

**EXPLORING THE IMPACT OF GAMIFIED LEARNING ON POSITIVE
PSYCHOLOGY IN MULTILINGUAL CONTEXTS – INVESTIGATING THE IMPACT
OF GAMIFIED LEARNING ON POSITIVE PSYCHOLOGY (EMOTIONS AND
ANXIETY REDUCTION) IN MULTILINGUAL ENVIRONMENTS****Mamasaoliyev Sultonmurod Olimjon ugli**

Andijon davlat chet tillari instituti talabasi

E-mail:sultonmurod mamasoliyev01@gmail.com

Tel:+998330082805

Introduction

Gamification – the incorporation of game elements (points, levels, challenges) into non-game environments – has been increasingly applied in English as a Foreign Language (EFL) education in recent times. In traditional language classrooms, students often experience boredom and anxiety due to rigorous exercises, which harms long-term motivation. In contrast, a gamified learning environment creates a positive atmosphere by introducing fun, competition, and choice, which can encourage participation. As noted in one review, games “reduce students' anxiety in practicing English, encouraging them to actively participate in academic tasks.” In other words, gamification transforms routine vocabulary or grammar exercises into engaging activities, naturally motivating students to speak and participate.

Psychological and Motivational Benefits

One of the main advantages of gamified learning is its support for basic psychological needs – particularly autonomy (sense of control) and competence (sense of mastery) – which are the foundation of well-being and motivation. Self-Determination Theory (SDT) predicts that when learners feel autonomous and competent, their intrinsic motivation and happiness increase. Gamification promotes autonomy by allowing learners to set goals, choose challenges, and customize learning paths. For example, a student can decide when to retry a quiz or select the next mission, creating a sense of ownership over the learning. Similarly, clear progress indicators like badges or points reinforce competence by demonstrating mastery. These game elements provide frequent feedback and rewards, helping learners gain confidence in their improvements. In practice, this means students feel more confident and in control compared to lectures.

Supporting autonomy and competence also reduces stress and improves well-being. Studies confirm that gamification reduces anxiety in language classrooms. For instance, role-playing games allow students to practice conversations in a fun context, reducing the fear of making mistakes. One study noted that gamified speaking exercises “reduce speaking anxiety, increasing confidence, focus, and sustained participation.” Overall, by making learning enjoyable and user-controlled, gamification enhances students' emotional engagement and sense of well-being.

Impact on English Language Acquisition

Numerous studies have found that gamification not only increases motivation but also directly improves English language skills. Gamified tasks often require active use of language in fun settings (e.g., answering quiz questions, solving puzzles), which reinforces learning. A systematic review highlights that gamification “significantly increases memory retention and attention control,” aiding vocabulary and grammar acquisition. Empirical data supports this: in one quasi-experimental study, students taught with gamified exercises achieved higher results in English skills compared to those using traditional methods. In a vocabulary-focused study, using Kahoot! quizzes improved exam scores and deeper knowledge of words, while also increasing engagement. Other studies have reported that game-based classes improve reading, writing, and speaking performance.

Beyond cognitive gains, gamification encourages broader engagement with the language. Game elements like leaderboards and team challenges foster healthy competition and collaboration. For example, one review found that gamification increased students' engagement and reduced anxiety in language learning. In practice, this means students spend more time on tasks and participate more freely – key factors for language acquisition. Thus, gamified learning increases enjoyment, leading to more practice, which in turn enhances proficiency.

Gamified Classroom Activities

Practical gamification in EFL is not limited to digital apps. Online platforms as well as simple classroom games can be used to teach grammar, vocabulary, and speaking. The following examples show engaging games suitable for students aged 10-30:

Vocabulary Games: Quiz-based tools like Kahoot! or Quizlet Live turn reviews into live competitions. In the classroom, teachers can make exercises fun with vocabulary Bingo or word-matching relays. Studies show that such approaches help provide students with “deeper understanding of vocabulary” and increase motivation.

Grammar Games: Board and card games can focus on grammar points. For example, in Grammar Jenga, blocks with sentence parts are used, forcing students to build correct sentences while playing. Error-correction races or sentence-building challenges allow teams to solve puzzles and earn points. Studies report that language games are “fun and motivating” and help create a relaxed environment for learning complex grammar. In one case, Mexican researchers found that grammar games improved students' attitudes and outcomes across all stages of the lesson.

Speaking and Role-Playing Games: Real-life scenarios can be organized as role-plays (e.g., ordering food, job interviews) in the form of missions or quests. Story-telling games, where each student adds a sentence to a collective story, encourage spontaneous speaking. Debate games or “agree/disagree” challenges gamify speaking exercises with points or rewards. Such activities give students autonomy in free speaking and often significantly reduce anxiety.

Interactive Challenges: Puzzles and scavenger hunts with English problems, class quizzes with points, or even digital escape room tasks can make learning interactive. These team challenges enhance competence through collaboration. In each case, gamified activities tap into students' natural love for play and turn grammar drills and vocabulary exercises into “fun and enjoyable” tasks.

Each of these activities covers core language skills. Vocabulary games expand word stock; grammar games reinforce rules; role-plays increase fluency and confidence; mixed challenges convey comprehension and communication. Importantly, teachers can adapt games to any level: points can be based on accuracy or creativity, tasks can be simplified or enriched. This flexibility demonstrates how gamification supports autonomy (through game or strategy choice) and competence (through success in tasks).

Empirical Evidence and Case Studies

Studies confirm these benefits with experimental data. In a recent quasi-experimental study, Fatah (2025) compared two EFL groups: one taught through gamified activities (points, badges, leaderboards), and the other through traditional teaching methods. The gamified group achieved significantly higher results in English skills and reported more motivation. The author emphasized that gamification “satisfies psychological needs like autonomy and competence,” which is crucial for maintaining motivation.

Similarly, Cheng et al. (2025) examined English reading among Chinese university students. After one semester of gamified teaching, students not only significantly improved their reading proficiency but also reported enjoying reading more (“personal enjoyment share”). Additionally, teamwork, focus, and communication improved in these classes. This study clearly links gamification to Foreign Language Learning Enjoyment (FLLE) – a positive emotional state tied to well-being. The results confirm that making reading fun develops both skills and positive emotions.

Other experiments confirm similar patterns. Rojabi et al. (2022) introduced Kahoot! quizzes in a college vocabulary course and found that students' exam scores, engagement, and fun increased together. In South Korea, researchers found that a gamification-blended reading approach increased students' autonomy and reduced foreign language anxiety. Even classroom games have evidence: one study on grammar games in Mexican EFL classes showed that students found the games useful across all lesson stages and improved outcomes.

These studies consistently show increased engagement and confidence in gamified environments. For example, Pai et al. reported that in a game-based curriculum, students felt more confident in speaking and experienced less anxiety. Teachers observe that students participate more actively in gamified activities and take more risks with the language. Overall, the evidence shows that gamification increases competence (better exam scores, faster mastery) and autonomy (students manage their own learning).

Conclusion

Overall, gamification offers a powerful method to enhance English language learning and support students' psychological well-being. By making lessons interactive and self-directed, game elements develop autonomy and competence, which increases intrinsic motivation and reduces anxiety. Students report enjoying classes more, and studies show measurable gains in vocabulary, grammar, speaking, and other skills. Importantly, gamification can be implemented with simple classroom games from Kahoot! quizzes to board games, as well as digital tools – making it accessible at all levels. To sustain these benefits, teachers should keep game content fresh (varying challenges and rewards) and balance competition with collaboration. Well-designed gamified lessons can transform a stressful or boring EFL class into an engaging,

confidence-boosting experience. In doing so, they not only improve English proficiency but also contribute to students' overall satisfaction and emotional growth – truly creating “more dynamic, interactive, and enjoyable learning environments.”

References

1. Al-Khresheh, M. H. (2024). The Cognitive and Motivational Benefits of Gamification in English Language Learning: A Systematic Review. *Open Psychology Journal*, 18, 123–156.
2. Cheng, J., Lu, C., & Xiao, Q. (2025). The Impact of Gamification on EFL Reading: A Quasi-Experimental Study on Reading Proficiency and Language Enjoyment Among Chinese University Students. *Frontiers in Psychology*, 16.
3. Fatah, P. F. A. (2025). The Effectiveness of Gamification in Improving English Language Learning Outcomes. *Jurnal Pendidikan dan Sastra Inggris*, 5(2), 304–320.
4. Girón Chávez, A. J., Bermejo del Villar, M. M., Carrasco Pinot, G., Cruz Maldonado, E. Y., & Zamarrón, R. C. (2025). Teaching Grammar Through Games: An Effective Method for EFL Learning. *Revista Lengua y Cultura*, 6(12), 16–28.
5. Hung, Y. (2018). Gamification in Language Learning: Anxiety and Motivation in English Learning. (Cited in Rojabi et al., 2022).
6. Pai, P., Tzeng, Y., & Lin, W. (2024). Integrating Gamification Strategies to Reduce English Speaking Anxiety in Young Learners. *Language Teaching Research*, 28(2), 215–233. (Cited in Al-Khresheh, 2024).
7. Rojabi, A. R., Setiawan, S., Munir, A., Purwati, O., Safriyani, R., & Hayuningtyas, N. (2022). Kahoot, Fun or Boring? Gamifying Vocabulary Learning to Improve Exam Scores, Engagement, and Motivation. *Frontiers in Education*, 7, 939884.
8. Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55(1), 68–78.
9. Xu, B., Sibley, T., & Hamari, J. (2025). Exploring Gamification in EFL Teaching: A Systematic Review. *Digital Education Review*, 46, 123–150. (Cited in Al-Khresheh, 2024).