

## GAMIFICATION IN EFL CLASSROOMS: ENHANCING STUDENT ENGAGEMENT THROUGH TECHNOLOGY

**Kurbanbayeva Dilnoza Sheripbay qizi**

Quyichirchiq district, Tashkent region

School No. 41 English teacher.

<https://doi.org/10.5281/zenodo.14714020>

**Abstract.** *This article covers the use of gamification in EFL (English as a Foreign Language) classes and its role in increasing student activity. Gamification serves to increase motivation, create an interactive environment, and effectively organize the language learning process by applying game elements to the educational process. Modern technologies-mobile applications, online platforms, virtual and augmented reality, and reward systems-further enhance the effectiveness of gamification. The article also discusses the advantages of gamification, its technological capabilities and some limitations.*

**Keywords:** *gamification, EFL, technology, motivation, interactive education, mobile applications, digital education, virtual reality, language learning.*

---

One of the most relevant ways to make the educational process more interesting and effective today is gamification. Gamification is the application of game elements to the learning process, and is a very effective method, especially in the study of foreign languages. The use of gamification in English (EFL – English as a Foreign Language) classes helps to increase student motivation, encourage them to participate actively, and effectively organize the learning process.

In this article, we will talk about the methods of applying gamification using technologies and its impact on the educational process.

In the modern educational system, it is important to increase the interest of students and encourage them to actively participate. Especially in foreign language classes, this issue becomes more relevant, and is often faced with problems such as low student motivation, a decrease in the desire to learn the language.

Today, technologies are widely entering the field of education, and the effective use of these opportunities helps to effectively organize the educational process. In particular, the gamification (gamification) method provides great opportunities in increasing the motivation of students in foreign language classes and encouraging them to take an active part.

Gamification refers to the inclusion of game elements in the learning process, such as points, rewards, competitions, leadership tables.

This method allows students to be motivated, strengthen their competitiveness among themselves, and make the language learning process interesting.

Technologies are of great help in the application of the gamification method. For example, through various mobile applications, online platforms, educational games and interactive exercises, students can learn the language in an interesting and interactive way. In addition, technologies allow teachers to monitor the educational process, analyze the results of students and approach them individually

Gamification is the process of applying game mechanisms to non-linear areas, in particular, the educational process. Such an approach arouses a sense of competition in students, makes them interested in mastering new knowledge and increases activity. Gamification in the study of a foreign language can be useful in the following aspects:

1. Increasing motivation-students are encouraged through rewards, a ranking system, or points during the course of the lesson.
2. Creating an interesting and interactive environment-thanks to gamification, classes will not be boring, but based on interesting and mutually active communication.
3. Effective organization of the language learning process – through the elements of the game, it becomes easier to remember new words, strengthen grammar and develop language skills.

The use of gamification in foreign language lessons has the following advantages:

Increased motivation: game elements encourage students to learn language and increase their motivation.

Active participation: Games and competitions encourage students to actively participate and develop their language skills.

Interesting learning process: through gamification, the learning process becomes interesting and attractive, which increases the students' enthusiasm for learning the language.

Implementation of gamification using technology.

Modern technologies further expand the possibilities of gamification. Below are examples of technological gamification tools that can be used in EFL classes:

Mobile applications and online platforms.

Kahoot! - Allows you to interactivate the course process by creating tests and quizzes.

Quizizz-students learn language independently or through quizzes that can participate in groups.

Baamboozle-enliven the process of learning English through Team games.

Duolingo and Memrise are tasks in the form of a game and an effective tool for learning new words using a reward system.

Virtual and augmented reality (VR & AR).

Through VR technologies, students can practice communicating in English in an environment that approaches real-life conditions.

AR applications, on the other hand, help to visually understand and reinforce new words or concepts.

Competition and reward systems.

The introduction of points, medals or ranking systems for assignments completed to students increases their interest in the course.

Team competitions enhance student interaction and shape teamwork skills.

Digital story creation (Digital Storytelling).

Readers can create their own stories and present them in digital format. As well as developing language skills, it also fosters creative thinking.

The use of gamification in EFL classes leads to a number of positive results:

Students' interest in the lesson increases.

Developing language skills will be more effective.

The independent learning process is encouraged.

However, there are also some limitations to gamification:

May not be suitable for all students (some prefer traditional teaching methods).

There may be no permanent access to technological tools.

Poor gamification planning can lead to excessive gameplay and cause basic educational goals to be ignored.

Gamification provides facilities not only for students, but also for teachers. Below are the main advantages of gamification:

- Making classes more attractive-gamification ensures that the learning process takes an interesting form, not boring.
- Monitoring student activities-through online systems, the results of students are constantly analyzed and an individual approach is made to them.
- Ability to test new techniques – gamification allows teachers to apply new techniques and improve educational effectiveness.

In conclusion, the method of gamification and the use of technology play an important role in the effective organization of foreign language lessons and increasing the interest of students in learning the language

Gamification is an effective way to increase student participation in EFL classes. With the help of modern technologies, classes can be made more interesting and interactive. Through mobile applications, online platforms, VR/AR technologies and reward systems, the language learning process will be not only effective, but also enjoyable. Therefore, teachers should consciously use gamification to try to make the educational process innovative and effective.

For all EFL teachers, gamification is an integral part of modern education, helping students to approach the learning process with greater interest.

## REFERENCES

1. Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: Defining "gamification". *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments*, 9–15.
2. Kapp, K. M. (2012). *The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education*. Wiley.
3. Gee, J. P. (2003). *What Video Games Have to Teach Us About Learning and Literacy*. Palgrave Macmillan.
4. Zhang, H., Sung, Y. T., Hou, H. T., & Chang, K. E. (2020). The development and evaluation of an English vocabulary learning APP based on gamified design. *Educational Technology & Society*, 23(1), 80–92.
5. Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does Gamification Work? – A Literature Review of Empirical Studies on Gamification. *Proceedings of the 47th Hawaii International Conference on System Sciences (HICSS)*, 3025–3034.