



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA SCHOOL OF
EDUCATION AND LANGUAGES PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGE**

**“GAMIFICATION IN ENGLISH LANGUAGE TEACHING ELEMENTARY
SCHOOL ”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper entitled “GAMIFICATION IN ENGLISH LANGUAGE TEACHING ELEMENTARY SCHOOL” prepared by ANABEL PATRICIA PEZO SEGARRA an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declared that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



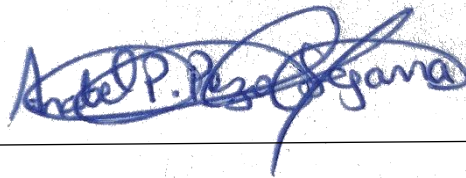
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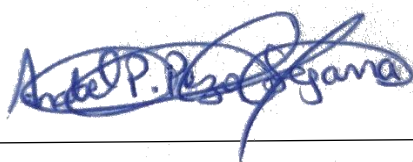


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Declaration: The content of the following graduation work is my responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

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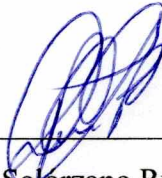
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Acknowledgment

First, I want to thank God for always being by my side, granting me health, strength, and wisdom to continue and complete my studies. To my parents, for being the fundamental pillars of my personal and professional development, for their unconditional support, and for motivating me to persevere at every stage of this journey. To my children, who are my greatest inspiration and the main reason I strive to improve myself every day.

Their love, patience, and understanding gave me the strength to never give up and to fight for this dream. To my classmates, who accompanied me from the beginning of this academic process, sharing learning experiences, efforts, and supporting each other to grow professionally. And finally, to my professors, who guided us with dedication, commitment, and a passion for teaching, constantly motivating us to give our best. Without their guidance and support, this achievement would not have been possible.

Today, I complete a very important stage of my life, and this achievement belongs to every one of you. I will always carry you in my heart.

Pezo Segarra Anabel Patricia

Dedication

I dedicate this project first to God for giving me the strength and guidance to complete this important stage of my life. I also dedicate it to my family, especially my children, and to the people who have always believed in me. Their constant encouragement, love, and support gave me the motivation to keep moving forward, even during difficult moments.

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-With all my love, Pezo Segarra Anabel Patricia.

Abstract

This research explored English teachers' perceptions of using gamification in English language teaching. The study aimed to examine the significance of gamification in English language instruction by exploring teachers' views and experiences related to classroom practices and student involvement. It involved five English teachers from two private educational institutions in Playas canton and followed a qualitative phenomenological approach through individual interviews. The findings showed that all participants considered gamification a useful teaching strategy because it helped make lessons more interesting and encouraged students to participate more actively in class. The teachers also mentioned that game-based activities increased students' motivation, confidence, interaction, and interest in learning English. At the same time, the participants explained that using gamification successfully depends on several factors. They pointed out that access to technology, enough time to prepare activities, continuous teacher training, and support from the school are important for achieving positive results. Some teachers also explained that they combine digital platforms with traditional games to adapt their lessons to the resources available and the needs of their students. The study suggests that gamification can be an effective strategy for improving English language teaching when it is carefully planned and supported by appropriate resources and professional development. The findings may also help teachers and educational institutions better understand how gamification can be used to create more engaging and meaningful learning experiences in the English classroom.

Keywords: Gamification, English language teaching, teachers' perceptions, student engagement, motivation.

Resumen

Esta investigación exploró las percepciones de los docentes de inglés sobre el uso de la gamificación en la enseñanza del idioma inglés. El estudio tuvo como objetivo examinar la importancia de la gamificación en la enseñanza del inglés mediante la exploración de las opiniones y experiencias de las docentes relacionadas con las prácticas en el aula y la participación de los estudiantes. En la investigación participaron cinco docentes de inglés de dos instituciones educativas privadas del cantón Playas y se adoptó un enfoque cualitativo de tipo fenomenológico a través de entrevistas individuales. Los resultados mostraron que todos los participantes consideraron la gamificación una estrategia de enseñanza útil, ya que contribuía a hacer las clases más interesantes y fomentaba una participación más activa de los estudiantes. Asimismo, los docentes señalaron que las actividades basadas en juegos incrementaban la motivación, la confianza, la interacción y el interés de los estudiantes por aprender inglés. Al mismo tiempo, los participantes explicaron que la implementación de la gamificación depende de diversos factores. Entre ellos destacaron el acceso a recursos tecnológicos, el tiempo necesario para planificar las actividades, la capacitación continua de los docentes y el apoyo brindado por las instituciones educativas. Algunos profesores también mencionaron que combinan plataformas digitales con juegos tradicionales para adaptar sus clases a los recursos disponibles y a las necesidades de sus estudiantes. Los resultados sugieren que la gamificación puede convertirse en una estrategia eficaz para fortalecer la enseñanza del inglés cuando su aplicación se basa en una planificación adecuada y cuenta con los recursos y el acompañamiento necesarios. Asimismo, esta investigación aporta información que puede resultar útil para docentes e instituciones educativas interesadas en promover experiencias de aprendizaje más dinámicas, participativas y significativas en las clases de inglés.

Palabras clave: gamificación, enseñanza del idioma inglés, percepciones de los docentes, participación estudiantil, motivación.

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Introduction

In recent years, English teaching has been changing quite a lot because teachers are looking for ways to make classes more engaging and meaningful for students. One approach that has gained attention is gamification, which uses elements of games in classroom activities to increase motivation and participation. Even though this strategy is becoming more popular, it is not always applied in the same way in all classrooms, especially when teachers do not have enough training, time, or technological resources.

Previous international studies have shown that gamification can improve students' motivation, participation, and interest in learning English (Zhang & Hasim, 2023; Peláez & Solano, 2023). In Ecuador, Preciado Asanza et al. (2024) found that gamification can also be effective in English classes when teachers adapt the activities to their students and classroom context. However, many English classes in Ecuador still use traditional teaching methods, which do not always encourage students to speak or take an active part in class. Although educational policies support the use of more innovative teaching strategies, these ideas are not always applied in everyday classroom practice. For this reason, this study explores how English teachers use gamification and how they describe their own experiences with this teaching strategy.

This study is important because it helps to better understand how gamification can support English learning, especially in terms of student motivation and classroom participation. The information collected may also be useful for improving teaching practices and supporting teachers in their professional development.

The scope of this research is limited to a qualitative phenomenological study. It focuses on the experiences of five English teachers from two private schools in Playas canton. The study does not aim to measure results with numbers, but rather to understand how teachers experience and interpret the use of gamification in their daily teaching practice.

The general objective of this research is to examine the significance of gamification in English language instruction by exploring teachers' views and experiences related to classroom practices and student involvement.

The specific objectives are:

- To explore teachers' opinions about gamification as a teaching strategy in English classes.
- To describe the ways teachers use gamified activities in their lessons.
- To identify the challenges teachers face when applying gamification in the classroom.

The study was conducted with five English teachers from two private educational institutions in the Playas canton. Their experiences provide valuable information about the ways gamification is used, the benefits they have observed, and the challenges they encounter when incorporating these strategies into their lessons.

It is expected that the findings will contribute to a better understanding of how gamification can support English language learning from teachers' perspectives. In addition, the results may serve as a useful reference for educators and educational institutions interested in strengthening classroom practices that encourage students' motivation, participation, and language development.

Chapter I

The Problem

Research Topic

English Language Teaching and Gamification.

Title

Gamification in English Language Teaching at an Elementary School.

Problem Statement

Nowadays, teaching English at the elementary school level has become very important because children begin to develop communication, social, and cognitive skills from an early age. Around the world, many educational systems have started to promote innovative teaching methods that make students participate more actively in the learning process. In this context, gamification has gained attention as a teaching strategy because it incorporates games and playful activities into the classroom to make learning more motivating and interactive (Azhariah-Rachman, 2023).

In Ecuador, English language teaching still represents a challenge, especially at the elementary level, where many teachers continue using traditional methods based mainly on memorization and repetition. As a consequence, students often feel bored, unmotivated, and less interested in learning English. Although some teachers try to include dynamic activities in their classes, the use of gamification is still limited in many educational institutions. Previous studies mention that playful and interactive activities can help students participate more actively and feel more comfortable during the learning process (Orosz et al., 2021).

Specifically in the Playas canton, province of Guayas, it is common to observe that English classes continue following traditional teaching approaches that do not always encourage participation or communication in the language. This situation can affect students' interest and motivation toward English learning from the elementary stage. In addition,

although gamification has become a popular topic in education, there is still little qualitative research focused on teachers' perceptions and experiences regarding the use of gamified activities in elementary English classrooms in this local context.

For this reason, the problem of this research is centered on understanding how English teachers perceive and use gamification in their classes, as well as the difficulties they face when applying these strategies in the teaching process. Therefore, this study aims to explore teachers' perceptions and experiences regarding gamification in English language teaching at the elementary school level.

Justification

It is important to investigate this topic because many students at the elementary level show little interest and motivation during English classes, especially when traditional teaching methods are frequently used. In many cases, classes based only on memorization and repetition do not create an interactive environment where students feel motivated to participate. For this reason, gamification appears as an alternative strategy that can make English learning more dynamic, engaging, and enjoyable for students.

From a theoretical perspective, this research contributes to the understanding of gamification in English language teaching by focusing on teachers' perceptions and experiences. Several studies have shown that gamified activities can promote motivation, participation, and classroom interaction, especially in young learners (Foster, 2025).

From a practical perspective, this study may help teachers recognize different ways to use games and interactive activities in English classes. It may also encourage teachers to reflect on their teaching practices and explore more creative strategies adapted to students' needs and interests.

From a contextual perspective, this research is relevant because few studies have explored teachers' experiences with gamification in elementary English classrooms in the Playas canton. Therefore, this study seeks to provide information about how teachers

perceive and use gamification in their classrooms and the challenges they experience during this process.

Overall, this research highlights the importance of promoting innovative and motivating methodologies that support English language learning from the elementary level and create more meaningful educational experiences for students.

Scope of the Research

This study will be conducted in the Playas canton and will involve five English teachers who work at the elementary education level. The research focuses mainly on teachers' perceptions and experiences regarding the use of gamification in English language teaching.

This study does not evaluate students' academic performance or curriculum design. Instead, it seeks to explore how teachers use gamified activities in their classes, how they perceive these strategies, and what challenges they experience while applying them in the teaching process.

Problem Question

What is the significance of gamification in English language instruction according to teachers?

Specific Questions

1. How do English educators view gamification as a classroom teaching approach?
2. In what ways do teachers implement gamified techniques in elementary English classes? .
3. What obstacles do educators encounter when integrating gamification into their teaching methods?

General Objective

To examine the significance of gamification in English language instruction by exploring teachers' views and experiences related to classroom practices and student involvement.

Specific Objectives

- To explore educators' views on gamification as an instructional approach in English language teaching.
- To outline the methods teachers employ to integrate gamified strategies in elementary English classrooms.
- To examine the obstacles instructors encounter when implementing gamification in their teaching practices.

Chapter II

Background

Playful learning has become common in the teaching of English in recent years. This innovative strategy has positive results in English learning, especially in elementary school. Teachers are currently looking for strategies to move away from the traditional method, such as memorization and repetition. Therefore, educators and researchers have determined gamification to be an interactive method that favors language learning. Studies indicate that gamification is very important and plays a beneficial role in learning initiatives at the elementary level, as noted by (Zhang & Hasim, 2023).

This method fosters engagement and motivation, improving academic performance during the learning process. Previous studies have shown that incorporating gamification into educational practices can generate favorable results as it creates a more dynamic and enjoyable learning environment. This favors the interests of students and contributes to the development of language learning. In addition, some researchers analyzed the effects of gamified formative assessments using Quizizz in an English as a foreign language classroom. Their findings highlighted that immediate feedback and interactive competition have a positive impact on language acquisition.

According to (Zhang & Crawford, 2024) gamified tools enhance learners' processes and significantly boost their motivation to learn. They also underline how interactivity positively impacts language learning at the elementary level. Additionally, (Solano, 2023) observed that gamification aids in acquiring and practicing English among primary school students and concluded that digital resources associated with gamification are invaluable in education. Another study (Aal-Asheakh, 2024) found that English skills, particularly speaking, develop from a young age, especially in primary school. They asserted that gamification significantly enhances students' speech capabilities, promotes classroom participation, and fosters student confidence.

Similarly, (Garcia-Garcia et al., 2025) pointed out that failing to integrate innovative teaching strategies like gamification can detrimentally affect education at the elementary level. In summary, the existing literature emphasizes that gamification is a very effective approach that improves language education, fosters collaboration among students, and enhances their language abilities. The success of these benefits primarily relies on the teaching methods used by educators, including their lesson planning and instructional delivery. This research intends to provide valuable insights into how gamification can improve English language teaching in primary schools across Ecuador.

Gamification as an Innovative Pedagogical Strategy

The foundation of this research is grounded in innovative, student-centered teaching methodologies designed to enhance active participation, motivation, and meaningful learning in English language instruction at the primary level. In this context, gamification is viewed as an educational strategy that transforms conventional classes into more dynamic, engaging, and motivating experiences by incorporating game elements such as points, rewards, badges, challenges, and rankings.

Furthermore, this method is based on educational ideas such as active learning, constructivism, collaborative learning, and the communicative approach to language teaching. These ideas encourage students to work together, take part in class activities, and use English in meaningful situations. Through these experiences, students have more chances to improve their communication skills. Gamification also helps create lessons that are more interesting and enjoyable, which can increase students' interest in learning English. According to (Hasim, 2023).

Both teachers and students experience a more positive classroom environment, making it easier for students to learn and practice English. They defined that gamified tools favor the students' process since their motivation to learn grows. They also emphasize that interactivity has a favorable influence on language learning at the Elementary level.

In addition, (Pelaez and Solano , 2023) according to their statement, after their practice with gamification used in a class with primary school children, they concluded that this method helps with the acquisition and interaction of English, and it is demonstrated that gamification digital resources are of great support in education. After his research concluded that English skills, especially speaking, begin from a very early stage, such as primary school, he affirmed that gamification significantly improves the skills of being able to give a speech, encourages participation in the classroom, and provides safety for students. Likewise, (Garcia-Garcia et , 2025) ,detail that not using innovations in teaching, such as gamification, negatively affects education, especially at the elementary level.

In summary, the literature review agrees that gamification is an effective strategy that favors language teaching, improves students' collaborative work in the classroom, and enhances their skills. However, the effectiveness of these results stems from the teachers' methodology, from their planning to the execution of each class they deliver. This research supports contributions and also requires contributing to the analysis of how gamification can help in improving the teaching of the English language in primary education in Ecuador.

Gamification as an innovative Pedagogical strategy

The pedagogical basis of this research rests on innovative, student-centered methodologies that aim to strengthen active participation, motivation, and meaningful learning in English language teaching at the primary level. In this context, gamification is understood as an educational strategy that transforms traditional classes into more dynamic, interactive, and motivating experiences using game elements such as points.

Furthermore, this approach aligns with educational theories such as active learning, constructivism, collaborative learning, and the communicative approach to language teaching, as well as the development of students' communicative skills. Gamification drives participation and promotes the teaching of the English language. In addition, (zhang and hasim, 2023) to the commitment on the part of the students, the teachers also feel in a favorable environment, since it is a very favorable environment for both educators and students, which facilitates the acquisition of English in the classrooms.

Motivation and participation in elementary school

Gamification has become an important strategy in elementary school; children respond positively to this methodology, according to (Mohammed et al., 2024). They affirm that the innovative use of gamification increases cognition and assumes great academic achievement since it is based on pleasant and stimulating learning. Their research affirmed that these activities improve attention and interest, especially from an early age. Gamification has become an important strategy in elementary school.

Constructivism

According to Piaget (1976), in *The Child and Reality: Problems of Genetic Psychology*, children construct knowledge through active engagement and interaction with their environment, supporting the idea of experiential learning that constructivism advocates. Vygotsky, L. S. (1978). Emphasizes that learning is strengthened through interaction with others, including comparative activities. This vision supports the use of gamification since it is composed of dynamics that stimulate collaborative work and meaningful learning.

In primary English education, constructivism supports the use of gamification because children learn more effectively when they explore, collaborate, solve challenges, and take part in interactive activities. Through game-based tasks, students become actively involved in the English learning process, which helps them improve their vocabulary, communication skills, motivation, and confidence in using the language.

Active Learning

Active learning refers to teaching methods in which students actively engage in the learning process through interaction, collaboration, games, and problem-solving activities. In elementary English education, this approach is especially important. Children learn language more effectively when they participate and communicate learning by incorporating elements such as points, rewards, levels, teamwork, and challenges that increase students' motivation

and classroom participation. Recent research has highlighted the positive effects of gamification on active learning in the English classroom (Gunawan, 2025)

Observe that vocabulary, reading, writing, speaking, and listening skills improve because learners participate actively in meaningful and learner-centered activities. Applications increase elementary students' motivation and engagement through interactive elements such as missions.

Gamification as a Curriculum Strategy

Curriculum design plays an important role in the use of gamification in English language teaching because classroom activities need to be connected to learning objectives, students' needs, and educational standards. Gamified lessons should not focus only on fun or entertainment; they should also help students develop communicative skills, improve vocabulary, and achieve meaningful learning experiences in English.

According to (Kamalodeen, 2021) explain that successful gamification in elementary education requires activities that motivate students and support their learning process step by step. Their research highlights that gamified curriculum design should include teamwork, different challenge levels, feedback, and interactive activities adapted to children's age and developmental stage. In the same way, (Solano, 2023) mention that gamified multimedia activities positively influence English learning because educational games can be planned according to curriculum goals and classroom needs. Their study showed that including gamification in curriculum planning improves students' participation, interest, and learning outcomes in elementary education.

Within the Ecuadorian context, (Preciado Asanza et al., 2024) state that gamification can become an effective motivational strategy in EFL classrooms with limited resources when activities are adapted to the educational reality and curricular requirements. Their research emphasizes that curriculum planning should consider students' context, available materials, and pedagogical objectives in order to create meaningful English learning experiences.

Likewise, (Cubi-Asqui et al, 2025). Explain that gamification in elementary English education should be applied through organized and contextualized curricular strategies that encourage motivation, vocabulary development, and classroom participation. Their findings demonstrate that proper curriculum planning and teacher preparation are essential for integrating meaningful gamified experiences into English language teaching.

Theoretical basis

The theoretical basis of this research is supported by conceptual frameworks that explain how gamification influences motivation, participation, interaction, and English language learning at the elementary level. These frameworks help to understand the pedagogical and psychological processes involved in game-based learning environments. Gamification is considered an innovative educational approach because it combines interactive activities, collaborative learning, and motivational elements that encourage students to participate actively in English classes.

Recent studies indicate that gamification positively affects students' engagement and learning outcomes in English language teaching. According to (Zhang and Hasim , 2023)gamification improves students' motivation, classroom participation, and language performance because learners interact more actively with educational content through games, challenges, rewards, and collaborative tasks. Their systematic review also highlights that gamified learning environments create meaningful and enjoyable experiences that facilitate English language acquisition among elementary students.

Similarly, (Sailer & Homner , 2020)explain that gamification supports cognitive, emotional, and social engagement in educational environments. Their research demonstrates that game-based activities increase students' interest and participation because learners feel motivated to complete challenges and interact with classmates during classroom activities. Consequently, gamification supports student-centered learning processes in elementary English education.

Social Cognitive Theory by Albert Bandura

This research is also supported by the Social Cognitive Theory developed by Albert Bandura. Bandura (1986) explains that learning occurs through observation, interaction, imitation, and social experiences. According to this theory, observing the behavior, attitudes, and actions of others in their environment.

In gamified English language classrooms, elementary students learn through interaction with classmates, collaborative activities, teamwork, and role-playing games. Gamification promotes social participation because learners observe and imitate language use during communicative activities, which strengthens vocabulary acquisition and speaking skills. According to Bandura which refers to students' beliefs in their ability to succeed in learning tasks.

Recent studies support the relationship between gamification and social cognitive learning. (Aal-Asheakh & Saud, 2024) found that gamification improves elementary students' speaking skills, motivation, and confidence because learners feel more secure and motivated when participating in collaborative game-based activities. Their research demonstrates that interaction and positive reinforcement encourage students to communicate more actively in English classrooms.

Critical Pedagogy and Gamification

Critical pedagogy is another important foundation of this research because it focuses on participation, reflection, autonomy, and meaningful learning. According to (Freire, 1970) students should not be passive recipients of information. Instead, education should encourage learners to participate actively, express their ideas, and build knowledge through interaction and dialogue. Gamification is connected to critical pedagogy because it changes traditional teacher-centered instruction into more interactive and student-centered learning experiences. Through games, challenges, teamwork, and problem-solving activities, students become active participants in the learning process. In English classes, gamified activities encourage learners to communicate, collaborate, and use creativity while practicing language skills.

According to (Expósito, 2024) , gamification works as an active methodology that promotes creativity, participation, and communication among elementary students learning English. Their study showed that students become more motivated and autonomous when classroom activities include playful and interactive strategies. Similarly, (Preciado Asanza et al. , 2024) explain that gamification in Ecuadorian EFL classrooms encourages participation and meaningful learning, even in schools with limited resources.

For this reason, critical pedagogy supports the use of gamification because both approaches value participation, collaboration, creativity, and meaningful learning experiences in English language teaching.

Bloom's Taxonomy and Gamification

Bloom's Taxonomy is also an important framework for this research because it explains how students develop different cognitive skills during the learning process. According to (Benjamin Bloom , 1956), learning progresses through several levels: remembering, understanding, applying, analyzing, evaluating, and creating. Gamification supports these cognitive processes because game-based activities help students use different thinking skills while learning English. For example, learners can remember vocabulary through games, understand instructions during activities, apply language in communicative tasks, analyze information during challenges, evaluate answers in competitions, and create ideas during collaborative projects or role-playing activities.

Recent studies also connect gamification with cognitive development. (Casanova Mata , 2023) found that gamified English activities improve students' attention, problem-solving skills, motivation, and language competence because learners participate actively in interactive and communicative tasks. Likewise, (Peláez and Solano , 2023) Explain that gamified multimedia experiences strengthen vocabulary learning, creativity, participation, and meaningful learning among elementary students.

Additionally, gamification promotes higher-order thinking skills because students participate in decision-making activities, collaborative challenges, and problem-solving

situations. Therefore, Bloom's Taxonomy helps explain how gamified strategies contribute not only to language learning but also to students' cognitive development in elementary English education.

Organic Law of Intercultural Education (LOEI)

This law establishes that English teachers have the right and the responsibility to participate in continuing education programs, which are essential for their professional growth. Likewise, it is important to emphasize that educational quality depends directly on the teacher's commitment to continuous improvement and professional development. Therefore, it agrees that universities should promote programs that encourage innovation and teacher development, aligning with international standards that emphasize continuous teacher training as an essential foundation for achieving modern, quality education. (LOEI, 2011).

In relation to this research, gamification aligns with these educational principles because it promotes active participation, collaboration, creativity, and motivation during English classes. Through interactive games and dynamic activities, elementary students become more involved in the learning process and develop language skills in meaningful ways.

UNESCO Educational Policies

At the international level, UNESCO emphasizes the importance of educational innovation, inclusion, and technology integration in modern learning environments. (UNESCO, 2021) highlights that active and student-centered methodologies contribute positively to students' participation, creativity, and digital competencies in 21st-century education.

Gamification is related to these international educational goals because it combines technology, interaction, and meaningful learning experiences in English classrooms. In addition, gamified activities encourage students to participate actively and develop communication skills through collaborative learning experiences.

Chapter III

Research Method

This study uses a qualitative approach because it allows to cover with accuracy and depth through the experiences and perceptions of English teachers. This method emphasizes the analysis through the usual educational practices; it considers the opinions and experiences of the participants; therefore, it allows us to understand in a clear and precise way, reaching the educational reality and the factors that influence the teaching and learning process. (Creswell, 2013)

Type of Research

A phenomenological approach will be applied to investigate their teaching methods through the experiences and training of teachers. It emphasizes understanding phenomena from the perspective of those experiences, rather than imposing preconceived notions or theories on the findings. (Creswell, 2023)

Data Collection Technique

Data Collection Technique: Semi-structured interviews will be conducted with each teacher individually to obtain detailed information about the professional development, process, and the teaching experiences of each teacher in the classroom, always maintaining a strong relationship with both the objectives and the research questions.

Instrument

The interview process will be carried out through an open questionnaire of eight questions, which can be carried out in person or online, depending on the availability of each professor. This technique seeks to analyze how English teachers perceive and apply their methodological training when integrating innovative strategies in their classes.

Data Collection, Processing, and Resources

In this research, qualitative data will be obtained through semi-structured individual interviews to know the experiences of teachers regarding the use of gamification in language teaching, it will be carried out in two private institutions with elementary level teachers, it will be carried out two weeks after the end of the academic period, it is considered that the interview will last fifteen and twenty minutes, which will be done virtually or in person. All sessions will be recorded in both audio and video formats, and the recordings will be transcribed carefully; these transcripts will be meticulously verified for accuracy before analysis. This approach aims to demonstrate the relationship between English teachers' methodological training and educational innovation, underscoring the importance of ongoing professional development in improving teaching effectiveness.

Population and Sample

This research will take place in three private educational institutions in the Playas canton. Participants will be randomly selected, considering the valuable insights that interviewees can contribute to the analysis (Patton, 2021). The sample will consist of five English teachers at the elementary level, which will enhance the understanding of institutional support and expectations regarding pedagogical innovation.

Chapter IV

The selected teachers shared their opinions about the training and how they applied gamification strategies in their English classes. Information was collected through semi-structured interviews, which provided participants with the opportunity to express their ideas freely and reflect on their teaching experiences. The findings revealed that teachers from both institutions have different perspectives and levels of understanding regarding their pedagogical preparation for gamification in the learning process.

Overall, the teachers built their viewpoints based on their professional knowledge of educational gamification in English language teaching. They provided thoughtful insights into the strategies and techniques they use in the classroom and discussed their impact on student learning. Additionally, participants acknowledge that incorporating gamification is both practical and beneficial, recognizing its potential to enhance engagement and motivation.

Interpretation of Data from the Interviews.

From the questionnaire of the research about Gamification in the English language, elementary school English teachers were examined to uncover the key themes associated with the application of gamification in English language teaching. After analyzing the information collected, four main categories were identified for a more detailed analysis. These categories are presented in the table, which summarizes and organizes the information provided by the participants from the teachers' responses. It was possible to know their own opinions on the importance of gamification as they use it in English classes, and the changes they have observed in the learning and participation of the students. Students and the main difficulties they face when applying this strategy in the classroom. This analysis of the category sheds light on the main research question as well as the three specific research questions that shaped the focus of this study.

The first category, Teachers' Understanding and Perceptions of Gamification, answers the first specific research question by examining how English teachers perceive gamification

as a teaching method. Participants characterized gamification as a modern, student-focused approach that integrates game elements into English lessons to cultivate meaningful and enjoyable learning experiences. The results coincide with Zhang and Hasim et., al (2023) who state that gamification increases motivation in learning

The second category, Classroom Implementation of Gamification, addresses the second specific research question by detailing how teachers incorporate gamified strategies into elementary English classes. Participants shared that they use Digital Platforms like Kahoot, Quizizz, Wordwall, and Moodle can strengthen vocabulary, grammar, pronunciation, and communication abilities. The participants indicated that the success of gamification does not depend only on the use of recreational activities, but also on adequate lesson planning, creativity of each teacher, and the skill in the use of technology and digital tools. These results coincide with the research of Martín Párraga et al. (2023).

The third category, Perceived Effect of Gamification on Students' Learning, provides valuable information to answer the main research question by describing teachers' opinions about the benefits of gamification in English classes. According to the participants, using game-based activities helps students become more motivated, confident, and involved in the learning process. Teachers also mentioned that these activities encourage students to participate more often, improve their vocabulary, develop better communication skills, and work together with their classmates.

These findings are in line with Kapp (2012), who stated that gamification promotes active participation and motivates students to learn. Likewise, Peláez and Solano (2023) and Saud (2024) found that gamification contributes to English language learning by supporting speaking skills, increasing classroom interaction, and encouraging greater student participation. Overall, this category suggests that teachers see gamification as a useful teaching strategy that creates a more active and engaging learning environment.

The last category, Challenges and Support for Effective Gamification, answers the third specific research question by describing the main difficulties teachers experience when using gamification in English classes. Although participants acknowledged that gamification

has many benefits for teaching, they also mentioned some difficulties when using it. Among the main ones are the lack of technological resources, problems with internet connection, little time to prepare activities with games and the need to receive more training to apply this strategy properly. In addition, the teachers commented that the support of educational institutions is important to be able to incorporate gamification constantly in their classes.

These findings are consistent with the study by Pérez-Jorge et al. (2025), which showed that poor technological infrastructure and limited teacher training can reduce the success of innovative teaching strategies. Likewise, Preciado Asanza et al. (2024) emphasized that institutional support and teaching strategies adapted to the local educational context are important for the successful implementation of gamification in Ecuadorian schools.

The findings of this study indicate that gamification can be a valuable teaching strategy for English language learning at the elementary level. According to the teachers, game-based activities help students become more motivated, participate more in class, feel more confident, and improve their English skills because the lessons are more interesting and engaging. They also explained that using gamification successfully depends on several factors, such as having access to technology, receiving ongoing teacher training, getting support from the school, and having enough time to prepare classroom activities. When these conditions are met, teachers believe that gamification can make teaching more effective and provide students with a better learning experience.

Questions report

Table 1

Results obtained from experienced teachers with gamification in English language teaching in elementary school are compared with the literature review.

Categories	Answers	Authors
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1)Teachers' understanding and perceptions of gamification.	Teachers perceived gamification as an effective strategy that integrates game elements into English lessons to increase students' motivation, all while creating a positive learning environment	These findings are consistent with (Zhang and Hasim, 2023)who reported that gamification promotes motivation and meaningful learning. Similarly, (Crawford, 2024)found that gamified activities increase students' engagement and participation through interactive learning experiences.
2)Classroom implementation of gamification	Teachers indicated that they utilize digital platforms like Kahoot, Quizizz, Wordwall, and Moodle to strengthen English skills and foster engaging learning experiences. They highlighted the importance of having digital skills for an effective environment.	These findings agree with (al., 2023), who highlighted the importance of teachers' digital competencies for implementing gamification. Likewise, Kamalodeen (2021) emphasized that successful gamification requires careful planning and alignment with curriculum objectives.
3)Perceived effect of gamification on students' learning	Teachers agreed that gamification increases students' motivation,	These results align with the conclusions of (Kapp, 2012) who noted that

	participation, confidence, and engagement while improving vocabulary development and communication skills.	gamification enhances motivation and encourages active involvement. Furthermore, they are in agreement with the findings of (Pelaez and Solano, 2023) which indicated beneficial impacts on English language learning, speaking abilities, and engagement in the classroom.
4) Challenges and support for effective gamification	Teachers interviewed indicated limited technological resources, insufficient preparation time, and the need for continuous professional development as the main barriers to implementing gamification effectively.	The results align with the work of (Perez - Jorge et al.) who noted that a lack of training and technological resources hinders pedagogical innovation. In a related perspective, (Preciado asanza et al., 2025) highlighted the necessity of institutional support and the importance of tailoring gamification to fit the Ecuadorian educational environment.

Note 1: This table summarizes findings from interviews with elementary school English teachers about their experiences and views on using gamification in language teaching, alongside insights from the literature review.

Chapter V

Conclusions and recommendations

The main objective of this study is to investigate the experiences of elementary school English teachers with gamification in language instruction. Participants displayed a clear understanding of gamification, characterizing it as an instructional method centered on students, which integrates gaming elements into classroom activities to facilitate enjoyable and meaningful learning. The teachers collectively noted that gamification enhances students' motivation, participation, engagement, and interest in learning English, thereby affirming its effectiveness as a teaching strategy. These findings indicate that teachers perceive gamification not merely as a form of entertainment, but as an effective pedagogical approach that encourages active learning and increases students' participation in classroom activities.

The study also revealed that teachers apply various strategies when implementing gamification to support the development of English language skills. Many participants reported using digital tools such as Kahoot for grammar, pronunciation, and communication skills. According to the teachers, these resources make English lessons more dynamic and interesting for students. They also encourage students to participate more actively and help them connect classroom activities with their learning goals.

The authors also pointed out that using gamification successfully requires careful lesson preparation, creative ideas, and activities that match students' learning needs. In other words, the value of gamification does not come only from using digital tools. Instead, it depends on how teachers organize the lesson and choose activities that support students' learning.

Likewise, the finding was the positive influence of gamification on student learning outcomes. Teachers consistently reported that gamified activities promote greater participation and enhance vocabulary, grammar, pronunciation, and communication skills. According to the participants, students tend to show more interest and take part more actively in English classes when learning activities include challenges, rewards, and group work. Teachers explained that these elements make lessons more engaging and encourage students to participate with greater confidence. Overall, these results suggest that gamification helps create a more dynamic classroom environment and supports both English learning and positive attitudes toward the subject.

However, even though teachers had positive opinions about gamification, they also mentioned several difficulties that affect its use in the classroom. Besides poor access to technology and unstable internet connection, participants also referred to the lack of time to plan gamified lessons, the need for continuous training, and the importance of support from the school to maintain innovative teaching practices.

These findings show that the effective use of gamification does not depend only on teachers' motivation and creativity but also on having enough resources, regular training, and a supportive school environment that allows both digital and non-digital game-based activities to be applied successfully.

Recommendations

Considering these results, schools and educational institutions should continue strengthening professional development programs that help teachers better understand gamification and its role in teaching English. These training programs should combine theory with practical classroom activities, so teachers can feel more confident when applying gamified strategies in their lessons.

Teachers are also encouraged to broaden their use of gamification by combining digital tools such as Kahoot, Quizizz, Wordwall, and Moodle with non-digital activities. These may include role plays, storytelling, flashcard games, classroom competitions, group challenges, and simple reward systems based on points. This versatile approach will help

maintain engaging learning experiences, even in environments with limited technological resources.

Moreover, educational authorities should work to improve the necessary conditions for implementing gamification by enhancing technological infrastructure, ensuring reliable internet access, providing appropriate digital resources, and allowing ample planning time for educators to create meaningful gamified activities. Schools should also foster collaborative professionals. Learning communities where teachers can share experiences, develop teaching materials, and exchange effective practices tailored to their unique contexts.

Finally, teachers should routinely reflect on the effectiveness of their gamified activities through student feedback and self-assessment to identify effective methods and areas for improvement. Ongoing reflection, supported by institutional backing and the integration of both digital and non-digital gamification strategies, will help cultivate more motivating, inclusive, and impactful English learning experiences for elementary school students.

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Annexes

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Annex A: Questionnaire

This information received in the following questionnaire is confidential, privileged,
and only for educational purposes.

1. How do you define gamification in the context of English language teaching?
2. What are your perceptions of gamification as a teaching strategy in elementary English classrooms?
3. In your experience, how does gamification influence students' engagement and motivation in learning English?
4. How do you incorporate gamification into your English lessons?
5. What gamified activities, tools, or game elements do you use most frequently in your classroom?
6. Can you describe a specific example of a gamified activity you have implemented and its outcomes?
7. What challenges have you encountered when implementing gamification in your English teaching practice?
8. What support, resources, or training would help you implement gamification more effectively in your classroom?

ANEX B: Transcriptions of interviews

Interview 1

Speaker 1 0:55

Good morning, Miss Andrea Maruri. Thank you for allowing me to do this interview. I am Anabel Pezo Segarra and I am doing this survey to gather information for my graduation thesis. Let me start with question number one. How do you define gamification in the context of English language teaching?

Speaker 2 1:09

OK, Miss Anabel, good evening. Nice to meet you and answer your questions. Gamification in English language teaching refers to the integration of game-based elements such as points, rewards, challenges, and competition within classroom activities. In elementary education, it transforms traditional lessons into more interactive and meaningful experiences. This approach helps students learn English more engagingly and enjoyably while reinforcing language skills through practice.

Speaker 1 1:05

Question number two: What are your perceptions of gamification as a teaching strategy in elementary English classrooms?

Speaker 2 1:28

I perceive gamification as a highly effective strategy for elementary learners because it adapts well to their learning style. Children are naturally motivated by play, so incorporating games into lessons increases their interest and attention. It also creates a more positive classroom environment where students feel comfortable participating without fear of making mistakes.

Speaker 1 1:05

Question number three: How does gamification influence students' engagement and motivation?

Speaker 2 1:28

Gamification has a strong impact on student motivation because it makes learning feel less like a formal task and more like an enjoyable activity. Students become more active participants and show greater willingness to complete tasks. It also reduces anxiety and encourages them to take risks when using English.

Speaker 1 1:15

Question number four: How do you incorporate gamification into your lessons?

Speaker 2 2:06

I incorporate gamification through structured activities such as quizzes, team competitions, role-playing, and interactive classroom games. These activities are carefully planned to match the learning objectives of each lesson. This allows students to practice vocabulary and grammar in a more dynamic and meaningful way.

Speaker 1 3:30

Question number five: What gamified activities, tools, or game elements do you use most frequently in your classroom?

Speaker 2 3:38

I frequently use digital tools like Kahoot and Quizizz, as well as flashcards and group-based games. These tools help maintain student interest and promote collaboration. They are especially effective for vocabulary reinforcement.

Speaker 1 1:00

Question number six: Can you describe a specific example of a gamified activity and its outcomes?

Speaker 2 1:00

One example is a vocabulary competition where students worked in teams to identify and use new words. The activity increased participation and motivation significantly. It also helped students retain vocabulary more effectively.

Speaker 1 1:06

Question number seven: What challenges have you encountered when implementing gamification in your teaching practice?

Speaker 2 1:27

The main challenges are limited class time and lack of technological resources. Sometimes it is difficult to prepare gamified activities regularly. Classroom management during competitive games can also be challenging.

Speaker 1 1:02

Question number eight: What support, resources, or training would help you implement gamification more effectively in your classroom?

Speaker 2 2:06

Teachers need more training in gamification strategies and access to digital tools. Institutional support is also important to ensure proper implementation. This would improve the effectiveness of gamified learning in English classes.

Interview 2**Speaker 1 2:00**

Good morning, Miss Paola Cruz Chalen. Thank you for allowing me to do this interview. I am Anabel Pezo Segarra, and I am doing this survey to gather information for my graduation thesis. Ok, let's start with question number one: How do you define gamification?

Speaker 1 2:00

OK, Miss Anabel, good afternoon. Nice to meet you and answer your questions. Gamification is the use of game-based elements in teaching to make learning more interactive and engaging. In English language classrooms, especially at the elementary level, it helps students learn through participation rather than memorization. It makes the learning process more enjoyable and meaningful.

Speaker 1 0:59

Question number two: How do you define gamification in the context of English language teaching?

Speaker 2 1:03

I consider gamification a very effective strategy because it fits well with the learning style of young students. They are more motivated when lessons include fun and interactive activities. It also helps improve their focus and reduces passive learning in the classroom.

Speaker 1 0:44

Question number three: How does gamification influence students' engagement and motivation?

Speaker 2 1:43

It increases engagement significantly because students feel more confident and less pressured. They participate more willingly and show greater interest in English activities. It also creates a positive learning environment.

Speaker 1 1:02

Question number four: How do you incorporate gamification into your English lessons?

Speaker 2 3:23

I incorporate gamification through group games, storytelling activities, and digital quizzes that are related to the lesson content. These activities are planned carefully to reinforce vocabulary and communication skills. They also encourage collaboration among students.

Speaker 1 1:55

Question number five: What gamified activities, tools, or game elements do you use most frequently in your classroom?

Speaker 2 2:03

I frequently use Kahoot, Quizizz, role-playing activities, and classroom games that do not

always require technology. I also use storytelling and drawing-based activities. These methods help students stay engaged and practice English in different ways.

Speaker 1 4:35

Question number six: Can you describe a specific example of a gamified activity and its outcomes?

Speaker 2 2:43

A storytelling activity where students created short group stories helped improve their speaking skills and creativity. Students were highly motivated and participated actively during presentations. It also increased their confidence when using English in front of their classmates.

Speaker 1 1:15

Question number seven: What challenges have you encountered when implementing gamification in your English teaching practice?

Speaker 2 2:23

The main challenges are limited time for preparation, lack of technological resources, and sometimes difficulties in classroom management during group activities. It can also be challenging to adapt activities to different learning levels within the same class.

Speaker 1 1:05

Question number eight: What support, resources, or training would help you implement gamification more effectively in your classroom?

Speaker 2 3:03

More training workshops focused on gamification strategies would be very helpful. Access to updated digital tools and better classroom resources is also important. Institutional support would allow teachers to apply these strategies more effectively and consistently.

Interview 3**Speaker 1 1:55**

Good morning, Miss Betzabeth Flores. Thank you for allowing me to do this interview. I am Anabel Pezo Segarra, and I am doing this survey to gather information for my graduation thesis. Let me start with question number one: How do you define gamification in the context of English language teaching?

Speaker 2 1:33

Okay, Miss Anabel, nice to meet you. According to your question, I understand gamification as a teaching approach that uses game elements to encourage students to participate actively in the learning process. It allows teachers to present English content in a way that is more attractive to children. Instead of seeing learning as an obligation, students enjoy the activities and become more interested in the lesson.

Speaker 1 2:05

Question number two: What are your perceptions of gamification as a teaching strategy in elementary English classrooms?

Speaker 2 2:13

From my point of view, gamification is especially effective with elementary students because they learn best when they can move, interact, and have fun. It helps create a friendly classroom environment where students feel comfortable expressing themselves. I also think it improves the relationship between teachers and students because lessons become more collaborative.

Speaker 1 1:00

Question number three: In your experience, how does gamification influence students' engagement and motivation in learning English?

Speaker 2 2:13

When I use game-based activities, students participate much more than in traditional lessons. They are excited to complete challenges and usually ask to repeat the activities in future classes. I have also noticed that they remember vocabulary and expressions more easily because they learn through practice instead of memorization.

Speaker 1 1:00

Question number four: How do you incorporate gamification into your English lessons?

Speaker 2 2:06

I try to include games during different parts of the lesson, such as warm-up activities, vocabulary practice, or lesson review. I also organize team competitions where students solve language tasks together and earn points for their participation. This keeps students active and interested throughout the class.

Speaker 1 1:03

Question number five: What gamified activities, tools, or game elements do you use most frequently in your classroom?

Speaker 2 2:08

I usually work with Kahoot, flashcards, board games, guessing games, and role-playing activities. These resources are easy to adapt to different topics and help students practice listening, speaking, and vocabulary. I also use simple reward systems to recognize students' effort and participation.

Speaker 1 1:03

Question number six: Can you describe a specific example of a gamified activity you have implemented and its outcomes?

Speaker 2 2:10

One activity that my students really enjoyed was a vocabulary bingo game. They had to listen carefully, recognize the correct words, and work quickly to complete their cards. Besides

having fun, they improved their listening skills and remembered the vocabulary more easily during later lessons.

Speaker 1 1:00

Question number seven: What challenges have you encountered when implementing gamification in your English teaching practice?

Speaker 2 2:08

One of the biggest challenges is having enough time to prepare good-quality activities. Sometimes internet access or technological devices are not available, so I need to modify my lesson plans. It is also important to make sure that games support the learning objectives and do not become only entertainment.

Speaker 1 1:00

Question number eight: What support, resources, or training would help you implement gamification more effectively in your classroom?

Speaker 2 2:08

I would appreciate more training focused on practical classroom activities and digital platforms that can be used with young learners. Schools could also provide more technological equipment and opportunities for teachers to exchange ideas. Working together with other teachers would help us develop more creative and effective gamified lessons.

Interview 4

Speaker 1 1:10

Good morning, Mister Cristopher Orrala. Thank you for allowing me to do this interview. I am Anabel Pezo Segarra, and I am doing this survey to gather information for my graduation thesis. Let me start with question number one: How do you define gamification in the context of English language teaching?

Speaker 2 1:29

OK, Miss Anabel, good evening. Nice to meet you and answer your questions. For me,

gamification means using game elements as part of the teaching process to make English lessons more interesting and interactive. It is not only about playing games but also about creating activities that encourage students to participate, solve problems, and enjoy learning. In elementary school, this approach helps children stay focused and become more involved during class.

Speaker 1 1:00

Question number two: What are your perceptions of gamification as a teaching strategy in elementary English classrooms?

Speaker 2 2:08

I think gamification is a useful teaching strategy because young learners usually respond well to activities that include challenges and rewards. It creates a positive classroom atmosphere where students are excited to participate. In my opinion, it also helps teachers make lessons more dynamic while supporting different learning styles.

Speaker 1 2:55

Question number three: In your experience, how does gamification influence students' engagement and motivation in learning English?

Speaker 2 3:03

I have noticed that students become more motivated when they know they will participate in interactive activities. They pay more attention, ask more questions, and enjoy practicing English with their classmates. Even students who are usually quiet become more confident because they focus on completing the activity instead of worrying about making mistakes.

Speaker 1 1:02

Question number four: How do you incorporate gamification into your English lessons?

Speaker 2 2:03

I usually include short games at different moments of the lesson, especially when introducing new vocabulary or reviewing previous topics. I also organize pair and group activities where students earn points for completing challenges correctly. These activities help maintain students' interest while reinforcing the lesson objectives.

Speaker 1 1:00

Question number five: What gamified activities, tools, or game elements do you use most frequently in your classroom?

Speaker 2 2:14

I often use Quizizz, Kahoot, flashcards, memory games, and simple classroom competitions. Sometimes I prepare matching activities or word puzzles because they are easy to organize and students enjoy them. Depending on the topic, I also include badges or small rewards to recognize students' effort.

Speaker 1 1:04

Question number six: Can you describe a specific example of a gamified activity you have implemented and its outcomes?

Speaker 2 1:30

One activity that worked very well was a classroom treasure hunt using English clues. Students worked in small groups to solve vocabulary and grammar questions before moving to the next clue. I observed that they communicated more in English, helped each other, and stayed motivated until the end of the activity.

Speaker 1 1:00

Question number seven: What challenges have you encountered when implementing gamification in your English teaching practice?

Speaker 2 2:08

One challenge is that planning these activities requires extra time. Another difficulty is that not every classroom has enough technological resources, so sometimes I need to adapt the activities using printed materials. Managing excitement during competitive games can also be challenging if students become too enthusiastic.

Speaker 1 1:00

Question number eight: What support, resources, or training would help you implement gamification more effectively in your classroom?

Speaker 2 3:08

I believe teachers would benefit from more practical workshops where they can learn new gamification strategies and share experiences with other educators. Having better internet access and more technological resources would also make it easier to prepare engaging activities. Continuous professional development is important because new digital tools appear every year.

Interview 5**Speaker 1 1:15**

Good morning, Miss Maria Vera. Thank you for allowing me to do this interview. I am Anabel Pezo Segarra, and I am doing this survey to gather information for my graduation thesis. Let me start with question number one: How do you define gamification in the context of English language teaching?

Speaker 2 2:23

OK, Miss Anabel, good evening. Nice to meet you and answer your questions. In my opinion, gamification is a teaching approach that uses elements from games to make English lessons more engaging and meaningful for students. It is not simply about playing games in class but about designing activities that encourage participation, cooperation, and problem-solving while students practice the language. For elementary learners, it creates an environment where learning English becomes more enjoyable and less stressful.

Speaker 1 1:05

Question number two: What are your perceptions of gamification as a teaching strategy in elementary English classrooms?

Speaker 2 2:18

I believe gamification is a valuable strategy because it responds to the interests and learning needs of young students. Children usually enjoy participating in activities that include challenges, teamwork, and rewards. When these elements are connected to the lesson objectives, students become more interested in learning English and participate more actively throughout the class.

Speaker 1 3:10

Question number three: In your experience, how does gamification influence students' engagement and motivation in learning English?

Speaker 2 3:18

From my experience, students become much more engaged when lessons include interactive activities. They show greater enthusiasm, volunteer to participate more often, and feel more confident using English with their classmates. I have also noticed that students stay focused for longer periods because they enjoy completing the different challenges presented during the lesson.

Speaker 1 1:15

Question number four: How do you incorporate gamification into your English lessons?

Speaker 2 3:23

I usually introduce gamified activities during vocabulary practice, lesson reviews, or speaking exercises. Sometimes students work individually, but I also organize pair and group challenges where they solve tasks together and earn points for their participation. These activities help students enjoyably practice English while achieving the learning objectives of the lesson.

Speaker 1 1:02

Question number five: What gamified activities, tools, or game elements do you use most frequently in your classroom?

Speaker 2 2:06

I frequently use digital platforms such as Kahoot and Quizizz because they make classroom review activities more interactive. I also use matching games, memory cards, role-playing activities, and classroom competitions. Depending on the lesson, I include small rewards or positive feedback to encourage students to keep participating and doing their best.

Speaker 1 1:00

Question number six: Can you describe a specific example of a gamified activity you have implemented and its outcomes?

Speaker 2 2:55

One activity that produced very positive results was an "English Mission" where students completed different stations with vocabulary and speaking challenges. Each completed task allowed them to move to the next station and earn points for their team. During the activity, I observed high participation, good collaboration among classmates, and greater confidence when using English expressions. After the lesson, students remembered the vocabulary much better than in previous traditional activities.

Speaker 1 1:05

Question number seven: What challenges have you encountered when implementing gamification in your English teaching practice?

Speaker 2 1:48

One challenge is finding enough time to prepare activities that are both engaging and connected to the lesson objectives. Another difficulty is that technological resources are not always available, so sometimes I have to modify the activities using printed materials. In addition, teachers need to balance the fun aspect of games with the educational purpose to ensure meaningful learning.

Speaker 1 1:01

Question number eight: What support, resources, or training would help you implement gamification more effectively in your classroom?

Speaker 2 2:53

I think continuous professional development would help teachers feel more confident when using gamification in their classes. Training focused on practical classroom strategies and digital educational tools would be very useful. Schools could also provide better internet access, technological resources, and opportunities for teachers to share successful experiences, making it easier to implement gamification effectively.

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