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Irreplaceability of Gamification as a Pedagogical Strategy for Enhancing Simile Proficiency to Primary School Learners

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Abstract

Despite existing research on improving simile proficiency, there remains a gap regarding gamification. This study examined the irreplaceability of gamification pedagogical strategy in enhancing simile proficiency at a South African primary school. The population of this study comprised 31 English First Additional Language educators. Following a 20% population sampling norm, six educators were purposively selected for participation in the study. A qualitative approach was employed to obtain an in-depth understanding of gamification strategy in enhancing simile proficiency, using lesson observations and semi-structured interviews for data collection. Thematic analysis was utilised to interpret the data due to its robustness in systematically organising large datasets into well-defined and coherent themes. The findings exhibited that while learners initially struggled with similes, incorporating gamification by educators significantly improved their understanding and engagement. The limitations of this study were the sample size and time constraints, since only 25 minutes were allocated to each lesson. The implication of this study is that the incorporation of gamification strategies in lessons benefits educators and learners. Future researchers can investigate the indispensability of gamification strategies in improving simile proficiency among primary school learners. The study recommends frequent integration of gamification pedagogical strategies to enhance simile proficiency.

Keywords
gamification, irreplaceability, pedagogical strategy, proficiency, simile

INTRODUCTION
In today's educational landscape, there is a growing emphasis on adopting innovative teaching methods to enhance learner engagement and improve learning outcomes, especially in language learning. One of the key global challenges is maintaining learners' attention, particularly in primary schools, where traditional teaching strategies often lack effectiveness due to limited attention spans (Zainuddin et al., 2020). One strategy that has gained considerable attention is gamification, a pedagogical strategy that can be delineated as applying game design elements and gaming principles within educational contexts (Chan & Lo, 2024). It involves applying game-like features such as rewards, challenges, and feedback systems to enhance student motivation and engagement in learning activities that are traditionally non-game-based (Allie et al., 2025). This approach has been successfully applied across various subjects, including language learning, which has shown promise in improving vocabulary acquisition and grammar skills (Rayhan & Patmasari, 2025).

The integration of gamification in education has gained substantial consideration for its efficacy in improving learner motivation, engagement, and academic performance. By creating a supportive learning environment, game-based learning reduces anxiety and fosters improved outcomes, enhancing learners' creative, critical thinking, and problem-solving skills (Mee et al., 2020), eventually enhancing their focus and concentration. Correspondingly, Bachiri et al. (2023) assert that adopting gamification optimises the learning process and significantly improves academic outcomes. Al-Khresheh (2025) adds that gamification creates a more interactive and stimulating learning environment, enhancing learners' deeper cognitive functioning and emotional involvement, leading to more enriching learning experiences. Research indicates that gamification is crucial in all educational levels for promoting intrinsic motivation and self-efficacy (Alonso-García et al., 2021).

LITERATURE REVIEW

Research has consistently indicated that gamification positively influences student motivation, engagement, and academic performance. Russell (2025) asserts that learners who engage with gamified content exhibit elevated levels of commitment, enhanced problem-solving skills, and improved retention of information compared to their counterparts who employ traditional educational methods. Moreover, Lampropoulos and Sidiropoulos (2024) reported that gamified approaches yield better results than conventional engagement, motivation, knowledge retention, academic performance, and creative and collaborative skills development. Similarly, Chan and Lo (2024) emphasise that gamified learning environments offer many advantages, including enhanced language skills, reduced anxiety, and increased learner autonomy. These interactive and immersive experiences promote active involvement, lessen the stress linked to conventional instruction, and support self-directed learning. These findings underscore the significant potential of gamification in enhancing overall learning outcomes across various domains.

Gamification promotes active learning over simple information transfer, contrasting with traditional methods (Suyunovna, 2025) that often lead to disengagement and poor learning outcomes due to a lack of connection between new and existing knowledge. In response to ongoing challenges in learner engagement, gamification has emerged as a beneficial pedagogical strategy to enhance participation and motivation (Escandon-Barbosa & Salas-Paramo, 2025), enhancing simile proficiency among primary school learners.

In researching, gamification includes key elements such as points, badges, leaderboards, challenges, and rewards to make learning of similes more dynamic, enjoyable, and interactive. These features deliver prompt feedback to learners and create a feeling of achievement (Swacha, 2021). By embedding these elements into the learning process, traditional educational experiences are transformed into interactive, enjoyable, and competitive activities, significantly boosting learner engagement and participation in enhancing simile proficiency (Hallifax et al., 2019).

THEORETICAL FRAMEWORK

This study was underpinned by the theories of Swiss philosopher Jean Piaget (1896-1980) and Russian psychologist Lev Vygotsky (1978), asserting that learners actively construct knowledge instead of passively receiving information through meaningful, hands-on experiences. (Yildiz, 2025). Moreover, this theory highlights that gamified activities can boost learner engagement. Consequently, implementing constructivist approaches in primary education, particularly for language skills and similes, can improve teaching methods and educational results. While highlighted by Ravichandran et al. (2024), this theory aligns closely with gamified instructional strategies, which offer interactive, scaffolded environments that promote exploration, practice, and internalisation of concepts like similes. In this context, gamification is not merely a motivational tool, but a robust and essential pedagogical strategy for developing simile proficiency among primary school learners.

Gamification enhances learning by incorporating interactive activities like scavenger hunts, bingo, and charades, creating an inclusive and collaborative environment that effectively addresses the needs of diverse learners but also enhances equity, critical thinking, and inclusivity within the classroom (Anderle et al., 2025). In such a gamified setting, learners become active and independent participants in their learning journey. In a constructivist approach, educators support students in exploring and collaborating to enhance their understanding of English similes (Simbolon, 2025). This method fosters critical thinking and lifelong learning skills while engaging students in content mastery.

The existing literature has highlighted a gap in understanding the role of gamification in education, particularly in less-explored areas such as developing simile proficiency in primary schools. This study sought to address that gap by evaluating the effectiveness of gamification in the Vhuronga Circuit primary schools in South Africa. The study attempted to answer the research questions: 1) What benefits does gamification offer over traditional pedagogical strategies in enhancing simile proficiency among Vhuronga Circuit primary schools, South Africa? 2) How effective is gamification in enhancing simile proficiency in Vhuronga Circuit primary schools, South Africa? and 3) What makes gamification an irreplaceable pedagogical strategy in enhancing simile proficiency at Vhuronga Circuit primary schools, South Africa?

MATERIALS AND METHODS

The research employed a qualitative rather than a quantitative methodology, enabling the researchers to understand how gamification is a teaching strategy to improve simile proficiency (Oranga & Matere, 2023). Furthermore, this methodology systematically organises data gathered through interviews and classroom observations, providing comprehensive contextual insights. While the qualitative approach is valuable for in-depth exploration, it does have significant limitations. These include limited generalisability from small, context-specific samples and a high risk of researcher bias. The process is often time-consuming and challenging to replicate, involving complex data analysis and ethical issues concerning confidentiality (Mwita, 2022).

Research Design

The study employed an exploratory research design to gain in-depth insights, inspire discovery, and drive knowledge generation through qualitative methodologies, including in-depth interviews and observational techniques (Haile, 2023). Additionally, it is carried out to gain a deeper understanding of the current problem (Elman, Gerring & Mahoney, 2020). While not conclusive, it provides a foundation for more structured research.

Exploratory research offers valuable initial insights but has limitations, including the risk of biased interpretations due to its qualitative data and restricted generalisability from smaller sample sizes, affecting the results' generalisability to broader populations (Olawale et al., 2023). For instance, if a study is restricted to a specific primary school or grade level, the insights obtained may not be relevant to other educational institutions or age cohorts.

Research Participants

The research participants comprised six Grade 6 EFAL educators specialising in EFAL, who were purposively selected from 31 educators at Vhuronga Circuit Primary School. Following a 20% population sampling norm, six educators were purposively selected to participate in the study. Furthermore, the researchers utilised convenience sampling to identify participants based on their accessibility, proximity, and availability, and this is consistent with the qualitative research focus on in-depth understanding rather than statistical generalisation (Golzar et al., 2022). The inclusion and exclusion criteria were established based on the participants' experience teaching English at the primary school level and their active implementation of gamification strategies in their instructional practices within the Vhuronga Circuit of South Africa.

Despite the study's limitation to just six participants, the researchers aimed to obtain credible, reliable, and valid results that accurately represent their selected population. Consequently, study participants are more likely to exhibit the characteristics essential for robustly addressing the research question. The following table describes the demographic profile of the participants in the present study.

Table 1 Demographic Profile of the Participants (n=6)

Educators	Gender	Teaching Experience	Proficiency in English
One	Female	6 years	Fair
Two	Female	8 years	Poor
Three	Female	5 years	Reasonable
Four	Male	9 years	Reasonable
Five	Female	4 years	Fair
Six	Male	7 years	Reasonable

Table 1 represents four columns and six rows, providing a clear data visualisation. The first column identifies the six educators as One, Two, Three, Four, Five and Six. The second column details the participants' gender and teaching experience, varying from four to nine years. The extreme right column depicts proficiency in English, categorised as poor, fair, or reasonable. Within this cohort, three educators exhibited a reasonable level of proficiency, two demonstrated fair proficiency, and one was identified as having poor proficiency. The cohort comprised two male and four female educators. Specifically, Educator One had six years of teaching experience, Two had eight years, Three had five years, Four had nine years, Five had four years, and Six had seven years.

Ethical Considerations

Ethical principles are essential in directing the conduct of research, as they ensure that studies are performed with integrity, uphold respect for participants, and maintain a strong sense of accountability. These principles are critical for fostering trust and credibility within the research community (Ali et.al., 2025). This study secured approval from the Limpopo Department of Education's Vhuronga Circuit manager and the respective school principals. The researchers ensured strict adherence to ethical standards, obtaining informed consent from all respondents before participating. Participants were informed of their voluntary involvement and their right to withdraw from the study at any time without incurring any penalties. To uphold confidentiality, numeric identifiers were utilised to maintain anonymity and protect the educators' identities. Additionally, measures were implemented to mitigate potential psychological or physical harm to participants.

Data Collection

Before data collection, a feasibility study was conducted using classroom observations and semi-structured interviews with three educators who were not part of the study to evaluate the reliability of the research instruments. Research protocols that the researchers observe include defining research objectives and selecting appropriate methods, such as classroom observations and semi-structured interviews. Maxwell (2021) asserts the importance of designing effective data collection instruments, maintaining consistency throughout the data collection process, and implementing rigorous quality checks to ensure the integrity and reliability of the data, all while adhering to established ethical guidelines. Also, research guidelines were strictly observed, and data were collected from educators using classroom observations and semi-structured interviews to evaluate the indispensability of gamification in enhancing simile proficiency.

Data Analysis

The thematic analysis technique was employed due to its effectiveness in identifying patterns, organising data codes, searching for themes, refining those themes, and subsequently interpreting the findings from the themes (Braun & Clarke, 2025; Liebenberg et al., 2020; Xu & Zammit, 2020). Thematic analysis software has several limitations, including its subjective nature, which can introduce bias in theme interpretation. Its flexibility may also lead to inconsistencies in application, especially when handling complex datasets. Additionally, it lacks standardised guidelines for rigorous

analysis compared to other qualitative methods, making it challenging to ensure reliability (Finley, 2021). As a result, a high level of researcher expertise is often required to produce dependable outcomes.

Measurement of Quality Control: Trustworthiness

In this study, the researcher employed several measurement control features to ensure trustworthiness, including a rigorous research design, credible data sources, and data collection and analysis transparency (Shufutinsky, 2020). This study employed dependability, credibility, confirmability, and transferability. For example, to ensure reliability, the researcher provided a detailed description of the research design, such as the aim, research questions, data collection methods, and data analysis procedures of the research to be conducted consistently and reliably, with replicable findings (Johnson, Adkins & Chauvin, 2020). To strengthen the credibility, the researchers disseminated the findings to the participants to solicit feedback to confirm or clarify their perspectives and experiences. To ensure confirmability, the researcher reflected on the systematic and transparent documentation of the research process and its outcomes from the participants (Haq et al., 2023). To enhance transferability, the researchers carefully examined the participants' biases, assumptions, and perspectives throughout the study (Nephawe, 2025; Haq et al., 2023).

RESULTS AND DISCUSSION

The findings and discussion were based on classroom observations and semi-structured interviews of selected Grade 6 EFAL educators in their classroom environments. The researchers aimed to examine the indispensability of gamification as a pedagogical tool to enhance simile proficiency at Vhuronga Circuit primary school, South Africa.

Findings from Classroom Observations

The researcher observed Grade 6 EFAL educators teaching their learners in this study. To uphold ethical standards, participants were identified as Educator One to Six.

Excerpt 1: Educator One

Educator One: Good morning, class.
Learners (*in unison):* Good morning, Ma'am.
Educator One: I hope you are fine today.
Learners (in unison): We are, Ma'am. Thanks.
Educator One: Today, we will learn about similes through a scavenger hunt.
Educator One: Does anyone know what a scavenger hunt is?
Learners: (*in unison):* Just a little bit. Please tell us more about it, Ma'am.
Educator One: Is a game where you will be searching for similes! Who remembers what a simile is?
Thandi: It compares two things using 'like' or 'as.'
Educator One: Great! For instance, as busy as a bee.
Moses: Another example, as quiet as a mouse.
Educator One: Now, you hunt the similes hidden around the classroom in groups.
Learners (*in unison*): Noted, Ma'am!

The excerpt highlights the effectiveness of a scavenger hunt in teaching similes through gamification. Encouraging collaboration and active engagement enhances learners' understanding of figurative language while creating a positive and interactive classroom atmosphere. This finding supports Andri, Rohmah and Fitrianingsih's (2024), which states that incorporating scavenger hunts into language teaching enhances language exposure and creates a positive learning environment. This method fosters engagement and retention through active participation, improving outcomes in the English learning atmosphere.

Excerpt 2: Educator Two

Educator Two: Hello, learners! I hope you are all doing great today!
Learners: (*loudly*)Yeah! We are fine, Ma'am.
Educator Two: Today, let us have fun with similes! Who can define a simile?
Mercy: A simile is used to compare two different things.
Educator Two: When comparing things, we use "like" and "as."
Educator Two: Absolutely! For example, He was as slow as a snail. What is being compared?
Tshifhiwa: A boy and a snail.
Educator Two: Ok. You can go ahead.
Tshifhiwa: As busy as a bee.
Educator Two: Great! Today, we will play a game called Simile Bingo!
Learners: How do we play, Ma'am?
Educator Two: Each of you will get a Bingo card filled with the second part of different similes.
Thendo (*intervenes*): So, are the similes split into two?
Educator Two: Yes! In 15 minutes, find the matching second half on your Bingo board.
Learners: Thanks, Ma'am!

Educator Two: Let us pause after each simile to explain its meaning. Are you ready?

Learners *(in unison):* Yes!

In the classroom, Teacher Two demonstrates high engagement and student-driven, well-constructed lessons using Simile Bingo to teach similes in a primary classroom. This finding aligns with Pramesty (2025), who maintains that games like Bingo increase learner participation, enhancing comprehension and communicative ability, especially in EFAL classrooms.

Excerpt 3: Educator Three

Educator Three: Good morning, class!

Learners: Good morning, thanks.

Educator Three: Today, we are going to learn about similes.

Learners: (*in unison*) "Yeah, Ma'am!

Educator Three: Great! First, who can recall what a simile is from our discussion last week?

Mashudu(*loudly*): I can, Ma'am! A simile is a comparison using "like" or "as."

Educator Three: Excellent, Mashudu! You are right. So, what is being compared?

Linde: The cat's fur and silk.

Educator Three: Can anyone guess what simile I am acting out?

Mpho: Yes! As tall as a giraffe.

Educator Three: Now, teams A and B, please participate in a fun activity called Simile Charades.

Learners: (*excitedly*)Yes! Ma'am.

Educator Three: In 15 minutes, Team A uses a simile from a card, and Team B guesses it.

Learners: Thank you, Ma'am.

The third excerpt highlights that using charades to teach similes boosts learners' motivation, engagement, creativity, and problem-solving skills. This fun approach promotes better retention of information, as learners act out similes for their classmates to interpret. This finding corroborates Sanchez et al. (2020), who suggest that charades effectively enhance learners' engagement and active participation.

Excerpt 4: Educator Four

Educator Four: Good afternoon, everyone!

Learners: Good afternoon, sir.

Educator Four: Today, we are going to learn about similes. Who remembers what a simile is?

Thendo *(intervenes):* A simile is used to compare two different things using "as" or "like."

Educator Four: Exactly! Can someone please provide an example of a simile?

Phophi: As cold as ice.

Educator Four: Brilliant, Phophi! That means very cold, right?

Learners *(in unison):* Yes, sir.

Educator Four: We are playing Simile Snap! Match the start of a simile card with its ending.

Learners: *(excitedly)* Yay! Sir, how do we play?

Educator Four: Divide into Team A and Team B. Select a starting card and pair it with an ending card.

Murunwa: What do we do after finding our match?

Educator Four: Read your card out loud, then explain its meaning. Ready? Let us start!

Learners: (*in unison*): Yeah! We are!

Educator Four: Great job!

Excerpt four highlights the successful use of a structured game-based approach to teach similes through a card game called Simile Snap. Participants were actively involved in learning and sharing knowledge, aligning with Jenisbaevna's (2024) idea that such games promote movement, communication, and collaboration. This engaging method supports constructivist learning, emphasising the importance of interactive experiences in knowledge construction.

Excerpt 5: Educator Five

Educator Five: Good day, class!

Learners: Good day, Ma'am!

Educator Five: Let us start with a quick review. What is a simile?

Phumudzo: It is a comparison using "like" or "as."

Educator Five: Absolutely! Can anyone give an example?

Mulalo: As brave as a lion.

Wonderful! Because lions are strong and fearless.

Educator Five: Today, we aim to recover the "Lost Words of Description" by pairing simile halves.

Learners: Yes, Ma'am!

Educator Five: You earn points and bonus badges for each correct match.

Educator: Now, work in pairs to write your simile using "like" or "as" and then explain it.

Team B (in unison): We are the winners!

Educator Five: We will vote on the most creative. Everyone ready?

Learners *(in unison):* We are ready for a challenge, Ma'am!

Expert Five effectively integrates gamification with narrative elements, including points and badges, to enhance learner engagement and improve their ability to construct compelling arguments. This approach also deepens their understanding of similes. These findings are consistent with the research of Gautier (2025), which indicates that using rewards, points, and badges as motivational tools can significantly boost task engagement and perseverance, particularly among primary learners.

Excerpt 6: Educator Six

Educator Six: Good day, everyone!

Learners: Good day, Teacher!

Educator Six: Today, we are going to be storytellers using similes.

Learners (*in unison*): Teacher, we appreciate it!

Educator Six: Who can remind us of what a simile is?

Tshilidzi: A simile compares two things using "like" or "as."

Educator Six: Accurately! Similes make our stories vivid and fun.

Thina: (interferes): Here is an example, "as fast as a cheetah."

Educator Six: Today, we will tell a story one sentence at a time, each with a simile.

Learners (Excitedly): Let us start now!

Educator Six: We will track contributions with points, and the best similes will earn badges!

Learners: Okay, teacher. I hope our story will be interesting.

Educator Six: Let us begin. In 10 minutes, share your story.

Learners: Thank you, Sir.

Educator Six enhances learner engagement and retention through gamified learning, incorporating storytelling elements. This approach not only boosts learners' interest, motivation, and knowledge retention. However, it also effectively develops their simile proficiency by involving them in creative and collaborative activities. The finding supports Priya's (2025), which shows that embedding similes in meaningful, narrative contexts improves both figurative comprehension and expressive writing.

Findings from Semi-Structured Interviews

The researchers adhered to a semi-structured interview process, which included introducing themselves and the research topic, collecting consent forms, and gathering feedback from interviewees (Adeoye-Olatunde & Olenik, 2021). Also, they followed best practices by addressing potential biases, selecting suitable settings, and recording the interviews.

Data were analysed from six transcripts, highlighting the essential role of gamification in improving simile proficiency among Grade 6 EFAL learners in Vhuronga Circuit, South Africa. The themes emerging from these interviews reinforced the classroom observations made by the researchers, reflecting the insights shared by six participating educators.

The educational process is challenging to master without suitable pedagogical methods

Practical pedagogical approaches are essential for fostering positive outcomes for Grade 6 EFAL learners. Nevertheless, ineffective teaching methods can create challenges and require significant effort for successful implementation. In this study, Educator One remarked that.

When I teach similes to my Grade 6 EFAL learners, I hardly find an appropriate methodology to enhance learning. My learners struggle to understand similes despite being taught from Grade 4.

Educator One's comment elucidates that teaching Grade 6 EFAL learners is challenging without appropriate gamification approaches. Thus, these approaches are crucial to learning similes to learners by their educators. The finding is congruent with Chahboun et al. (2021), who find that teaching figurative expressions like similes is difficult because they demand abstract thinking and inferential reasoning.

Teacher-focused methods may not always produce effective learning results

Throughout history, teacher-centred pedagogical approaches have been persistently utilised in education. However, the reliance on passive learning often results in learners' disengagement, diminished enthusiasm, and a decline in interest in academic pursuits. Educator Two commented that.

When I use a teacher-centred approach, my Grade 6 EFAL learners do not often understand the lesson, although the comprehension seems easy. They usually display resentment when the similes are being presented and fall asleep.

Educator Two's comment demonstrates the learners' difficulty understanding seemingly simple material within a teacher-centred approach. They display frustration and disengagement when a teacher-centred approach is used, particularly when literary devices such as similes are presented, and some even fall asleep. This finding aligns with Suyunovna's (2025) assertion, which maintains that a teacher-centred approach often leads to disengagement and poor learning outcomes due to a lack of connection between new and existing knowledge.

Gamification is effective in enhancing learners' academic performance

> *Since adopting gamification strategies in my classroom, I have seen considerable improvement in learners' engagement and performance, particularly in simile matching activities.*

This observation underscores that learners will likely demonstrate improved performance by implementing gamification techniques, as these approaches make the learning experience more enjoyable. The finding supports Li, Ma and Shi (2023), who highlight how gamification significantly boosts simile proficiency.

The gamification approach enhances learner motivation and knowledge retention

> *Since incorporating gamification in my classroom, I have noticed improved retention of similes among my learners. The interactive and competitive aspects of gamification truly enhance their learning experience.*

The remark made supra shows how gamification has been a powerful tool for enhanced retention of similes, indicating an improvement in long-term memory and recall, highlighting the cognitive advantages of the gamified method. The finding supports Thanyawatpokin and Vollmer (2022), who maintain that games can substantially impact identity and increase learner investment in lesson content.

Incorporating gamification and rewards enhances learners' proficiency

> *When I incorporate gamification into my lessons, like using scavenger hunts, simile bingo, and interactive storytelling games with rewards, I have seen a noticeable improvement in learners' proficiency.*

Educator Five's comment depicts that strong engagement, well-designed experiences, and ongoing variation are key factors in maximising gamification's cognitive and motivational benefits for language learning. The finding supports Al-Khresheh (2025), who claims that gamification boosts student engagement and cognitive skills using game features like points, rewards, instant feedback, and progress tracking.

Employing gamification is indispensable in teaching and learning.

> *Incorporating gamification into Grade 6 EFAL lessons, such as using games like Simile Bingo, Scavenger Hunt, and Partner Match, enhances student engagement, collaboration, and critical thinking. While not always applicable, it significantly boosts motivation and performance in modern education.*

Regarding this remark, it is evident that the gamification strategies are gaining momentum in making learning engaging, personalised, and skill-oriented, combined with ongoing technological innovations, ensuring it will remain a fundamental and evolving education component well into the future. The finding aligns with Nurhayati and Fathurrohman (2025), who suggest that gamification approaches are here to stay due to their irreplaceability in teaching.

CONCLUSION

The findings from this study highlight the importance of gamification in education globally. It aimed to determine its impact on enhancing simile proficiency among Grade 6 EFAL learners in South Africa's Vhuronga Circuit and assess its necessity for effective teaching. The findings confirm that gamification adds significant value to education by creating engaging learning environments that encourage critical thinking and active participation.

However, the study's limitations were time constraints because the researcher used a single period to conduct this investigation. Also, the small sample size was a challenge as the researchers employed a purposive sampling technique, and convenient sampling comprised 31 educators, of which only six participated in the study due to their accessibility based on the 20% population sampling norm. The researchers aimed to give all sampled members an equal chance to participate.

The findings from classroom observations and semi-structured interviews indicate that gamification robustly enhanced simile proficiency. Thus, by introducing a focused application of gamification to the instruction of similes, we address a gap in the teaching of figurative language at the primary level. Moreover, it provides both theoretical and empirical support for the pedagogical value of gamification, reinforcing its effectiveness beyond mere engagement.

This study enhances understanding of education by providing insights from classroom observations and interviews aimed at improving global standards. It highlights gamification as a valuable teaching tool and offers practical strategies for educators. The findings benefit educators, learners, and curriculum designers, particularly in language development for young learners. Regular use of gamification is recommended to improve teaching quality. Future research should continue exploring its effectiveness in education, advocating for its frequent implementation to enhance teaching and learning.

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