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THE IMPACT OF GAMIFIED EDUCATIONAL APPLICATIONS ON SECONDARY SCHOOL STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

Abstract.

This study investigates the effectiveness of gamified educational applications in improving students' involvement in the process of learning the English language among secondary school students. The study employs a comparative methodology to evaluate the influence of gamification on students' motivation, language acquisition, and overall learning experience. The study uses a sample of students with different language backgrounds and applies both quantitative and qualitative methodologies to assess the efficacy of gamified educational apps in comparison to conventional language learning approaches.

The results demonstrate a notable and favorable association between the use of gamified language learning and heightened student involvement. The use of gamification components, such as interactive challenges, prizes, and competition, has been proven to create a dynamic and interesting learning environment. This, in turn, motivates students to actively engage in language acquisition activities. The comparative analysis emphasizes the benefits of gamified applications in enhancing language proficiency, memory, and interpersonal abilities.

Furthermore, the study examines how technology facilitates language learning by including gamification. It assesses the accessibility, usefulness, and adaptability of these programs. The findings of this research add to the continuing discussion on creative teaching methods, providing valuable information on the effectiveness of gamified educational apps as instruments for teaching the English language. The results endorse the incorporation of gamified educational apps into language classes, providing a more engaging and participatory learning experience for learners.

Key words: Game-based learning, EFL, mobile apps, student engagement, language acquisition, educational technology, innovative pedagogy.

Introduction.

The field of English language learning has experienced substantial changes in recent years, as the emergence of technology has completely transformed conventional teaching methods. An emerging and promising approach is the incorporation of gamified educational software into language learning environments. This scholarly article examines the complex dynamics of a pedagogical shift that aims to alter education.

The study aims to evaluate the effectiveness of gamified educational applications in enhancing student engagement, motivation, and English language proficiency. It will assess the impact of gamified apps on students' participation in the English language learning process, improve their language proficiency, enhance their motivation for learning, and analyze learning outcomes. The study will also contribute to pedagogical strategies by offering practical implications for educators, curriculum developers, and policymakers on integrating gamified educational apps into language learning curricula. It will also advance educational technology research by highlighting the benefits of interactive and participatory learning experiences. The study will also inform educational policy and practice by providing evidence-based recommendations for incorporating gamified educational apps into language teaching practices. The goal is to create more dynamic, engaging, and effective language learning environments, paving the way for a transformative approach to language learning.

In the current era of digitalization, where pupils are fully engaged in a technologically advanced environment, the conventional methods of teaching languages are being reevaluated. Gamification, the utilization of game features and concepts in contexts outside of games, presents

a fresh method to engage and involve students in the process of learning the English language. The examined gamified educational apps function as dynamic instruments intended not just to educate but also to captivate, inspire, and cultivate an environment that is conducive to learning.

This comparative study seeks to elucidate the intricacies of integrating gamified educational applications into English language learning and evaluate their effectiveness in contrast to conventional approaches. The inquiry explores the various dimensions of student involvement, acquisition of knowledge, and overall learning results. This research aims to compare the results of gamified approaches with traditional methods to gain empirical insights into the possible benefits and difficulties of using this innovative form of language training. In the current era characterized by technological progress and ever-changing educational environments, it is crucial to comprehend the influence of gamified educational applications on the acquisition of the English language.

A range of studies have explored the use of gamified educational apps to engage students in English language learning. Fu found that non-English major college students preferred game settings that included challenges, teams, leaderboards, competition, coins, and badges, and perceived motivation activation effects such as instant feedback, enjoyment, and a sense of achievement [1]. E. Pechenkina reported that the use of a gamified mobile learning app increased student retention rates and academic performance, with a positive correlation between app usage and higher grades [2]. T. Alkhalifah introduced a gamified English app designed to enhance second language learning [3], while Y. Chen and S. Zhao proposed a theoretical framework combining self-determination theory and the technology acceptance model to understand students' motivation and acceptance of gamified vocabulary learning apps [4]. Z. Zainuddin and others reported that the use of gamified e-quizzes, including Socrative and Quizizz, was effective in evaluating students' learning performance and enhancing engagement [5]. Finally, C.C. Anak Yunus explored the influence and effects of Quizizz in enhancing young Malaysian ESL learners' performance in learning irregular English verbs [6]. Particularly Quizizz can enhance student engagement and discipline but may not consistently improve English learning outcomes. It suggests teachers should use gamified platforms for engagement, while other cognitively driven methods are needed to balance learning outcomes and positive experiences [7]. These studies collectively suggest that gamified educational apps can be effective tools for engaging students in English language learning. These studies collectively suggest that gamified educational apps can effectively engage students in English language learning, particularly when they incorporate elements such as challenge, competition, and rewards, and when students are autonomously motivated to use them.

By integrating interest dynamics, competition, and incentives, a connection may be made between gaming and learning, which may stimulate students' excitement about the activity. Some teachers have unintentionally used this approach to achieve certain objectives in the classroom.

Teachers should discard conventional teaching methods and adopt participatory learning, which is assisted by mobile apps and tools, social networks, and information and communication technology (ICT). This change is essential to move away from the outdated conventional approach to teaching and learning, which often leads to ennui and alienation among the majority of students.

The use of gamification in English instruction has significantly increased in recent decades, alongside the rising popularity of online English learning. Y.L. Chen and C.C. Hsu found that implementing game-based learning significantly increased the level of motivation and engagement among university students in their English language courses [8]. The integration of holographic apps and educational games can have a substantial impact on the accurate pronunciation of English words by young learners [9].

Gamified educational apps have gained significant attention in the realm of English language learning, particularly in engaging students effectively. Research has shown that incorporating gamification into language learning processes can enhance student engagement and motivation [10], [11], [12]. Gamified learning applications are designed to make language learning enjoyable,

entertaining, and attractive, thereby leading to high learning outcomes [13]. These apps are considered enjoyable, engaging, motivating, and fun, providing positive learning experiences in English as a Second Language environments [14].

Studies have highlighted the importance of gamified learning platforms in assisting students in achieving mastery of English grammar and language skills [15]. The use of mobile applications and gamification in teaching has been recognized as a valuable tool for experimenting with language learning, especially due to the ubiquity and accessibility of smartphones [16]. Gamified instruction has been found to create a learning environment where students feel greater control over their learning, leading to improved learning outcomes [17].

Furthermore, gamified learning approaches have been associated with increased student motivation, engagement, and competition, which are crucial factors in meaningful English as a Second Language (ESL) learning [12. – 180]. The incorporation of gamification in language learning has been linked to improved student attitudes and enhanced language learning experiences [18]. Additionally, gamified learning has been shown to inspire and engage learners, making the educational process more interactive and enjoyable [19].

In conclusion, the integration of gamified educational apps into English language learning has proven to be a promising approach to engaging students effectively, enhancing motivation, and improving learning outcomes. By leveraging gamification, educators can create dynamic and interactive learning environments that cater to the diverse needs of students, ultimately fostering a more engaging and enriching language learning experience.

Gamification-based learning integrates game aspects and ideas into educational content specifically created for teaching a new language, intending to facilitate advanced learning objectives.

Therefore, the importance of our inquiry resides in its examination of the effectiveness of gamification as a pedagogical alternative for enhancing student motivation and engagement. It is crucial to update instructional materials to keep up with the progress in information and communication technology in our digital world.

In this regard, this study aims to demonstrate the use of gamification and its effectiveness in learning a second language in Kazakhstan. The main purpose of this study is to identify and compare.

Research Questions

1. In contrast to conventional teaching approaches, what is the impact of integrating gamified educational applications into the English language acquisition curriculum on student engagement and participation?

2. What is the impact of adopting gamified educational apps compared to traditional instructional methods on students' English language proficiency, motivation, and overall learning outcomes?

Materials and methods of research.

Mirroring the methodology in the provided text, this research employs a mixed-methods design, crucial for investigating the effectiveness of gamified educational apps in enhancing English language learning. The primary aim is to compare the impact of various gamified apps on student engagement and language proficiency.

The study involves two groups: students who use gamified apps for English learning and those who follow traditional learning methods. Participants are selected from various educational institutions to ensure diversity in learning environments and backgrounds.

Quantitative data is collected through pre-and post-tests to measure language proficiency before and after the intervention. Qualitative data is gathered through surveys and interviews, focusing on students' experiences, motivation levels, and attitudes toward gamified learning.

A range of popular gamified apps like Kahoot!, Quizizz, and Quizlet is analyzed. Each app's unique features, such as gamification elements, user interface, and educational content, are critically evaluated.

Quantitative data is analyzed using statistical tools to identify significant differences in language learning outcomes between the two groups. The qualitative data is thematically analyzed to understand students' perceptions and experiences.

Ethical approval is obtained, and participants are assured of anonymity and the confidentiality of their responses.

The methodology employed is quantitative, and the design utilized is quasi-experimental. The researchers employed pretests and posttests to assess the participants' English proficiency before and after the experiment. The experiment involved twenty learning sessions utilizing gamification techniques through various applications, including Socrative, Padlet, Quizizz, Quizlet, and Kahoot! The instruments were administered to a total of 95 students, and the data obtained was analyzed using the SPSS software Version 29.0.2.0 (20).

This comprehensive methodology aims to provide a balanced view of the effectiveness of gamified apps in English language learning, taking into account both statistical outcomes and the personal experiences of learners.

Results and its discussion.

The results part of the research paper analyzed the effects that different gamified education apps had on making English an interesting language to study for secondary school pupils. Socrative, Padlet, Quizizz, Quizlet, and Kahoot were sampled in this research. The study used gamification techniques in twenty learning sessions to improve English language proficiency among secondary education students. The results showed a significant improvement in learning outcomes, with an average pretest score of 10.19 and an average posttest score of 18.87. Approximately 81.19% of students reported satisfaction with using gamification apps in the English language learning process.

Each app came with its unique game-based learning features such as trivia games, problem-solving sessions that required learners' active participation, and live reviews leading to a vibrant and captivating study atmosphere. For instance, "Kahoot!" stood out due to its competitive and visually appealing quizzes that increased students' motivation as well as engagement. In a similar vein, "Quizizz" was acknowledged for promoting language proficiency using interactive quizzes that improved comprehension and recall.

The research demonstrates that gamification significantly improves the learning of English as a foreign language among secondary education students, not only enhancing their language proficiency but also increasing their motivation and engagement. The findings support the incorporation of gamification as a pedagogical strategy in language learning, as it creates an interactive and motivating learning environment that encourages active participation and deeper language acquisition.

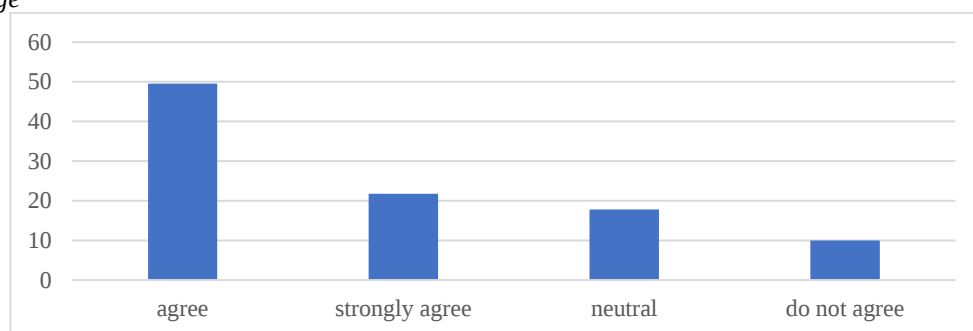


Figure 1 – Applications facilitate the process of learning

Note: Compiled by the authors

Figure 1 illustrates that a majority of students concur that the applications they are familiar with assist them in acquiring proficiency in the English foreign language. Additionally, 49.56% strongly agree, another 21.77% are neutral, 17.79% do not agree, and 10 % strongly disagree with the notion that the applications they are familiar with aid them in learning the English foreign language.

According to the survey, 71.33% of students hold the belief that apps are beneficial for learning English as a second language. Applications provide a multitude of benefits, including the ability to facilitate learning in many settings, the elimination of temporal and spatial constraints, the promotion of student motivation via interactive components, and the incorporation of game mechanics and incentives. In addition, they foster student engagement by implementing multimedia programs that include substantial visual elements, so cultivating an individualized educational setting.

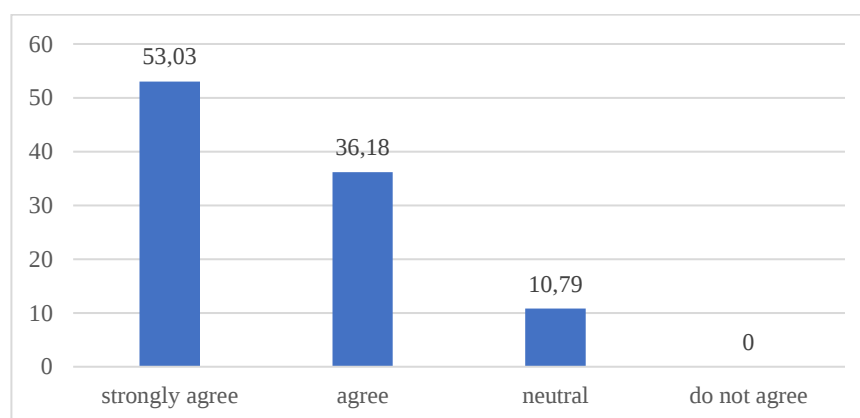


Figure 2 – Motivating students to learn

Note: Compiled by the authors

Figure 2 illustrates that 53.03% of students strongly believe that progressing in an application stimulates them to study. Additionally, 36.18% agree, 10.79% are neutral, and 0% do not agree that progressing in an application drives them to learn.

Essentially, 55.55% of students express agreement or strong agreement that progressing to a higher level in an application serves as a source of motivation for their study.

The apps use a sequence of symbols for communication, derived from the fundamental symbols of the language, videos, or visuals linked to words or other symbols, so modifying them to suit each audience with a need for information.

Table 1 – General results of survey questions.

№	Conclusion of survey questions	percentage
1	The apps they are familiar with are beneficial for their acquisition of the English foreign language.	71,33
2	The use of multimedia tools enhances their educational experience.	87,89
3	Educational apps motivate students to learn.	89,21
4	Educational apps may enhance communication abilities.	75,13
	Overall average	80,89
Note: Compiled by the authors		

Table 1 illustrates that 80.89% of students express contentment with the use of gamification via apps in the English foreign language classroom.

In conclusion, the application of gamification techniques through mobile apps presents a promising approach to improving English language learning among secondary education students.

Utilizing Kahoot may result in several advantages for students, such as heightened motivation and engagement in the learning process, a wider range of learning opportunities, and a more enjoyable and less repetitive educational experience. An initial advantage of using Kahoot is that it enhances students' enthusiasm to acquire knowledge. Obtain students' responses after a class or short-term plan by providing prompt feedback via the use of Kahoot.

Undoubtedly, students face the task of attaining better results on each test with more excitement. H. Nikmah performed research which found that Kahoot! Promotes an immersive and dynamic learning atmosphere, while also providing students with intellectual stimulation throughout their learning journey. Kahoot is widely used to improve students' engagement in learning English. Gamification, particularly through the use of Kahoot, offers a new and interesting learning experience, leading to increased motivation and interest in the learning process. The implementation of Kahoot has a positive impact on students' engagement and motivation in the learning process [19].

Furthermore, they serve to enhance understanding of the positive correlation that exists between gamification and ICT as an additional component. Students have the opportunity to improve their pronunciation, auditory comprehension, vocabulary, and grammar more interactively and engagingly through the utilization of applications, online platforms, and digital tools. By incorporating gamification and ICT into English instruction, the learning process is made more engaging and students are encouraged to take an active role in their education, following their individual needs and learning pace.

The major results indicate that the use of audio-visual learning resources and interactive learning via Quizizz significantly enhanced students' engagement and understanding of English topics. Enjoyable and engaging learning had a beneficial impact on the growth in student interest in learning [20].

Empirical data confirms that including video assets in the Quizizz program may significantly enhance students' comprehension of academic content. The application enhances student engagement in the learning process, creating a gamified experience. Despite the kids' poor accuracy in responding to questions, it nonetheless generates passion for studying. Nevertheless, the constrained duration of the program's learning period implies that the application could not adequately meet the needs of pupils. Since this is their first encounter with the program, they must acclimate themselves to the medium. Nevertheless, the use of educational films and quizzes may serve as a remedy for the challenges of distant learning and facilitate the achievement of exceptional academic outcomes.

To foster a close and individualized connection with students, English teachers who use Kahoot!, Quizizz, and Quizlet style education should actively provide feedback on student assignments. This technique assists students in understanding the mistakes in their answers and

developing ways to correct them, possibly leading to improved English proficiency via the use of educational games incorporated into game-based apps.

Due to the widespread use of gamification in education, a multitude of digital educational games have been readily available, including Quizlet, Kahoot!, and Quizizz. Gamification is the use of game elements outside of the gaming context to impact attitudes or behaviors linked to learning. Zainuddin et al. define gamification in education as a novel approach that aids students with learning or behavioral difficulties by addressing their different needs [5. – 11]. They highlight that gamification has cognitive, emotional, and social impacts. This research has proven the effectiveness of Kahoot, Quizizz, and Quizlet in improving students' desire to gain foreign language abilities. In the current age of virtual education, it is crucial to use learning tools like Kahoot, Quizizz, and Quizlet to meet the diverse needs of students who are experiencing academic or behavioral challenges.

Conclusion.

The research investigates the efficacy of gamification as a pedagogical approach for facilitating English language acquisition in education. Gamification not only improves the assimilation of grammatical skills and comprehension of spoken language but also facilitates the learning process, according to one study. The research underscores the value of incorporating gamification into the first phases of English language acquisition in higher education, emphasizing its usefulness in instructional approaches.

This research examines the effects of using Kahoot!, Quizizz, and Quizlet as gamified tools for formative assessment in the context of English as a second language acquisition. The survey results demonstrate the need to use Kahoot!, Quizizz, and Quizlet as formative assessment instruments to measure students' competence in vocabulary and grammatical skills.

The effectiveness of incorporating gamification into language training has been acknowledged as a result of its favorable response to the learning of English as a second language. The data indicate that gamification may successfully engage students and boost their drive to acquire material. Students find the intrinsic gamification of Quizlet, Kahoot!, and Quizlet to be intriguing, playing a crucial part in cultivating a positive classroom environment. The favorable reception of competition among students suggests that integrating competitive features into the academic sphere might be a successful approach to stimulating enthusiasm and involvement.

Nevertheless, it is essential to recognize the wide range of perspectives expressed by students, since some individuals have shown distinct inclinations towards gamified educational experiences. When using gamification technology in the classroom, educators should be cognizant of the many learning styles and preferences of students. The research proposes that the integration of gamification into online educational platforms can promote student involvement in language learning.

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ГЕЙМИФИКАЦИЯЛАНҒАН БІЛІМ БЕРУ ҚОСЫМШАЛАРЫНЫҢ АҒЫЛШЫН ТІЛІН ШЕТ ТІЛІ РЕТІНДЕ ҮЙРЕНУДЕ ОРТА МЕКТЕП ОҚУШЫЛАРЫНЫҢ ЖЕТІСТІКТЕРІНЕ ӘСЕРІ

Аңдатпа.

Зерттеу орта мектеп оқушыларының ағылшын тілін үйренуге белсенділігін арттыру үшін ойынға негізделген білім беру қолданбаларын пайдаланудың тиімділігін бағалайды. Жұмыста геймификацияның оқушылардың мотивациясына, тілді меңгеруіне және жалпы оқу тәжірибесіне әсерін бағалау үшін салыстырмалы әдістеме қолданылады. Зерттеу әртүрлі тілдік топтардағы оқушылар арасында жүргізіледі және тілді оқытудағы дәстүрлі тәсілдермен салыстырғанда ойынға негізделген білім беру қолданбаларының тиімділігін бағалаудың сандық және сапалық әдістерін қамтиды.

Нәтижелер тіл үйренуде ойын әдістерін қолдану мен оқушылардың белсенділігінің жоғарылауы арасындағы маңызды және жағымды байланысты көрсетеді. Интерактивті сынақтар, марапаттар және жарыстар сияқты геймификация элементтерін пайдалану динамикалық және қызықты оқу ортасын құруға көмектеседі. Бұл өз кезегінде оқушыларды тілді меңгеру іс-әрекеттеріне белсендірек қатысуға итермелейді. Салыстырмалы талдау тіл құзыреттілігін, есте сақтау және тұлғааралық қарым-қатынас дағдыларын жақсартудағы ойын қолданбаларының артықшылықтарын көрсетеді.

Сонымен қатар, зерттеу технологияның геймификация арқылы тіл үйренуге қалай қолдау көрсететінін зерттейді. Бұл бағдарламалардың қолжетімділігі, пайдалылығы және бейімділігі бағаланады. Бұл зерттеудің нәтижелері ағылшын тілін оқыту құралы ретінде ойынға негізделген білім беру қолданбаларының тиімділігі туралы құнды түсініктер беру арқылы оқытудың инновациялық әдістерін талқылауға ықпал етеді. Нәтижелер тіл курстарында ойынға негізделген білім беру қолданбаларын енгізуді қолдайды, бұл оқушыларға көбірек қызықты және қатысуға негізделген оқу тәжірибесін ұсынады.

Негізгі сөздер: ойын арқылы оқыту, ағылшын тілі шет тілі ретінде, мобильді қосымшалар, студенттердің белсенділігі, тіл үйрену, білім беру технологиясы, инновациялық педагогика.

ВЛИЯНИЕ ГЕЙМИФИЦИРОВАННЫХ ОБРАЗОВАТЕЛЬНЫХ ПРИЛОЖЕНИЙ НА УСПЕВАЕМОСТЬ ШКОЛЬНИКОВ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО

Аннотация.

Данное исследование оценивает эффективность использования игровых образовательных приложений для повышения вовлеченности учащихся средних школ в процесс изучения английского языка. В работе используется сравнительная методология для оценки влияния геймификации на мотивацию учащихся, освоение языка и общий учебный опыт. Исследование проводится среди учащихся с разными языковыми предпосылками и включает как количественные, так и качественные методы для оценки эффективности игровых образовательных приложений по сравнению с традиционными подходами в обучении языкам.

Результаты показывают заметную и положительную связь между использованием игровых методов в изучении языка и повышением активности учащихся. Применение элементов геймификации, таких как интерактивные задачи, награды и соревнования, способствует созданию динамичной и интересной учебной среды. Это, в свою очередь, мотивирует учащихся активнее участвовать в деятельности по освоению языка. Сравнительный анализ подчеркивает преимущества игровых приложений в повышении языковой компетенции, памяти и межличностных навыков.

Кроме того, исследование изучает, как технологии способствуют изучению языка с помощью геймификации. Оцениваются доступность, полезность и адаптивность этих программ. Находки данного исследования вносят вклад в продолжающееся обсуждение инновационных методов обучения, предоставляя ценные сведения об эффективности игровых образовательных приложений в качестве инструментов для преподавания английского языка. Результаты поддерживают внедрение игровых образовательных приложений в языковые курсы, обеспечивая более увлекательный и участвующий опыт обучения для учащихся.

Ключевые слова: обучение на основе игр, английский как иностранный язык, мобильные приложения, вовлеченность учащихся, изучение языка, образовательные технологии, инновационная педагогика.

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