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Gamifying ESL Classrooms through Gamified Teaching and Learning

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Abstract

Modern trends lead to innovative technologies in education, including the birth of digital and gamified learning or gamification. In English language classrooms, meaningful teaching and learning are significant to developing students' English proficiency, focusing on linguistics and communicative competence. Various language activities and games are employed in lessons to instil anticipation for language learning. However, the concerns are how gamified learning is applied in English as a Second Language (ESL) lessons and the factors assisting students' meaningful English learning. Therefore, this paper, based on the review of past literature, explores the application of gamification or gamified learning in ESL teaching and learning. Based on the review, the researchers highlighted that motivation, engagement, and competition in learning through a gamification approach could assist students' meaningful ESL learning. It is found that gamification has its own motivation structure to arouse students' active participation. The elements in games that enhance students' engagement might improve students' learning. Although competition naturally arouses students' participation during ESL lessons, the findings indicated the need to create a safe environment to prevent students from feeling demotivated. This review paper contributes to the literature surrounding gamified ESL lessons.

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Author Keywords: digital games; English as a Second Language; gamification; gamified learning; meaningful learning

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