

GAMIFICATION AS A PEDAGOGICAL ARCHITECTURE IN ENGLISH LEARNING: A SYSTEMATIC REVIEW, FROM "LA CASA DEL MAESTRO"

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Abstract: This article focuses on analyzing the impact of gamification on the learning of English as a second language. Through a systematic review based on the PRISMA CASPE methodology, a series of recent studies from recognized scientific bases were examined. The findings show that gamification improves students' motivation, engagement, and language skills, especially in contexts where traditional methods predominate. It is concluded that, properly applied, gamification represents an effective didactic strategy to dynamize the educational process, adapt to the individual needs of students and strengthen the teaching of English.

Keywords: Gamification, English Teaching, Language Skills, Systematic Review

Introduction:

In the current context of education, learning English as a second language has acquired significant relevance. This language has been more recognized and used internationally for both formal and social purposes. It has established itself as a key tool for communication between nations, becoming a fundamental pillar for academic and professional development in today's education systems. Through their mastery, students not only have access to a vast amount of information, but also expand their opportunities for academic and professional development, since English has become a requirement within numerous work and academic fields. The influence that English has had on society has led to various changes in educational practices, in which teachers seek methodologies that allow an effective acquisition of this second language through motivational processes. In this order of ideas, the implementation of digital resources has become a fundamental process, as various studies have shown their ability to increase knowledge retention among students. Gamification, by introducing playful elements into the learning process, fosters this environment of participation, which facilitates both the development of language skills and the autonomy of the student.(Jabbar, 2023)(Alfares, 2025)

However, despite its exponential growth, English teaching continues to face significant challenges, especially in environments where teaching-learning methodologies continue to be governed by traditional teacher-centered approaches. These strategies, which privilege memorization over interaction, have shown limitations in motivation, performance, and retention of language knowledge in students. In this sense, the search for disruptive methodologies that favor dynamic and participatory learning has become a priority for education systems globally. Thanks to the free access to new digital pedagogical tools that are presented today, the way in which classes are taught can be rethought, enriching the approaches focused on interaction and adaptation of game-based learning, gamification and immersive teaching. According to , the use of digital tools such as artificial intelligence (AI) allows activities to be adjusted according to the individual needs of students, generating more meaningful and dynamic experiences, which favor engagement and

learning. In this order of ideas, technological infrastructure becomes an essential component that enables the implementation of gamified strategies. The availability of appropriate platforms, connectivity, and devices largely determines the quality of digital experiences in the English classroom.(Farooqui, 2024)(Liu L. , 2024)

It defines gamification as the incorporation of game dynamics such as points, levels, classifications and badges in non-playful contexts, which seeks to transform the educational process into an interactive experience, which allows the participation of the student while motivating him. Consequently, this methodology not only increases intrinsic motivation, but also promotes collaboration and a sense of achievement in students, factors that are key to improving English learning at different educational levels. On the other hand, traditional methodologies employed in secondary classrooms, with a teacher-centered approach and often based on one-way instructional methods, have shown significant limitations that affect both students' understanding and interest in language learning. In response to these challenges, gamification has emerged as an innovative and promising pedagogical strategy, capable of transforming the English teaching and learning experience. Unlike traditional methods, gamification allows learners to actively interact with content, making more meaningful connections and promoting knowledge retention. (Zeybek, 2023) (Ma, 2023)

In addition, gamification is supported by learning models that emphasize the importance of interaction with what is being learned. This is supported by Ausubel's Theory of Meaningful Learning, which states that students learn best when new concepts are related to previous experiences and are presented in a structured and understandable way. Thus, this type of digital tools facilitate the creation of meaningful connections, allowing students to associate the learning of English as a second language, with contextualized experiences according to their needs. In addition, it is suggested that students' motivation is strengthened when the educational environment satisfies their needs for autonomy, competence and social relationships, factors that gamification enhances by providing dynamic scenarios in which students participate energetically. (Silva, 2020)(Bharti, 2023)(Félix de Silva, 2022)

For this reason, based on these foundations, the exploration of the impact of gamification on the teaching of English is justified, considering its implications both in motivation and in the acquisition of language skills. This growing interest has driven research that highlights how the inclusion of game dynamics in the educational process facilitates the construction of meaningful and sustainable learning in the long term. As an example, they evidenced in their study with fourth-grade students that the use of digital resources, such as "Kahoot!" and "Wordwall", not only improves academic performance in basic English skills, but also increases the motivation and satisfaction of students when interacting with the content as a game. Similarly, research shows that the use of these strategies, specifically "Quizlet" and "Kahoot!", has a positive impact on the learning of grammar for college-level students, by promoting a more interactive and engaging learning experience. This study suggests that gamification can be an effective tool to increase performance in learning complex linguistic structures through motivation. In other words, the incorporation of these methodologies becomes a necessity to transform traditional practices and optimize the process of learning English as a second language.(Tiamyod Pasawano, 2024) (Shakhmalova I, 2023)

Likewise, gamification is taken as an innovative strategy that introduces game dynamics in educational environments, with the aim of transforming the learning experience and encouraging student participation. This strategy integrates some elements such as rewards, levels and

challenges that, according to them, significantly increase the motivation and commitment of the students, facilitating a positive relationship with the learning process. In addition to reinforcing academic skills, gamification seeks to stimulate the intrinsic interest of students, which allows greater retention and understanding of content by placing it in an attractive and accessible context for them. In this way, gamification seeks to improve motivation, student interaction and social effects through the use of elements such as points, rankings, badges and levels, with the purpose of increasing engagement and promoting a participatory environment on the part of students. In particular, learning English has been a broad field for the implementation of this methodology, which has led to an increase in research on its impact and effectiveness in different educational contexts. In addition, the results of gamification do not depend only on the pedagogical design, but also on the educational infrastructure in which it is developed: spaces, resources and institutional policies that facilitate flexible and collaborative learning environments.(García-López, 2023) (Saleem, 2021)

Having the above raised, the following research question arises: What is the impact of gamification on English learning according to the evidence presented in reviewed research?

Methodology

Continuing with the methodology to analyze the impact of gamification on English teaching, the PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) approach was used as a guide, which provides a set of structured criteria that ensure transparency, completeness and rigor in the process of searching, selecting and analyzing research. This approach allowed to clearly define the methodological steps for the inclusion and exclusion of studies, as well as the qualitative and quantitative analysis of the data obtained.

Regarding the information collection section, an exhaustive search was carried out in scientific databases with high impact, such as Scopus and Web of Science (WOS), due to their recognition in education and technology research. Next, to delimit the analysis, a time range of publications was established between 2020 and 2025, prioritizing recent articles that show the current advances and applications of gamification in English teaching.

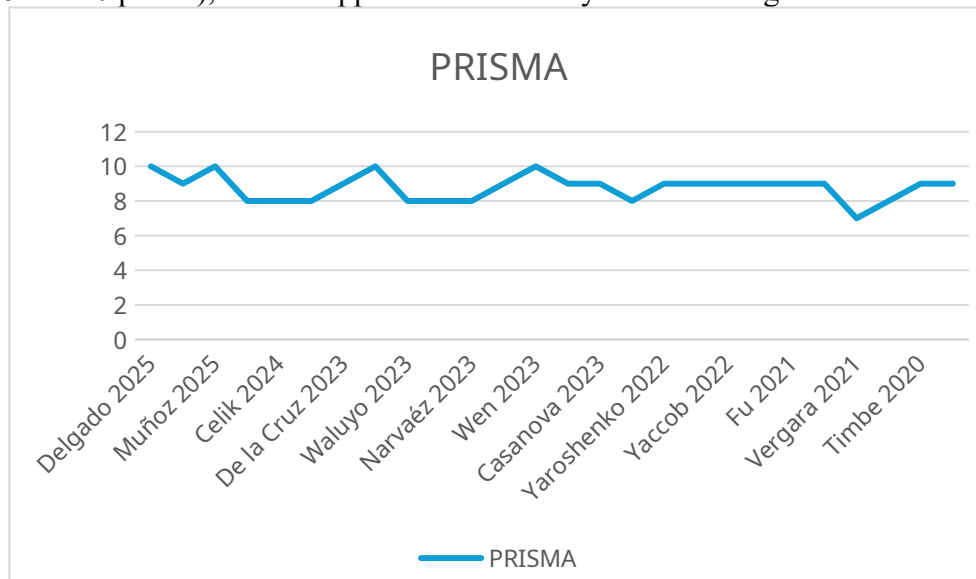
It is important to note that key terms were used for the search in order to optimize the identification of relevant articles. A clear example of these key terms are: "gamification AND English language learning", "game-based learning AND motivation", "interactive learning OR digital engagement" and "educational technology AND gamification". These keywords were selected based on the existing literature and current research trends in gamification methodologies. In this order of ideas, the research found was analyzed exhaustively, discarding those that presented results that were not directly related to the teaching of English.

Once the preliminary sources were obtained, the PRISMA evaluation instrument was applied, consisting of three blocks of analysis:

- Block A – Internal Validity (Maximum score: 6 points)Evaluates the methodological design and its coherence with the objectives of the study. It includes criteria such as clarity of approach, relevance of the qualitative approach, consistency between design and objectives, sampling, data collection and relationship between researcher and participants.
- Block B – Results (Maximum score: 3 points)Analyzes the presentation, rigor and support of the findings. Aspects such as ethics, clarity in data analysis, and empirical evidence are considered to support the conclusions.

- Block C – Applicability (Maximum score: 1 point)Assesses the usefulness of the results for other educational contexts or future research, evaluating their level of transfer and relevance.

Based on this structure, a qualitative scoring table of 20 scientific articles was developed, in which a grade was assigned per block (according to the aforementioned criteria) and added to obtain a total score of methodological quality per article (maximum 10 points). This score was used as an input to prioritize the relevance and analytical weight of the studies in the meta-analytic matrix. To facilitate the analysis, a box graph representing the total PRISMA score of each article was included. This graph shows that most of the studies evaluated have a high methodological quality (between 8 and 10 points), which supports the reliability of the findings extracted.



In addition, a second graph was constructed that visually breaks down and compares the three main criteria evaluated: internal validity, results and applicability, allowing to observe methodological trends, strengths and weaknesses among the reviewed studies.

Article	Internal Validity	Result	Applicability	PRISM
Slim 2025	6	3	1	10
Liu 2025	5	3	1	9
Muñoz 2025	6	3	1	10
Kassat 2024	4	3	1	8
Celik 2024	5	2	1	8
Perrotta 2024	5	2	1	8
De la Cruz 2023	5	3	1	9
Read 2023	6	3	1	10
Waluyo 2023	5	2	1	8
Caraballo 2023	4	3	1	8
Narvaéz 2023	5	2	1	8
Panmei 2023	5	3	1	9
Wen 2023	6	3	1	10
Boivan 2023	5	3	1	9

Casanova 2023	5	3	1	9
Li 2022	5	2	1	8
Yaroshenko 2022	5	3	1	9
Gonzales 2022	5	3	1	9
Yacob 2022	5	3	1	9
Adrefiza 2022	5	3	1	9
FU 2021	5	3	1	9
Jambrina 2021	5	3	1	9
Vergara 2021	4	2	1	7
Ivanjko 2020	5	2	1	8
Timbe 2020	5	3	1	9
Tamtama 2020	5	3	1	9

Now, the results of the research are annexed in the following meta-analytical matrix:

Year	Authors	Title	Central Category	Argumentative position
2025	Pablo Delgado Galindo, Jesús García Jiménez, Juan Jesús Torres-Gordillo and Javier Rodríguez Santero	School Climate and Academic Performance: Key Factors for Sustainable Education in High and Low Efficiency Schools	Educational infrastructure	The article compares the school climate in upper and lower class schools, highlighting that the former maintain collaborative relationships and high expectations, while the latter face conflicts and low family participation. It concludes that a positive school climate improves motivation, coexistence and academic performance. It provides a foundation for understanding how learning environments influence the effectiveness of strategies such as gamification. (Delgado-Galindo, 2025)
2025	Ji Liu, Emmanuel Nana Kwesi, Ofori Darko, and Millicent Aziku	Relationship between digital readiness and integration: mediating evidence for the role of school climate	Learning atmospheres	The article examines how school climate mediates the relationship between digital readiness and technological integration in schools across countries, using PISA

				2022 data. The results show that technological infrastructure and teacher training directly influence digital integration, and that a collaborative school climate reinforces this effect. It provides a perspective that links pedagogical innovation and gamification with the need for positive and digitally prepared school environments. (Liu J. D., 2025)
2025	Flavio Muñoz-Troncoso and Enrique H. Riquelme	Teachers' perceptions of classroom climate and well-being: the role of physical classroom conditions in Chile	Learning atmospheres	The study analyzes how the physical conditions of the classroom influence the perception of the school climate and teacher well-being. With a sample of 6,038 teachers, the authors show that factors such as space, lighting and temperature directly affect teacher-student relationships and teacher motivation. It is concluded that improving school infrastructure contributes to emotional well-being and a more positive classroom climate. The relationship between the physical environment, school climate and sustainable learning is reinforced, key elements for the effectiveness of strategies such as gamification. (Muñoz-Troncoso, 2025)
2024	Salah Eldin Kassab, Ramya Rathan, David C. M. Taylor and	The Impact of the Educational Environment on Student	Educational infrastructure	The study shows how the educational environment influences the

	Hossam Hamdy	Engagement and Academic Achievement in Health Professions Education		participation and performance of health sciences students. The results show that a positive academic environment improves cognitive and behavioral engagement, which predict better performance. It provides evidence on the importance of the educational climate in motivation and learning, key aspects to strengthen gamification in training contexts. (Kassab, 2024)
2024	Ferdi Çelik and Meltem Huri Baturay	Technology and innovation in shaping the future of education	Technological infrastructure	The article discusses how technological innovation can transform education, highlighting the necessary balance between originality and authenticity. It examines the role of AI, augmented reality, robotics, and blockchain in creating inclusive and sustainable learning environments. It concludes that the effectiveness of these tools depends on their pedagogical integration and the human approach of the teacher. It provides a current perspective on educational innovation and the responsible use of technology, consistent with the idea of gamification as a meaningful learning strategy. (Çelik, 2024)
2023	Carlo Perrotta and Luci Pangrazio	The Critical Study of Digital Platforms and	Technological infrastructure	The article examines how digital platforms have

		Infrastructures: Current Issues and New Agendas for EdTech Research		become central infrastructures of education, promoting processes of surveillance, automation and commercialization of learning. A critical agenda is proposed focused on three axes: learning, educational justice and digital democracy. It provides a theoretical framework that allows us to understand gamification within the context of educational platformization and its ethical implications. (Perrotta, 2023)
2023	Kevin Mario Laura-De La Cruz, Stefany Juliana Noa-Copaja, Osbaldo Turpo-Gebera, Cecilia Claudia Montesinos-Valencia, Silvia Milagritos Bazán-Velasquez, Gerber Sergio Pérez-Postigo	The Use of Gamification in English Learning in Higher Education: A Systematic Review	Use of gamification in teaching Language learning	The article analyzes the impact of gamification on English learning in higher education between 2014 and 2021. The findings show that this strategy improves both student motivation and engagement, strengthening their interest and performance in language learning. (Laura-De La Cruz, 2023)
2023	Je-Young Lee, Minkyung Baek	Effects of Gamification on Students' Language Proficiency: A Meta-Analysis of Research in South Korea	Language proficiency Gamification	The article provides a meta-analysis on the impact of gamification on language competence in South Korea, evidencing improvements in vocabulary and listening comprehension. It stresses that its effectiveness depends on the context and proper implementation. (Lee, 2023)
2023	Budi Waluyo,	Gamification of	English grammar	The study compares

	Sirikhun Phanrangsee, Wararat Whanchit	Grammar Learning in Thai Higher Education Online English Courses	teaching Gamification	gamified and traditional approaches to teaching English grammar online, showing better results and motivation with gamification, although it warns of technical challenges that need to be addressed. (Waluyo, 2023)
2023	Yenny Yadira Caraballo Padilla	Educational gamification and its impact on English language teaching and learning: an analysis of the scientific literature	Gamification in English Teaching	The study offers an exhaustive review of gamification in English teaching, highlighting its positive impact on motivation, participation and development of communication skills through the use of games and rewards. (Caraballo Padilla, 2023)
2023	Joyce Shirley Narváez Sarango, Germanía Margarita Maldonado Palacios, Mirian Liliana Defaz Lasso, Israel Alejandro Maldonado Palacios	Gamification as an English Language Learning Methodology: A Case Study in Early Levels of Higher Education	Gamification in English Teaching	The study evaluates gamification in the first levels of higher education, evidencing improvements in motivation, commitment and skills such as listening comprehension and oral expression, which positions it as an effective strategy in this context. (Narváez Sarango, 2023)
2023	Benjamin Panmei, Budi Waluyo	The pedagogical use of gamification in the teaching and learning of English vocabulary in higher education	Gamification for vocabulary teaching	The article analyzes the use of Quizizz in the teaching of English vocabulary, evidencing improvements in student motivation and performance. Although the results were favorable compared to traditional methods, it is highlighted that the effectiveness of gamification varies according to the context

				and the design of the intervention. (Panmei, 2023)
2023	Xin Wen	The effect of gamified learning on the learning of a second language by primary school students	Second Language Learning, Gamification, Primary Education	This article examines the impact of gamification on English learning in primary school, focusing on vocabulary, grammar, and general skills. The results show significant improvements in motivation and performance, highlighting their value in early stages of language development. (Wen, 2023)
2023	Olesia Boivan, Oksana Kovtun	Gamification: the urgent component of English teachers' flexibility training in times of pandemic	Gamification in teacher training	This study examines how gamification supports the pedagogical flexibility of English teachers in distance learning contexts. He highlights that this strategy improves motivation and facilitates the adoption of innovative methods, as long as the balance with academic objectives is maintained. (Boivan, 2023)
2023	Irene Casanova-Mata	Improving English Acquisition: Effects of Among Us Game-Based Gamification on Language Proficiency, Motivation, Attention, and Attitude Toward English	Gamification and English Acquisition Language proficiency	The article provides a gamified intervention with the game <i>Among Us</i> in primary school students, showing improvements in language competence, especially in reading, as well as greater motivation and positive attitude towards English. It highlights the value of gamification to strengthen both performance and affective disposition towards language learning. (Casanova-Mata, 2023)

2022	Xiuhan Li, Qi Xia, Samuel Kai Wah Chu, Yuqin Yang	Using Gamification to Facilitate Student Self-Regulation in E-Learning: A Case Study on L2 English Learning	E-learning learning English as a second language	This study examines how gamification applied to an e-learning system influences the self-regulation and academic performance of learners of English as a second language. The results show that gamified elements help improve motivation and self-regulation skills, especially in those students with low proficiency in these areas. The study is relevant because it underscores the importance of gamification in improving self-regulation and performance in English learning, providing a practical model for its implementation in digital learning environments (Li, 2022)
2022	Olesia Yaroshenko, Lyudmyla Kokorina, Iryna Shymanovych, Nataliia Naumovska, Nataliia Shchaslyva, Nataliia Serdiuk	The Modern Principles of Gamification in Teaching English as a Foreign Language	English Didactics Gamification in elementary school	The article examines the fundamental principles of gamification applied to the teaching of English in primary education. The authors highlight that gamification, well organized and with adequate methodological support, can increase student motivation and engagement. In addition, games in the classroom promote the learning of a second language in a natural and fun way. This study is relevant because it demonstrates how gamification can optimize the educational process

				and motivate students to learn English, especially in the initial stage of education (Yaroshenko, 2022)
2022	Johanna Karina González-Cabrera, Susana Elodia Castro-Villalobos	Gamification and the development of writing skills in learners of English as a foreign language	Developing writing skills Gamification of English Teaching	The study investigates the effects of gamification on the development of English writing skills in first-year high school students. The results reveal a significant improvement in writing, especially in the organization of ideas, vocabulary acquisition and grammatical practice, thanks to the gamification implemented through the Classcraft platform. This article is pertinent, because it shows that gamification can facilitate not only the development of writing, but also increase the motivation of students in the language learning process (González-Cabrera, 2022)
2022	Nur Syafiqah Yacob, Siti Fatimah Abd. Rahman, Syamsul Nor Azlan Mohamad, Azwin Arif Abdul Rahim, Khadijah Khalilah Abdul Rashid, Abdulmajid Mohammed Abdulwahab Aldaba, Melor Md Yunus, Harwati Hashim	Gamification of English as a Second Language classrooms through gamified teaching and learning	Gamification, teaching English as a second language, meaningful learning	This study explores how gamification can enhance meaningful learning in English as a second language classrooms. The results highlight that gamification increases student motivation, engagement, and participation, which translates into better performance in language skills. However, the article warns of the need to create a safe environment to avoid demotivation caused by excessive competition.

				This analysis is relevant, so it provides evidence on how gamification can improve English learning and classroom dynamics, highlighting both its benefits and the necessary precautions (Yacob, 2022)
2022	Adrefiza	The use of gamification in the English classroom: impact on motivation and learning outcomes	Gamification as motivation for the teaching-learning of English	The study explores the use of gamification in English classes and its impact on motivation and learning outcomes. The results show that gamification significantly increases student motivation and improves their academic performance. Using points, rewards, and levels promotes greater participation in the classroom. This article is relevant because it provides evidence on how gamification can transform the English learning environment, improving both students' motivation and academic performance (Adrefiza, 2022)
2021	Yang Fu, Luying Zhang, Shuang Zhao, Yang Chen	Perceptions of university students from non-English related careers about learning English vocabulary with gamified applications	English vocabulary learning Gamification as motivation in learning	The study explores the perceptions of non-English university students about the use of gamified applications for learning English vocabulary. The results reveal that 62% of students perceive an increase in their motivation thanks to elements such as challenges and rewards. However, some expressed that the competitive

				characteristics of the applications generated distraction or additional pressure. This study is relevant in showing how gamified apps can improve motivation and create study habits, although their effectiveness may vary depending on the student's preferences (Fu, 2021)
2021	Pilar Bernardo Jambrina, Ana Isabel Gómez Vallecillo, Diego Vergara Rodríguez	Gamification in bilingual secondary school classrooms: an educational experience	Gamification Bilingual teaching	This study presents an action research based on bilingual secondary school classrooms, showing that gamification improves the understanding of historical content in English, confidence and student participation. It highlights its usefulness in promoting motivating and collaborative learning in bilingual contexts. (Bernardo Jambrina, 2021)
2021	Claudia Marcela Vergara-Pareja, Jaddy Brigitte Nielsen-Niño, Jorge Armando Niño-Vega	Gamification and strengthening oral skills in English for early childhood children	Speaking Gamification in early childhood	The study evaluates a gamified educational material to improve oral English skills in children aged 4 to 6 years. The results reflect advances in grammar, pronunciation, fluency and vocabulary, highlighting the effectiveness of gamification to develop oral skills at an early age through play and interaction. (Vergara-Pareja, 2021)
2020	Tomislav Ivanjko, Krešimir Pavlina, Iva Grubješić	The role of gamification in language learning in higher education	Language learning through gamification	This article focuses on exploring how gamification can influence language learning in higher education. Through

				a systematic review of the literature, the authors identify clear benefits, such as increased student motivation and engagement, but stress that there are still many areas to be investigated in this field. This study is relevant, considering that it highlights the importance of continuing to explore the use of gamification to improve language acquisition in university contexts, pointing out its advantages and limitations. (Ivanjko, 2020)
2020	Lucy Cecilia Timbe-Castro, Darwin Gabriel García-Herrera, Ana Zulema Castro-Salazar, Juan Carlos Erazo-Álvarez	Gamification as an innovative strategy in English teaching	Educational innovation in the teaching of English Gamification in primary education	This article explores the use of gamification in the teaching of English in an educational institution in Ecuador. The findings indicate that this strategy increases motivation, collaboration, and participation in class, being especially useful in contexts with low initial motivation. (Timbe-Castro, 2020)
2020	Gabriel Indra Widi Tamtama, Paulus Suryanto, Suyoto	Designing Mobile Apps for English Vocabulary Learning Using Gamification: A Case Study in Indonesia for Kindergarten	Vocabulary learning Gamification in early childhood education	This study aims to develop a gamified mobile application to teach English vocabulary to kindergarten children. The results show that gamification increases children's interest and motivation to learn English, facilitating the learning process through games. The research is relevant as it demonstrates

				how gamified mobile tools can improve vocabulary acquisition at an early age, promoting more interactive and fun learning (Tamtama, 2020)
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Discussion

Giving way to the discussion, it is evident that the implementation of innovative strategies has become a necessity to strengthen the learning of English as a second language. Gamification not only represents a pedagogical tool, but an architecture that is based on three fundamental pillars: technological infrastructure, educational infrastructure and learning atmospheres. These components interact with each other, generating conditions that determine the quality and scope of gamified experiences in the English classroom. Following these strategies, gamification has proven to be an effective tool to improve students' motivation and academic performance. Recent studies have revealed that incorporating game dynamics into English learning not only influences student engagement, but also improves vocabulary retention and language comprehension. In this order of ideas, the use of digital games allows dynamic and interactive learning, generating a meaningful learning environment. Gamification, in addition, is complemented by other technological advances such as virtual reality, which provides an immersive experience that facilitates the student's interaction with the English content in simulated and realistic contexts. This combination of strategies allows them to strengthen their autonomy in learning English as a second language. By integrating these types of strategies in the classroom, teachers can transform English teaching into a more adaptive, personalized, and efficient process, favoring greater student participation and optimizing academic results. This transformation is not automatic or stress-free. Although gamified platforms have shown the potential to revitalize the teaching of English, their impact depends deeply on the pedagogical intention of the teacher, the knowledge they have about these tools and the technological resources that the institution has. (Saleh, 2022)(San Martin, 2024) On the other hand, the literature presented highlights that the effectiveness of gamification in learning English depends to a large extent on the type of tools used, the way in which they are implemented in the classroom and the available technological infrastructure. Likewise, the institutional conditions and physical resources that make up the educational infrastructure directly influence the possibility of integrating digital strategies in an effective and sustained way. In this sense, the use of gamified environments has been useful to reinforce vocabulary acquisition, reading comprehension and pronunciation, as it exposes students to contextualized communication situations that simulate real interactions in the foreign language. Likewise, these immersive strategies have gained relevance in this field, as recent research has shown that the integration of virtual reality in gamified environments generates enriching learning experiences, improving knowledge retention and student participation in task solving. In addition, the ability of environments to adjust the difficulty of the exercises according to the student's performance optimizes the learning curve and prevents demotivation due to lack of progress. In this sense, it showed that the sustained use of applications such as Duolingo not only significantly improves vocabulary proficiency, but also increases motivation and positive perception towards learning English, thanks to its accessible, dynamic and student-centered structure. This finding reinforces

the importance of integrating well-designed technological tools in the classroom as central resources that favor autonomous, meaningful learning in students.(Pinto, 2021)(Ajisoko, 2020) However, the positive impact of these tools is conditioned by various factors, such as teacher training, the availability of technological resources, and the digital infrastructure of educational institutions. In environments where there is no access to adequate technology or where teachers have not been prepared to integrate these methodologies into their pedagogical practices, implementing this type of strategy can be somewhat complex when it comes to its execution. For this reason, it is essential to provide technological resources, and in the same way, guarantee the training of teachers and the design of didactic strategies that allow taking advantage of the potential of gamification in the teaching of English as a second language. In this sense, the role of the teacher acquires relevance, since it is expected that he or she has the ability to design learning experiences that are aligned with the curricular objectives. Thus, in order to ensure access to technological resources, it is necessary to promote institutional policies that support their pedagogical integration, so that the appropriate conditions are created to effectively implement these strategies in the teaching of English as a second language. As evidenced, even when well-designed educational applications are employed, the development of language skills such as fluency and accuracy depends on the time of exposure, the feedback received, and the student's consistency, which further underscores the need for pedagogical accompaniment and sound institutional planning. It is essential to bear in mind that the integration of these technologies should not be understood as an automatic solution, but as a process that requires continuous training, institutional commitment and a critical vision on the use of digital tools based on the real contexts of teachers and their students.(Aguilar-Cruz, 2021)(Wang, 2021)

Subsequently, recent research has shown that gamification has a positive impact on the development of English language skills, particularly in university contexts. notes that digital tools such as Duolingo, Rosetta Stone and FluentU have shown significant effects on improving student motivation, engagement and academic performance. From a theoretical approach, these findings are supported by models such as behaviorism, which highlights the role of stimuli and rewards in behavior modification; and constructivism, which promotes learning from meaningful interaction with the environment. From this perspective, it is recognized that the playful elements incorporated in digital platforms such as progressive challenges, immediate feedback and collaborative environments constitute pedagogical mediators that favor dynamic, personalized and sustained learning over time. In this way, it highlights that the integration of gamified elements contributes to improving both linguistic competences and the affective disposition of students, by creating more interactive, motivating learning environments adapted to different levels of ability, which shows the relevance of considering gamification as a viable didactic strategy to optimize the processes of teaching English in diverse contexts.(Abu Qub'a, 2024)(Zhang, 2023)

Similarly, it provides complementary findings by analyzing how interactive platforms influence both the engagement and competence of students in English. Their results indicate that gamified environments not only increase satisfaction and frequent use of platforms, but also raise performance in key areas such as reading comprehension and vocabulary. They also highlight the importance of autonomous learning, dynamism in educational sessions and real-time feedback as determining factors for the success of these methodologies. Consequently, both studies agree that the correct implementation of gamified strategies requires not only adequate technology, but also teacher training and adaptation to the specific needs of students, thus reaffirming their validity as effective tools for teaching English as a foreign language. In addition, the studies reviewed show

that the learning atmospheres created through gamification, based on cooperation, challenge and motivation, act as mediators between technological infrastructure and educational infrastructure, generating more participatory, inclusive and emotionally safe environments for learning English. (Roseni, 2024)

Conclusion

As a result of the systematic review carried out, it was concluded that gamification has a positive and consistent impact on the learning of English as a foreign language, especially in aspects related to motivation, commitment and the development of language skills such as listening comprehension, oral expression and vocabulary. This methodological strategy turns the teaching-learning process into a more dynamic, participatory, and meaningful experience for students at different educational levels. In recent studies, it has been proven that gamified instruction favors significant improvements in reading comprehension, grammar and vocabulary, surpassing traditional teaching methods in performance, which reinforces its validity as an effective pedagogical approach in the teaching of English as a foreign language. (Tayeh, 2024)

On the other hand, the studies analyzed show that, although the results vary according to the context, the design of the intervention and the technological resources available, gamification can generate improvements in academic performance and in students' attitudes towards the English language. In addition, it was identified that the use of digital platforms and games favors autonomy, social interaction and affective disposition, fundamental aspects for the successful acquisition of a second language. However, limitations related to the lack of teacher training, technological infrastructure, and the poorly structured implementation of these tools were also reported, which can reduce their effectiveness. In addition, it points out that, although gamification has proven to be effective in increasing student motivation and engagement, its impact depends to a large extent on adequate pedagogical planning and equitable access to technological resources, elements that continue to be challenges in various educational contexts. (Zolfaghari, 2025)

Finally, the findings of this research highlight the need to incorporate gamification in a planned and contextualized way in pedagogical practices, from initial to higher education. To this end, it is key that teachers receive training in the didactic use of digital resources, in order to design educational experiences that balance the playful component with the curricular objectives. In this way, it will be possible to enhance the development of communicative skills in English and promote more inclusive, motivating and effective learning environments. It also highlights that a structured implementation of gamification, supported by adequate teacher training, contributes significantly to the improvement of motivation and satisfaction in the teaching-learning process of English. The planned integration of gamification, accompanied by a robust technological infrastructure, a flexible educational infrastructure and the creation of motivating learning atmospheres, is an effective path towards a more inclusive, dynamic and sustainable English language teaching. (Torrado Cespón, 2025)

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