



A SYSTEMATIC LITERATURE REVIEW ON GAMIFICATION: ATTRACTIVE METHODOLOGIES FOR ENGLISH LANGUAGE TEACHING

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ABSTRACT: This study aims to investigate gamification as a tool to promote meaningful teaching and learning in English language classes. Adopting a qualitative research approach of a descriptive nature, the study focuses on both the positive impacts and limitations of teaching through gamification. To achieve this, a literature review was conducted, drawing on key authors such as Elias and Catia (2023), Santos (2023), Govender and Moreno (2021), Melo and Ramos et al. (2021), among other researchers in the field. A total of 8 texts were selected from the Periódicos da Capes website. The results revealed some negative aspects, such as a lack of technical support and infrastructure limitations. However, gamification proved to be an effective resource in fostering student motivation and engagement in the classroom, with the potential to enhance learning when applied carefully and strategically.

Keywords: Gamification in Education. Student Engagement. Attractive Methodologies.

RESUMO: Este estudo tem como objetivo investigar a gamificação como ferramenta para promover ensino e aprendizagem significativos em aulas de Língua Inglesa. Adotamos uma abordagem de pesquisa qualitativa de natureza descritiva com o foco em impactos positivos e limitações ao ensinar por meio da gamificação. Para isso, foi feita uma pesquisa de revisão de literatura com fundamentação nos principais autores: Elias e Catia (2023); Santos (2023); Govender e Moreno (2021); Melo e Ramos et.al 2021) entre outros pesquisadores que atuam na área. Foram selecionados 8 textos, através da base de dados Periódicos da Capes. Os resultados mostraram alguns pontos negativos como falta de suporte técnico, restrições quanto à infraestrutura, porém a gamificação demonstrou ser um recurso eficaz quando a motivação e engajamento dos alunos em sala, capaz de potencializar o aprendizado se, aplicada de forma cautelosa e bem planejada.

Palavras-chave: Gamificação na educação. Engajamento do aluno. Metodologias atrativas.

INTRODUCTION

The theme of this work is teaching language through gamification, which can enable more engaging and effective learning experience in language education. This research is based on a systematic literature review.

According to Elisa and Ferrari (2020, p. 07) “gamification consists of applying elements, mechanics, and dynamics from games in playful or non-playful contexts with the goal of Engaging, Motivating and optimizing behaviors and processes.” Incorporating elements such as points, levels, challenges, rewards, and competitions into everyday activities, gamification seeks to stimulate active student participation in the classroom, promoting more effective and enjoyable learning.

Over time, teaching in a way that engages students in a more enjoyable manner has become increasingly challenging. It is important to emphasize that nowadays there are numerous ways to teach, as Richards JC, Rodgers TS (2014, p. 81-82) say. Traditional teaching method, Constructivism, Montessoriism needs selecting the right games to engage students and guarantee their success in the material is the teacher's difficulty when using gamification to teach language. Having said that, A question arises: How do publications from 2020 to 2023 report the benefits and challenges of using gamification in foreign language classes?

Teaching through gamification can increase engagement and spark students' curiosity and motivation, making learning more enjoyable, with the aim of making classes more attractive and memorable. However, not all activities involving gamification are effective or align with classroom learning objectives. Therefore, the choice of gamified methodologies should be made with extreme care to ensure better integration of the content to be taught. Nonetheless, considering the diversity of students with different skills and learning styles, not all students will respond positively to this teaching approach. Therefore, relying solely on gamification in teaching may not be effective for all students due to these learning differences.

The general objective of this research is to analyses experiences regarding how the use of gamification strategies can influence students' motivation and interest in the English language learning process.

This work consists of systematic literature review that will utilize the study and comprehension of the gamification process in English language teaching as a methodological instrument. Three key terms were chosen for this research: “gamification,” “engagement,” and “language teaching.” The study begins by identifying authors who meet the research criteria.

Additionally, the study will explore gamification methodologies that can enhance student engagement and performance in the classroom.

In this way, the objective is to discuss how gamification affects student learning, and how gamification is understood in different studies. . This article will be divided into several fundamental sections for the development and understanding of the research. Initially, this introduction presents the topic, emphasizing its importance and the study's objectives. The literature review will provide a theoretical foundation based on research and significant authors on gamification in language teaching. The methodology will detail the methods adopted in the study, covering the qualitative and descriptive approach. In the results section, the main findings will be presented, followed by the discussion, where these results will be analyzed. The final considerations will conclude the study. There will also be an acknowledgments section, recognizing the contributions of individuals and institutions that supported the research. Finally, the references section will list all the works cited throughout the text.

LITERATURE REVIEW

This article discusses research on the use of gamification as an object of investigation, aiming to make a comparison between 8 articles taking notes about how effective using gamification in class can be.

However, as reported by Schwarzock. Medium. 2025.

Gamification is the application of game design elements, such as points, leaderboards, challenges, and rewards, in non-game contexts like education. By incorporating the elements that make games engaging, gamification aims to create a more motivating and interactive learning experience.¹

In other words, according to Schwarzock, gamification becomes essential for teaching through games, as gamified strategies encourage students to improve in class and spark curiosity, making the learning process less monotonous. However, teachers must ensure that it does not become something superficial, focusing solely on earning points or rewards.

According to Zourmpakis, Kalogiannakis et al (2023, p. 04):

¹ <https://medium.com/educreation/gamification-in-the-classroom-a434201d4565#:~:text=Gamification%20is%20the%20application%20of,motivating%20and%20interactive%20learning%20experience>

Gamification can help students in various aspects of learning, such as motivation, classroom engagement, and content comprehension. Through learning with games, students can learn through trial and error. Teaching through gamification also generates entertainment in the classroom, meaning students can learn difficult subjects and topics while having fun.

Nowadays, the website Instituto Ayrton Senna (2022) says that the challenge of motivating students in the classroom is increasing. In addition, the Base Nacional Comum Curricular (BNCC) plays a crucial role in guiding educational practices, emphasizing the need for dynamic and engaging teaching strategies that foster student autonomy and active participation (BRASIL, 2019). It highlights the importance of developing students' autonomous motivation in the classroom. For this to happen, It is necessary to propose activities that actively engage students, as well as tasks they are capable of completing. Simon (2017, p. 16) says:

When it comes to motivation, several factors contribute to students' lack of interest in classes, such as cognitive issues students with ADHD or dyslexia often do not receive adequate support in class, which prevents them from participating actively, expressing their ideas, or reflecting on the content being taught. In most cases, this results from a lack of teacher preparation and specialized assistance.

Emotional and psychological issues, such as anxiety and family problems, also contribute to students' demotivation, directly affecting their academic performance. Coutinho, Gurski. Revista Galileu (2024). Lastly, according to Morales and Alves (2016, p. 4), the lack of proper planning and dynamic lessons can lead to disengagement, as students are often accustomed to traditional, monotonous classes that focus primarily on repetition and content memorization, leaving students in the background and making the teacher the main figure in the lesson. These factors directly influence student motivation. Each classroom has its own specificities and differences, requiring careful planning to meet the needs of every student.

In teaching and learning, Gamification plays a fundamental role by providing a more dynamic and effective language learning experience, centering on the student. Ratinho and Martins (2023, p. 2). As well as the possibility of adapting and creating various materials available online on websites such as Nearpod and Wordwall, catering to each student's needs and learning pace, making classes more inclusive and accessible. Currently, the use of technology has been growing more and more, becoming commonplace in people's daily lives and even being introduced at an early age in children's lives, according to psychologist Marluce Lima from the State Health Department. Explain that from the moment a child needs interaction to develop skills and interpersonal relationships, closer contact with screens can lead to

disorders such as anxiety, vision problems, sleep difficulties, learning difficulties, and more.² This process of cognitive delay and learning difficulties in children directly interferes with classroom learning, making it challenging for teachers to generate engagement with traditional lessons³. However, Gamification enables the observation of several factors that influence student engagement and motivation, including interactive lessons that incorporate challenges, rewards, and feedback. Most importantly, the use of technology in the classroom commonly used by young people, as mentioned above, plays a key role in enhancing student participation. However, the analyzed texts show that both young people and adults experience a significant improvement in classroom engagement and motivation.

Building on this explanation, this article will present a systematic literature review that will analyze recent research to assess how digital tools and gamified elements contribute to enhancing engagement, motivation, and learning outcomes.

METHODOLOGY

Based on the Ohio University Health Science Library website, a step-by-step guide was followed to conduct systematic literature review, which is a methodological approach to integrating scientific evidence in order to address a specific research question with clarity and reproducibility. These reviews aim to include all available published evidence on a topic while conducting a rigorous assessment of its quality. Prodanov and Freitas (2013, p. 79) says that: The main goal of using systematic review methodology is to minimize bias and maximize transparency in each step of the review process. This is achieved by using transparent and systematic methods to reduce bias in selecting and including studies, critically evaluating the quality of studies included, and objectively synthesizing the findings.⁴

² A partir do momento que a criança precisa de uma interação para o desenvolvimento das habilidades e do próprio relacionamento interpessoal, esse contato mais próximo com as telas pode gerar transtornos como ansiedade, problemas de visão, dificuldades para dormir, problemas de aprendizagem, além de afetar a interação.

³ <https://beieducacao.com.br/2020/09/24/metodo-tradicional-de-ensino-e-metodologias-ativas-conheca-as-principais-diferencas/>

⁴ Assim, a revisão da literatura pode ser vista como o momento em que você situa seu trabalho, pois, ao citar uma série de estudos prévios que servirão como ponto de partida para sua pesquisa, você irá “afunilando” sua discussão.

To conduct a systematic review, the first step was to formulate a well-defined research question, which was: How do publications of 2020 to 2023 report the benefits and challenges of using gamification in foreign language classes?

Next, a strategy was developed, including selecting relevant databases and defining keywords like "gamification" "motivation" and "language teaching". After that, the search is conducted across the website source periodicos da capes, and the retrieved studies are screened based on predefined inclusion and exclusion criteria. The selected studies are then assessed for quality. Once the relevant data is extracted, it is synthesized through qualitative analysis, such as meta-analysis. Finally, the findings are interpreted, conclusions are drawn, and the results are reported in a structured format following ABNT guidelines.

The selection criteria for the texts included scientific articles in English and Portuguese, researched on the periodicos CAPES website. The searches were based on three keywords like: “gamification,” “engagement,” and “language teaching,” which resulted in 60 texts. Therefore, the first criterion for narrowing down and excluding articles was the repetition of the researched title, meaning articles that focused on the same approach. Therefore, 36 articles were excluded.

The second stage involved reading the titles. A total of 24 articles were selected for this reading to narrow down the research, focusing on common points of interest among the chosen articles. In the final stage, the abstracts of each article were read, and after a thorough analysis, 8 articles were selected that met the research objectives of this study. Therefore, the 52 discarded articles did not meet the inclusion criteria or did not align with the chosen topic.

The 8 articles found are organized according to the year of publication (from oldest to most recent). The most recent article is from 2023 and the oldest is from 2020. Each selection below is identified by title, author, year of publication and an abstract of each article chosen.

RESULTS

The 8 articles below have been organized into sessions and will be presented below in summary form containing articles from 2020 to 2023. each session specifying title, authors and year of publication.

Chart 1- Article 1

Title: Os impactos da gamificação e a utilização de jogos educacionais nas aulas de língua inglesa: toefl ibt produção oral.
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Authors: Diene Eire De Mello, Samantha Ramos, Raquel Carlos, Giovanna Mollero

Year of publication: 2020

This article investigates the effects of gamification and educational games on the motivation and oral development of English language learners. The study was conducted in a 16-hour course focused on oral production for the TOEFL exam. The researchers examined whether educational games could positively impact student motivation, incorporating various gamification elements such as rankings, missions, challenges, and achievements. Data collection was carried out through questionnaires and recordings of oral tests performed by the students. The questionnaires indicated that students perceived gamification and educational games as motivating tools that enhanced their engagement and self-esteem throughout the course. However, the analysis of the results did not show a significant improvement in linguistic proficiency. It is concluded that, although gamification strategies are effective in increasing student motivation, the method did not demonstrate short-term effectiveness. Furthermore, the course lasted only 16 hours, which may not have been sufficient for noticeable linguistic changes.

Chart 2- Article 2

Title: Role of gamification in classroom teaching: Pre-service teachers' view

Authors: Rita Wong Mee Mee, Tengku Shahrom Tengku Shahdan, Md Rosli Ismail, Khatipah Abd Ghani, Lim Seong Pek ,Wong Yee Von, Adelaide Woo, Yuges hineey Subba Rao.

Year of publication: 2020

This article investigates the use of gamification in language teaching in primary schools located in Selangor, Malaysia, focusing on the perspective of 33 pre-service teachers during a 16-week internship. In this article, gamification is highlighted as an effective tool for engaging students, making learning more dynamic and interactive. Some findings include that group games are effective for developing students' social skills, the use of gamification increases students' motivation and engagement in the classroom, making their learning more enjoyable, and finally, teachers noticed an improvement in students' creative, critical, and autonomous problem-solving skills. However, despite the benefits that gamification brings, some issues were identified, such as a lack of technological support in schools, a shortage of adequate materials, and difficulties in assessing students' performance in curricular content based on the proposed games. Therefore, the study reported that although the positive impact on students' motivation and performance has improved exponentially, for gamification to be effective in the classroom, it requires institutional and technological support, as well as teacher training.

Chart 3- Article 3

Title: An Analysis of Game Design Elements Used in Digital Game-Based Language Learning

Authors: Terence Govender, Joan Arnedo-Moreno

Year of publication: 2021

This article aims to analyze digital game design elements used in education to investigate their effectiveness. Therefore, a literature review of 114 articles was conducted to categorize and examine the implementation of games in language learning. The analysis considered design elements, types of games, participant age groups, and language skills (vocabulary, speaking, grammar, etc.). The five most recurring elements were feedback/progress, theme, points, the presence of a story guiding the experience, and levels. Most of the studies analyzed focused on adults and university students, while children and adolescents were less studied. However, games used with high school students showed higher engagement results. Among the language skills addressed, vocabulary was the most studied (42% of the games). It was found that multiplayer games were highly effective for communication skills, whereas speaking and writing skills received little attention, despite their crucial importance in language learning. The research concludes that there is an excessive focus on vocabulary, while speaking and writing skills are often neglected. More studies with children and adolescents are needed, and future research should investigate the quality of game element implementation instead of focusing solely on quantity.

Chart 4- Article 4

Title: Gamification in Teaching and Learning Languages: A Systematic Literature Review.

Authors: AL-Dosakee Karwan; Ozdamli Felize

Year of publication: 2021

The article "*Gamification in Teaching and Learning Languages: A Systematic Literature Review*" presents a systematic review of 23 studies published between 2014 and 2020 on the use of gamification in language teaching and learning. The results show that gamification, by incorporating elements such as scoring, rewards, rankings, and levels, has a positive impact on students' motivation, engagement, and performance. Most of the studies analyzed reported significant improvements in student participation, the development of language skills, and overall attitudes toward language learning. However, the article also highlights challenges, such as the need for careful planning, the risk of the novelty effect (loss of interest over time), and the importance of aligning game elements with pedagogical goals. In summary, gamification is effective when used strategically, fostering more interactive and motivating learning environments.

Chart 5- Article 5

Title: Adaptive Gamification in Science Education: An Analysis of the Impact of Implementation and Adapted Game Elements on Students' Motivation.

Authors: Zourmpakis Alkinoos-Ioannis; Kalogiannakis Michail; Papadakis Stamatios.

Year of publication: 2023

This article investigates the impact of adaptive gamification on students' motivation in the context of science education. The authors examine the effectiveness of adjusting game components to students' individual characteristics, considering that conventional gamification methods often fail to efficiently meet the needs of all student profiles. Most students showed greater enthusiasm for studying through adaptive gamification. Aspects such as challenges, storytelling, and rewards had a positive effect, while cooperation and digital economy elements caused a certain degree of anxiety. The results show that Adaptive gamification increases students' participation and interest, but requires a meticulous design to prevent adverse effects such as frustration or cognitive overload. The research suggests that customizing game components can make the learning process more effective and engaging.

Chart 6- Article 6

Title: The Role of Gamified Learning Strategies in Student's Motivation in High School and Higher Education: A Systematic Review

Authors: Ratinho Elias; Martins Catia

Year of publication: 2023

The article provides a systematic analysis of the effect of gamification on the motivation of high school and university students. The research examines the impact of gamified strategies on student motivation, focusing on aspects such as points, badges, and rankings. Since 2010, gamification has been widely employed in education with the goal of increasing student engagement and analyzing how gamified tactics influence student motivation, with an emphasis on elements like points, badges, and rankings. Since 2010, gamification has been extensively used in education to enhance student engagement. The research is based on Self-Determination Theory (Deci & Ryan) and Social Learning Theory (Bandura), highlighting the importance of autonomy, competence, and social interaction in student motivation. The research indicates that gamification can be an effective tool to boost student motivation and participation; however, its effect may be temporary. To be effective in the long term, it needs to be carefully designed and integrated into educational strategies.

Chart 7- Article 7

Title: Gamification in foreign language teaching: A conceptual introduction

Authors: Fruzsina Szabó, Marta Kopinska

Year of publication: 2023

This article explores the concept of gamification as an innovative tool for foreign language teaching, focusing on motivating students and increasing their engagement. The text discusses the cultural context of gamification among students who have largely grown up in a technological environment, emphasizing the need to adapt pedagogical methods to meet their needs. However, the authors of this article highlight that, although students are comfortable using digital technologies, not all of them have the necessary proficiency to effectively use certain educational tools. Therefore, this factor must be considered when applying gamified methods. The conclusion affirms that, despite criticisms and limitations, gamification can inspire students' autonomy and engagement, contributing to a deeper and more meaningful learning experience in foreign language education.

Chart 8- Article 8

Title: Explorando as Conexões entre a Política Educacional de Paulo Freire e o

Uso da Gamificação no Ensino de Língua Inglesa

Authors: Jaqueline Gisele dos Santos

Year of publication: 2023

The article investigates the relationship between Paulo Freire's pedagogical principles and the use of gamification in English language teaching, presenting a qualitative literature review that examines how gamification can be applied in the classroom in alignment with Freire's educational principles. One of the key points discussed is that Freire emphasizes dialogue as a means of constructing knowledge, student participation, content contextualization, and the development of student autonomy. In Freire's perspective, students are the protagonists of their own learning, making it an active learning process. Similarly, gamification is characterized by the application of game elements and mechanics in educational contexts, promoting student engagement and participation. However, despite the potential of gamification, the text highlights the lack of technology and the need for teacher training to make this methodology more effective. The article concludes that, although Paulo Freire did not explicitly emphasize the use of gamification, his pedagogy shares several common principles with this strategy. Gamification can be a powerful tool for making learning more dynamic. Therefore, the combination of gamification and Freire's pedagogy makes a significant contribution to English language teaching, making it more engaging and motivating.

With the aim of analyzing how the use of gamification strategies can influence students' motivation and interest in the English language learning process, the discussion about the selected texts was divided into 2 sections: "positive impacts" and "limitations of gamification in education," highlighting inferences of important aspects from the texts and authors mentioned above.

DISCUSSION

Positive impacts

In the texts 1, 6, and 7, most of the analysis uses rankings and scoring on gamification. In gamified teaching, rankings and scores are elements that encourage competitiveness and student engagement, allowing them to track their progress and compare themselves with others. Rankings indicate students' positions relative to others, while scores represent the individual points earned in activities or tasks. were essential for student engagement and motivation in the proposed lessons. In texts 6 and 7, it is emphasized that in the short term, this gamified method has a huge impact on teaching because it allows students to repeat the same activity multiple times in a competitive and fun way. Therefore, Sabò (2023, p. 425) states: “[...] and if they get it wrong, they take more time to get it right next time (because they want to win), so learning happens”. It also allows the teacher to adapt the lessons as they wish to meet their needs, highlighting that gamification requires this adaptation for a more interactive lesson, with topics appropriate for the student's age and experiences. Regarding motivation, Ratinho (2023, p. 11) emphasizes that another study “used a competitive gamification technique through the app 'Who Wants to Be a Millionaire' and found that students’ levels of immersion in the activities were high, leading to higher motivation and participation in classroom tasks.” Teacher used a gamified technique with the "Who Wants to Be a Millionaire" app, making a comparison with previous lessons that did not use gamified methods, that is, traditional methods, and noticed that by using these methods, there was a significant improvement in student participation and engagement in the classroom.

According to texts 7 and 4, the use of technology allows greater dynamism in the classroom with a range of possibilities for the teacher to adapt their lessons. in the line with text 7 by Szabó, (2023, p. 423), ”From an educational point of view, it not only allows the gradual

practice of the learning material, but also warrants the continuous and active presence of the learner in the language learning process“; and in the text 4 Al-Dosakee and Ozdamli (2021, p.562) say that “Today, technology plays a significant role in enhancing learning teaching in the industrial, educational revolution.“ With the integration of technology in education, it is possible to incorporate gamification into the learning process. That is, it enables the adaptation of physical materials to digital ones, and even the creation of digital materials, allowing the teacher to make lessons more interactive and fun with videos and educational games.

Text 2 highlights that with the use of gamification in the classroom, as Wong and Shahron et. all (2020, p. 689) says: there is an improvement in students' critical skills, as the games encourage problem-solving and critical thinking about the material being worked on. Furthermore, it is possible to make lessons more accessible to students who are shy or have difficulty in the subject, enabling a modification in the way content is worked on, focusing on the student's difficulty.

Text 5 emphasizes the importance of adaptive gamification and the benefits it brings to student motivation in the classroom. such as this paragraph on Zourmpakis (2023, p. 13) says: “In terms of motivational aspects, the findings of this study indicate that participants displayed a higher level of motivation towards learning [...]” Therefore, careful planning by the teacher is crucial, as this approach focuses on each individual student. Instead of the teacher creating a general lesson, the priority is given to students with specific difficulties, aiming to address them in a personalized way. For example, when a student struggles in a specific area, the teacher will reinforce that area with more activities through games.

As several authors emphasize, gamification is essential to student enthusiasm and engagement. Rankings and scoring schemes promote active participation and enjoyable, competitive repetition of tasks, which promotes learning through endurance. Technology integration improves classroom dynamics even further by empowering educators to use digital resources like instructional games and movies to create engaging lessons. Gamification also fosters the growth of critical thinking abilities and offers inclusive learning opportunities for individuals who are timid or struggling. Additionally stressed is adaptive gamification, which calls for meticulous preparation in order to properly tailor lectures and meet the needs of each individual learner.

Limitations of gamification

A negative point brought up by texts 1 and 6 is that gamification can have the opposite effect of what is expected, being demotivation when addressed in the long term. In text 6, Ratinho (2023 p. 12) highlights: "Declines in motivation occur especially after long periods of exposure to a gamified design, when the novelty effect disappears, and students lose interest in the gamification process". In other words, gamification, which can initially be very engaging and motivating due to being a new methodology, may lose its impact as students become accustomed to it, and consequently, their interest in the lessons and engagement may decrease over time. Text 5 shows that, in some cases, students demonstrated anxiety due to not being able to complete a task. That being said, it is very important to be cautious about what will be worked on in the classroom with this approach, because, even though there are capable students, there will always be those who are introverted and face difficulties with the teacher's approach.

Texts 2 and 8 discuss the difficulty in applying gamification in class due to the lack of supporting materials in schools that do not have adequate infrastructure to implement a gamified lesson that proposes the use of technology. The lack of internet is also a challenging factor for this approach. These texts also mention the lack of professional training, given that gamification is an approach that requires preparation and planning from the teacher.

Pursuant to Santos apud Pegado et al., (2020 p. 34). Studies show that many teachers still lack the knowledge and experience needed to implement active methodologies, such as gamification, in their classes.⁵

For an effective lesson, it is important for the teacher to plan appropriately according to the class they will be teaching. Even if the teacher is instructing at the same grade level, such as three different 6th-grade classes, each class has its own differences when it comes to lesson implementation.

And finally, in text 6, it is highlighted that the implementation of gamification requires greater effort from the teacher, as well as proper planning in order to provide an interactive and motivating lesson. Eire Diene et al. (2020, p. 331) states that:

It can be said that there has been a significant increase in the amount of work assigned to the teacher, which can ironically be “demotivating” for the development of practices of this nature. We therefore conclude that the use of games and gamification has the potential to produce

⁵ Estudos apontam que muitos professores ainda não possuem conhecimento e experiência necessários para implementar as metodologias ativas, por exemplo, a gamificação, em suas aulas.

positive results in terms of student engagement, motivation and self-confidence. However, they require a level of organization, planning, constant revision and adaptation on the part of the teachers.⁶

That is, it is crucial to take into account that the effectiveness of gamification directly depends on the adaptation of games to students' profiles, educational purposes, and infrastructure limitations. The reliance on technological tools can intensify inequalities, making it more challenging to include all students in the learning process. Likewise, it is essential to maintain a balance between the playful aspect and meaningful learning, preventing students from focusing solely on game mechanics while neglecting fundamental content.

The texts present a detailed analysis of gamification in education, highlighting its positive and negative effects. The texts 1, 3, 4 and 6 show that there are positive aspects of gamification, showing that rankings, scoring, and competitions enhance student engagement, making the learning process more dynamic and interactive. Furthermore, the incorporation of technology is emphasized as a crucial element in making lessons more accessible and engaging, helping to improve critical thinking skills and promote the inclusion of students with learning difficulties. The personalization of activities according to students' profiles is another highlighted advantage, reinforcing the need for a more individualized teaching approach.

However, by the text 1 and 6, Ratinho and Martins (2023, p. 13) said. students tend to react better to gamification when the process is new, whereas following a longer period of exposure, it can become less influential and even boring. also discusses the limitations of gamification. The decrease in its motivational effect over time, the increased workload for teachers, and the lack of infrastructure in some educational institutions represent significant obstacles that can hinder the effectiveness of this approach. Additionally, the anxiety experienced by some students and the necessity for teacher training to effectively implement this methodology are important aspects to consider.

In general, all the texts explore different perspectives on the use of gamification in education, presenting relevant points for analysis from both positive and negative viewpoints. It demonstrates that teaching through gamification does not always guarantee positive results in terms of student engagement and motivation.

⁶ Pode-se afirmar que houve um aumento significativo de trabalho atribuído ao professor, o que pode vir a ser, ironicamente, “desmotivante” para o desenvolvimento de práticas dessa natureza. Dessa forma, concluímos que o uso de jogos e gamificação tem potencial para produzir resultados positivos quanto ao engajamento, motivação e autoconfiança do estudante. Entretanto, demandam um nível de organização, planejamento, constante revisão e adaptação por parte dos professores.

FINAL CONSIDERATIONS

Regarding the learning strategy discussed above, which was analyzed in the systematic literature review based on the texts from 2020 to 2023, the achieved analytical objectives stand out. According to the research, it was evidenced that, despite gamification requiring careful planning, time, and effort in lesson preparation, an aspect of utmost importance in education, it proves to be essential regardless of students' age or education level, providing excellent engagement.

Furthermore, this approach demonstrates effectiveness in fostering student motivation and autonomy in the classroom. The analyzed texts present positive results regarding content absorption due to the dynamism and ease of understanding that gamification brings to the learning environment.

However, it is important to highlight the challenges in maintaining long-term student motivation and engagement, the need for teacher training, and the lack of adequate infrastructure for the effective implementation of this approach. Overall, the analyses provide a balanced perspective, showing that while gamification can be a powerful educational tool, its success depends on multiple factors and does not guarantee continuous engagement.

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