teachers in the public schools of Jeddah, Saudi Arabia. The total number of participants from the different public schools in Jeddah was 409 teachers and students: 155 English language teachers and 254 students. Females comprised 21.9% of the total number of teachers, and males comprised 78.1%. Males comprised 91.7% of the total number of students, and females comprised 8.3%.

### *3.2 Research Instrument*

The researcher used two Google Form online questionnaires to collect the data required for the study. In addition to the demography questions, the two questionnaires contained twelve statements each and used a five-point Likert scale; the students and teachers chose among strongly agree, agree, neutral, disagree, and strongly disagree for each item. Additionally, the students’ questionnaire was translated into Arabic so that they could easily understand the statements. The two questionnaires were developed by the researcher, and he consulted professors and experts in the context of the study for any comments for the development of the instrument. Some changes were made based on their comments to make sure of the suitability for the targeted participants. Some of the items in the students’ questionnaire were adapted from Muhammad, Alfulaih and Elsayed (2018), A/L Rajendran and Shah (2020), and Waer (2021) and modified to suit the context of the current study.

### *3.3 Research Procedures*

The two online Google Form questionnaires used to collect the data of the current study were distributed to English language teachers and students in the public schools of Jeddah. To reach to a sufficient number of participants in the study, the researcher contacted many English language teachers in some public schools in the province of Jeddah; some were colleagues of the researcher. Those teachers were asked to complete the teachers’ questionnaire and share it with other colleagues in other public schools. Additionally, they were encouraged to give their students the chance to participate in the students’ questionnaire by providing them a URL link through WhatsApp. Prior to completing the questionnaire, both teachers and students who participated in the study were given an explanation about the aim of the study and were clearly informed that they were completely free to participate in the research or decline. In addition, they were informed that their responses to the online questionnaires would be used only for the purpose of present study and that filling out of the questionnaires would not require them register or reveal their identities.

### *3.4 Data Analysis*

The data collected via the study’s two online questionnaires were analyzed using Statistical Packages for Social Science (SPSS) version 27. The internal consistency and reliability of the statement items in the questionnaires were investigated using reliability analysis and scored based on a five-point Likert scale.

## 4. Findings

### 4.1 Reliability Diagnostics

According to Table 1, Cronbach's alpha was used to assess whether the twelve items used to measure the students' and teachers' perceptions about the role of gamification in enhancing students' motivation toward learning English in Jeddah public schools (i.e., Q1–Q12) were reliable. The Cronbach's alpha was found to be 0.875 and 0.863 for teachers' perceptions and students' perceptions, respectively, which is a high number, and thus, the twelve items used to measure the students' and teachers' perceptions about the role of gamification in enhancing students' motivation toward learning English in Jeddah public schools are reliable.

Table 1. Values of Cronbach's Alpha Reliability Coefficient for the Questionnaire Scales

Scale	Cronbach's Alpha	N of Items
Teachers' Perception (Items 1–12)	0.875	12
Students' Perception (Items 1–12)	0.863	12

### 4.2 Descriptive Statistics

The goal of the descriptive analysis was to summarize the information about the sample characteristics and the distribution, variability, and central tendency of the constructs and measured items.

### 4.3 Teachers' Characteristics

The response rate was 100 percent. The participants in the study were 155 teachers. A total of 121 (78.1 percent) were men, and thirty-four (21.9 percent) were women. Twelve (7.7 percent) worked one to five years, fifteen (9.7 percent) worked six to ten years, forty-four (28.4 percent) worked eleven to fifteen years, and eighty-four (54.2 percent) worked sixteen or more years. Thirty-eight (31 percent) worked in elementary schools, thirty-three (22.6 percent) worked in intermediate schools, fifty-four (34.8 percent) worked in secondary schools, and eighteen (11.6 percent) worked in all levels. Finally, 121 (78.1 percent) have used gamification in their classrooms, whereas thirty-four (21.9 percent) have not used gamification in their classrooms.

Characteristics of the distributions of the answers were obtained by calculating means and standard deviations for each item (see Table 2).

This section reports data from questionnaire completed by teachers. Table 1 shows the information collected and analyzed by the researcher based on teachers' opinions about the role of gamification in enhancing students' motivation toward learning English in Jeddah public schools based on five-point Likert Scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

Table 2. Descriptive Statistics and Chi-square Results for Teachers' Questionnaire

Factor	M	SD	Chi	P-value
Students participated more than regular classes	4.49	0.74	207.48	0.00**
Students with low level participated and engaged	4.15	0.95	111.35	0.00**
It's helpful for students	4.5	0.74	138.18	0.00**
Students work collaboratively	4.37	0.79	165.22	0.00**
It is not too difficult to be applied in class	3.97	0.896	103.35	0.00**
Students ask me to use games in my class	4.1	1	102.5	0.00**
I recommend using gamification to other English teachers	4.37	0.78	99.94	0.00**
English classes need the implementation of gamification	4.38	0.78	112.17	0.00**
Students are motivated toward the class	4.35	0.77	173.74	0.00**
Students are satisfied and happy when I use game elements in my class	4.35	0.81	160.12	0.00**
Students are excited about the next class	4.20	0.92	123.29	0.00**
Students motivate one another during the activities	4.25	0.86	136.83	0.00**

In general, teachers had positive attitudes toward using gamification in their classrooms. The participants' perceptions about using gamification were between agree and strongly agree ( $M = 4.2$ ,  $SD = 0.5$  and  $M = 4.49$ ,  $SD = 0.78$ ), with a high level of agreement for the most of items. More specifically, Students participated more than regular classes, Students work collaboratively, I recommend using gamification to other English teachers, and English classes need the implementation of gamification. Also teachers had low level of agreement for the item

“It is not too difficult to be applied in class” ( $M = 3.97$ ,  $SD = 0.896$ ) (see Table 2), so the results showed that gamification is helpful for students, students are motivated in class, and participants recommended gamification to other English teachers.

#### 4.4 Students' Characteristics

The total number of students included in the study was 254. All agreed to be included in the study (response rate = 100 percent). We used a scale consisting of twelve statements to quantify the role of gamification in enhancing students' motivation. A total of 233 (91.7 percent) were boys, and twenty-one (8.3 percent) were girls. Sixty-five (25.6 percent) were twelve to fifteen years old, and 189 (74.4 percent) were sixteen to nineteen; sixty-four (25.2 percent) were enrolled in intermediate schools, and 190 (74.8 percent) were enrolled in secondary schools. The scale has excellent internal consistency (Cronbach alpha = 0.863). The mean overall score for students was 4.1 (indicative of a favorable perception—it was greater than 3.0, which is the cutoff point for neutral).

Table 3. Descriptive Statistics and Chi-square Results for Students' Questionnaire

Factor	M	SD	Chi	P-value
When the teacher uses gamification, the lesson becomes interesting	4.44	0.87	335.44	0.00**
I want the teacher to make more lessons using gamification	4.20	0.95	196.95	0.00**
I wish to attend classes for a teacher who uses gamification	4.37	0.91	288.1	0.00**
When gamification is implemented, my comprehension for the lesson becomes easier	4.42	0.89	333.16	0.00**
When gamification is incorporated in the lesson, I feel that it increases the competitiveness in the class	4.37	0.93	295.64	0.00**
I collaborate with my classmates a lot when gamification is used	4.24	0.979	220.88	0.00**
I always want to participate in activities where gamification tools are used	4.31	0.93	261.51	0.00**
When gamification tools are used, I notice that my classmates want to participate in the lesson	4.35	0.98	287.7	0.00**
When gamification is used, I feel extremely motivated during the lessons	4.43	0.88	332.49	0.00**
Gamified lessons make me feel confident to try and learn	4.35	0.88	276.74	0.00**
Using gamification in the class makes my engagement better in the lesson	4.35	0.94	281.01	0.00**
I benefit more from lessons that use gamification and include enthusiasm	4.45	0.91	366.00	0.00**

In general, there was positive feedback from respondents in relation to the role of gamification in enhancing students' motivation, with a high level of agreement for all items. The mean score for participants' perceptions was between agree and strongly agree ( $M=4.2$ ,  $SD=0.95$  and  $M=4.45$ ,  $SD=0.91$ , respectively). See Table 3 (indicative of a favorable perception because it is greater than 3.0, which is the cutoff point for neutral). All students were in favor of introducing gamification in their classes; the overall mean and standard deviation were  $M=4.35$  and  $SD=0.99$ . So, the results showed that gamification is a favorite type of lesson, that is, an interesting and exciting teaching method for students.

#### 4.5 Inferential Statistics

A Chi-square goodness-of-fit test was performed to determine whether the proportion of all factors (twelve statements) was equal among the five groups on the Likert scale. Table 2, Test Statistics, provides the actual of the Chi-square goodness-of-fit test. We can see from this table that the test statistics are statistically significant:  $\chi^2(4)$ ,  $p<.0001$ , for all factors. Therefore, we can reject the null hypothesis and conclude that there are statistically significant differences in the responses of the teachers, with more teachers preferring using gamification in their classrooms.

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### 5. Discussion

The current study was done to investigate how students and teachers in public schools in the city of Jeddah feel about implementing gamification to their educational environment. The investigation answered questions associated with English language teachers in the context of the study. The study looked at observation of teachers in class during the use of gamification. Additionally, the researchers investigated the application of gamification

from the point of view of those teachers and their perceptions of how student levels of motivation were affected by implementing these strategies. Additionally, this study sought to answer questions related to the students' opinions regarding this teaching approach, and their feelings toward how gamification changes the classroom environment. It also looked at whether their motivation would be enhanced by the use of these methods. The results indicate that teachers have positive attitudes toward the use of gamification in their English language classes, answering the question: "What are teachers' perceptions of using gamification?"

Students who participated in the close-ended questionnaire positively considered the use of gamification in their classes as a tool that increases their motivation. These findings answer the research questions: "Does gamification enhance students' motivation?" and "What are students' attitudes toward gamified classes?" These results are in line with previous research that highlighted the use of gamification as beneficial and useful in increasing motivation (Resmayani & Putra, 2020; Muhammad, Alfulaih, & Elsayed, 2018; Arce & Valdivia, 2020; Fithriani, 2021).

The results show that male teachers, who represent the majority of the participants, and female teachers who completed the teachers' questionnaire observed gamification when this approach was used and agreed that their students had the tendency to participate more than classes that followed traditional strategies. This agrees with the findings of Al-Bogami and Elyas (2020), who illustrated that the use of apps in class, including gamified apps on iPads, made the students more active than those who did not use these tools. Additionally, low-achieving students were found to participate when gamified tools were utilized in class, and this is supported by research that explored this issue from the teacher's point of view. Additionally, teachers think it may not be easy to incorporate gamification in the language classroom, which has been shown in the low level of agreement on the statement "It is not too difficult to be applied in class." In this study, some teachers thought using gamification would take a lot of time and effort. That agrees with the findings of Sánchez-Mena and Martí-Parreño (2017), who concluded that time issues and the learning setting can hinder the use of gamified tools. The results of the students' questionnaire in this study revealed that students, both male and female, prefer classes that include the use of gamification, as illustrated through their responses. They agreed that in English language classes where teachers use gamified activities, the lessons become interesting, and they wish that teacher would keep using such tools. The level of comprehension for the lessons is supported by getting use of gamification in class, and this is also demonstrated by studies that showed gamification as a tool to develop learning experience. Al Shra'ah (2021) explored in a quasi-experimental study the power of the gamified tool Kahoot! and concluded that students' comprehension and learning become better with gamification. Moreover, students agreed that the classroom environment has been influenced by the use of gamified tools in that they collaborate, compete, and engage better; that serves as an opportunity to improve education. To this end, the research question "To what extent does gamification change the classroom environment?" is clearly answered. These findings agree with a study by Almusharraf (2021), which highlighted Kahoot! as a useful and recommended it as an instrument to create competition and improve learning.

## **6. Limitations**

The study's investigation of the role of gamification to enhance the motivation of students was restricted to the context of public schools in Jeddah, Saudi Arabia. That means results should not be generalized to other educational settings, including international private schools and language institutes. Another limitation is that elementary school students were not involved in the study because it was hard for them to read and understand the statements in the questionnaire. Finally, the size of the sample would have been better if it included more teachers and students; however, the time constraints did not allow for additional recruitment.

## **7. Recommendations**

Based on the findings of the current study, we hope to inspire future research to clearly examine the role of gamification in English language classes. Research should tackle the topic of gamification with a wider sample utilizing different approaches and designs. Classroom action research can be used to provide a better understanding of what gamification can do for English language learners in EFL contexts in Saudi Arabia. Further exploration may include primary school students' perceptions of gamification. Future studies may look at specific elements within gamification and its influence on public school students' motivation. Furthermore, researchers may investigate the usefulness of recent and new applications that are considered gamified tools in the English class.

## **8. Conclusion**

Teachers of English in the context of Saudi public schools are faced with many difficulties during the learning process. Among these challenges is that students are not interested in the English class. In this regard, gamification is suggested as a tool that teachers can use to lead students to have a higher degree of engagement and motivation in learning. Upon investigating the role gamification plays in favor of students' motivation, the study proved that

teachers and students alike had positive perceptions toward gamification as a learning tool inside the classroom. Furthermore, the results showed that gamification enhanced students' motivation toward learning English. Concerning teachers' opinions about gamification, the study gave strong evidence that teachers positively considered gamification as a method for teaching English, and they described that using such gamified tools boosted motivation. The findings also illustrated that gamified applications utilized in English class changed the class positively, and students agreed on the beneficial aspects of these tools. So, the researchers highly recommend implementing gamification as a trusted method to improve the performance of English language students in different levels of education.

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The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

#### **Data sharing statement**

No additional data are available.

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