

**Gamification to generate intrinsic motivation in B1 high school students  
from Unidad Educativa Sudamericano**

**Gamificación para generar motivación intrínseca en estudiantes de  
secundaria B1 de la Unidad Educativa Sudamericano**

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## Resumen

Alcanzar un nivel suficiente de competencia en la enseñanza de inglés a estudiantes de secundaria puede resultar difícil para los profesores y requerir mucho tiempo y trabajo. De esta manera, la gamificación se muestra como un enfoque innovador de la educación que podría mejorar significativamente la adquisición del inglés como segunda lengua por parte de los alumnos de secundaria. El entusiasmo y la dedicación de los alumnos pueden mejorarse empleando este enfoque de aprendizaje, que contribuirá a su rendimiento académico en inglés. El propósito de este estudio es determinar si la gamificación se puede utilizar eficazmente como estrategia de enseñanza para aumentar la motivación intrínseca en las clases de inglés de secundaria. Este proyecto tiene como objetivo mejorar la enseñanza del inglés en la escuela secundaria contribuyendo al desarrollo de nuevos enfoques y técnicas. Al examinar los datos, se obtuvo una comprensión más completa de los efectos de la gamificación como estrategia de enseñanza del idioma inglés en estudiantes de secundaria. Además, se establecieron pautas claras para los educadores interesados en utilizar la gamificación como un enfoque pedagógico para la enseñanza del inglés en la escuela secundaria y diseñar intervenciones y programas educativos más efectivos para promover un aprendizaje significativo del idioma inglés.

**Palabras clave:** Enseñanza, Inglés, gamificación, motivación intrínseca

## Abstract

Reaching a sufficient level of proficiency in teaching English to high school students can be difficult for teachers and take a lot of time and work. In this manner, gamification is shown as an innovative approach of education that could significantly improve secondary school pupils' acquisition of English as a second language. The enthusiasm and dedication of pupils may be enhanced by employing this approach to learning, which will contribute to their academic achievement in English. The purpose of this study is to determine whether gamification can be used effectively as a teaching strategy to increase intrinsic motivation in high school English classes. This project aims to enhance high school English instruction by contributing to the development of new approaches and techniques. By examining the data, a more comprehensive comprehension of the effects of gamification as a teaching strategy of the English language in high school students was obtained. Additionally, clear guidelines were established for educators interested in using gamification as a pedagogical approach to teaching English at the secondary school level and designing more effective educational interventions and programs to promote meaningful English language learning.

**Keywords:** Teaching, English, gamification, intrinsic motivation

## Introduction

English education in secondary school could be difficult at times, because it requires a lot of time and work on the part of the students to acquire sufficient proficiency. Gamification is shown as a creative educational approach that can greatly improve the English language learning process for secondary school students in response to this challenge. To inspire and involve students in learning, gamification involves carrying out game dynamics and mechanics in non-recreational environments. Academic performance in the English language can be improved by applying this teaching approach, which will also truly increase the motivation and commitment of students. This analysis aims to find out the effectiveness of gamification as a didactic approach in English education in secondary school, with emphasis on the construction of intrinsic motivation. The study will examine the results achieved by students and evaluate how gamification has affected their desire to learn English. The purpose of in other words contribute to developing new approaches and tactics to improve English education in secondary schools. Gamification has become a cutting-edge teaching approach in English language education to increase student motivation and learning. That being said, it is imperative to examine and understand the effect and effectiveness of gamification as an education tactic, especially as it relates to high school students' intrinsic motivation to pursue English. Fundamentally, the problem is that many high school students have problems learning English. There are many causes for this, including low motivation and poor exposure to language outside of the classroom. Today's study looked at intrinsic motivation, which is the natural desire to participate in activities only because they generate benefits. These concepts are the basis for the construction of online games and language learning applications such as Duolingo and Rosetta Stone. "What are students' perceptions of using gamification as a teacher tactic to create intrinsic motivation?" is the central question that defines the inquiry problem. The objective of this analysis is to learn more about the effects of gamification as a teaching approach to teach the English language to secondary school students by investigating and evaluating this issue. This understanding can be used to detect the advantages and disadvantages of gamification in terms of producing intrinsic motivation, as well as to provide interesting recommendations on the best way to apply it in this educational field. Furthermore, this analysis aims to give exact suggestions to teachers who wish to use gamification as a teaching tactic in secondary English education. In addition, it can assist in the construction of more impactful educational interventions and initiatives that promote relevant and encouraging learning of the English language among secondary school students.

This research addresses the efforts and restrictions related to the work of gamification as a didactic approach for English education in secondary school. It seeks to find out how gamification impacts student motivation and learning, providing useful ideas and proposals supported by research for positive use in the classroom. The analysis is based on the potential

of gamification to revolutionize the educational process, its adaptability to different disciplines and academic levels, and the ethical questions surrounding its use in the classroom. By examining these points, this inquiry adds to the ongoing efforts to improve the education and learning of the English language of secondary school students.

### ***Literature Review***

#### *Gamification Definition*

Over the last few years, "gamification" has been defined as applying game design elements, mechanics, encouragement, participation, and engagement. Its main objective is to improve learning outcomes and enhance education, business, health, and personal development. Thus, it will increase motivation, foster proactive participation, and drive long-term engagement. Hamari (2023) can dispute that gamification refers extensively to technology, economic, cultural, and social developments in which reality is becoming more play for design or as an emerging transformation. Furthermore, it has become a catchword throughout education and training in recent years, thanks to its perceived potential to make learning more motivating and engaging. It is said that gamification supports, helps, and motivates students. Consequently, it leads to enhanced learning processes and outcomes (Aguado & Sendra, 2022).

Furthermore, according to Kiryakova, Nadezhda and Yordanova (2014), recent students are really into technology and have new profiles. They were brought up with digital technologies and have different types of learning, new attitudes to the learning process and the highest teaching and learning requirements. Teachers fight against modern challenges and have to solve big issues involved with the process of habituating learning to the needs, preferences and requirements of the student. Teachers have to use different educational methods and innovative approaches that allow students to be active participants with intense motivation and commitment to their learning in the classroom. Modern pedagogical paradigms and trends, reinforced by the utilization of ICT, produce prior requirements for using new approaches and techniques to realize active learning. Gamification in training is one of these trends.

Nevertheless, Marczewski (2013) can dispute that gamification is the use of game design techniques, game thinking, and game mechanics to enhance non-game spaces. Gamification is generally applied to non-gaming applications and processes to persuade individuals to adopt them or influence how they are used. Gamification works by making technology more attractive, motivating users to engage in desired behaviors, showing a path to mastery and autonomy, helping to solve problems and not be a distraction, and taking advantage of the psychological predisposition of humans to participate in games.

#### *Significance of the study*

The effect of gamification as an effective way to promote intrinsic motivation in High School has become a method of experiential learning theory. Furthermore, Banfield (2014) states that it can increase intrinsic motivation and self-efficacy. Students who have been given

intrinsic motivation go to class because they hunger for more information. Plus, what matters most here is that they may feel comfortable involved, and their self-efficacy soars. This study aims to provide reliable information on how gamification can foster intrinsic motivation in EFL high school students.

#### *Intrinsic motivation*

Motivation plays a fundamental role in a teacher's pedagogy. As a student teacher, it is crucial to think about how students can be intrinsically motivated inside the classroom. Teachers have the possibility of empowering and moving their students to provide them with support in which they can promote the learning of teachers and students. Intrinsic motivation involves teachers providing modalities, allowing students to set determining goals and find their major interests and curiosities (Valerio, 2012). Through enriching work, students have the opportunity to connect with the content and participate in learning. Teachers are main role models for students; A teacher who exhibits the passion for it and learning by learning will transfer such attributes to a classroom, to the intrinsic learners. Motivating students to learn is another opportunity for opening up a world of ways. Intrinsic motivation is a substantial component in student learning, with teachers being the ones who predominate in making learning experiences that allow students to see that it is worth thinking about and achieving from student learning.

#### *Gamification in empirical studies on second language acquisition*

Digital is a fascinating and entertaining technique to support second language learning and minimize the vast gap between educational practice and pupil's acquisition. Thanks to innovative and modern digital technologies, there has been a rapid increasement in the demand to obtain English as a second language among students who have different nationalities (Álvarez & Echevarría, 2023). This immediate progression calls for a shift from trivial learning techniques to proactive learning techniques. This huge change is relevant as learners usually complain about absorbing English as a second language because they say it is stressful, dull, intriguing and complex, especially in terms of carrying out their different skills, such as listening, reading, writing and speaking in natural surroundings.

The inquiry about gamification also shows its benefits in the motivation and commitment of students to learning English as a second language. In learning similar to game configuration, students are given a safe place to fail without anxiety in their learning process, unlike the classic halls where defeat is a severe danger to students, as a game (Manzano et. al., 2022).

#### *Self-Determination Theory (SDT)*

Self-determination theory can provide a foundation for understanding intrinsic motivation. According to SDT, intrinsic motivation is driven by three basic psychological needs: autonomy, competence, and relatedness. Applying this theory to gamification, game elements can be designed to support these needs. For example, allowing students to make

choices within the game (autonomy), providing challenges that match their skill level (competence), and fostering social interactions and collaboration (relatedness).

Additionally, it is empirically derived from motivation and personality in social environments, differentiating motivation from being independent and controlled (Ryan & Deci, 2012). The work that led to the theory began with experiments that inspected the effects of extrinsic rewards on intrinsic motivation. We have developed five mini theories to address the different inconveniences, although involved, over thirty years from the initial studies. The drastic effects of social spheres on intrinsic motivation; the development of autonomous extrinsic motivation and self-regulation through internalization and adherence; specific differences in general motivation orientations; the satisfaction of primary universal psychological needs that are paramount to growth, wholeness, and well-being; and the effects of different goal contents on well-being and functioning. Additionally, we used SDT and its mini-theories to guide and interpret research on numerous novel questions such as cross-cultural motivation and well-being, close interactions, energy and vitality enhancement and depletion, and consciousness studies. and the unconscious processes of behavioral regulation. Even though a significant portion of SDT was developed through various experiments, it is also helped by an important proportion of applied research through field studies and clinical trials to address relevant social problems. We rapidly mention this work, especially on changes in terms of health behaviors, teaching, psychotherapy, union motivation, sport and exercise, and prosocial behaviors.

#### *Flow Theory*

Mihaly Csikszentmihalyi (1990) proposed it, and it describes a state of optimal engagement and enjoyment during an activity. In the context of gamification, creating flow experiences can enhance intrinsic motivation. Game elements should be designed to match the student's skill level, provide clear goals, and offer immediate.

It is vital to comprehend the vigorous relationship between personal abilities and environmental opportunities. The experience of flow influences the development of the subject and society since it requires a constant balance between challenges and capabilities, instant feedback and clear and close goals, and serves the development of an increasingly difficult self, which is capable of manifesting the complete range of human potentialities.

#### *Goal Theory*

On the other hand, Goals theory indicates that establishing clear ends can improve motivation and achievement. In the scope of gamified learning, establishing specific learning purposes and providing comments on the progress can help students' intrinsic motivation. The integration of resources such as increases, levels, and badges can contribute to students tracking their achievements and producing a sense of achievement. In the end, it can be concluded as this, the quality of learner learning as well as the willingness to pursue it, is dependent on an interaction between the types of social and academic targets that students bring to the classroom, the motivating properties of said objectives, and the structures of rewards that predominate in the classroom (Covington, 2000). Furthermore, implications for

school reform that derive from a motivational perspective and theory alone are explored. Moreover, given the generalized concern concerning the students' motivation, the need for more investigation in teaching on optimizing motivation is surprising. However, current inquiries based on an achievement target vision began to address this problem. The objective of this file is to provide a review of the basic principles of the achievement theory and examine the investigation carried out in physical teaching that extends extensively in instructional practices and tactics that can improve the Quality of motivation of children of student age.

While the need to acquire a second as well as foreign language has increased again and again, there has been a lot of research which has investigated the role of encouragement in language teaching. It has explicitly concentrated on the objective construct, which practices a critical regulatory functionality in motivational processes. The two most huge accepted goal theories in the motivation literature, the goal-setting and achievement goal theories, have been found to demonstrate the applicability of these theories to language learning inquiry.

### *Social Cognitive Theory*

Social cognitive theory emphasizes the role of observational learning and social relationships in motivation. Incorporating social resources, such as classification tables, group challenges, or cooperative games, can improve intrinsic motivation in gamification. Students can observe and learn from others, compete or collaborate with their classmates, and receive recognition for their achievements.

Even though there are different social cognitive perspectives, Bandura's theory argues that the critical role of indirect, symbolic, and self-regulatory self-regulators in learning and active activities. One section provides basic information for integrating historical influences into contemporary social cognitive theory and gives a brief explanation of Bandura's early studies investigating social modeling. The conceptual framework of social cognitive theory in Honduras is being discussed. The following sections describe the fundamental roles played by indirect, symbolic, and self-regulatory processes. The implications of social cognitive theory for learning and teaching are being argued, and the strengths and limitations of the theory are being discussed. Social cognitive theory is compared to other theories of learning, motivation and self-regulation that incorporate similar cognitive processes.

Social cognitive theory takes a representative perception of human development, habituation, and change. The theory differs 3 methods of agency such as personal agency exercised individually; agency by proxy, in which individuals obtain desired outcomes by influencing others to act on their behalf; and collective agency, in which individuals work in concert to flesh out their future. Apart from that, controversial dualisms permeate our field, pitting sovereignty against interdependence, individualism against collectivism and communality, and personal agency against social composition. The determinants and combinations of agents of personal, indirect and collective instrumentality vary across civilizations. Yet, all agentic methods are necessary to get through the day, whatever the cultural environment in which one lives in. Civilizations are diverse and dynamic social systems, not static monoliths. Intracultural plurality and intraindividual alteration in psychosocial orientations in each of



the management spheres underline the multifaceted and dynamic nature of civilizations. The increasing globalization and cultural pluralization of communities and the entanglement in a cyber world that transcends era, distance, site and national borders require expanding the scope of cross-cultural examinations. Themes of interest focus on how national and global forces interact to flesh out the nature of cultural life.

On the contrary, the affective components in language learning have attracted attention over time (Bown & White, 2011). Although the investigation results indicate fundamental links between affection and achievement, a more significant investigation on the role and contribution of affection in language learning has been reduced by a reduced approach to particular feelings and the disruptive effects of the feeling. Based on social cognitive theory and inquiry into the intelligent processing of feelings, we recommend an approach to the impact of understanding in SLA. This approach emphasizes the mutual nature of the interactions between feelings, their particular and social precedents, and their effects on learning and achievement. The proof of a qualitative analysis of the affection regulation was carried out with 19 independent students of the Russ They in that area. The results also reveal how students' cognitive evaluations mediate their emotions and that the intelligent processing of feelings can positively damage their language learning experience. A vaster vision of affection and emotional experiences can create even more interacting interdependence between the social environment and cognitive processes in language learning.

This is comparable to Bown and White's arguments from Bandura's social cognitive theory perspective. Motivation is related to the processes that instigate and maintain goal-oriented activities. Motivational processes can be personal/internal influences that lead to results. For example, choice, effort, perseverance, achievement and environmental regulation. Motivation has been an important feature of social cognitive theory from the early findings on modeling to today's conception involving agency. The present framework of reciprocal interactions is examined, after which the investigation of particular behavioral, environmental and motivational influences is summarized. The critical internal motivational processes are goal enhancement and self-evaluations, self-efficacy, social comparisons, values, outcome expectations, attributions, and self-regulation. Critical questions confronting the theory link diversity and culture, methodology, and the effects of extensive interventions.

#### *Cognitive Load Theory*

The cognitive load theory meets the cognitive resources necessary to process the information. In the scope of gamified learning, it is substantial to consider the cognitive burden imposed by the game's resources. When a teacher carefully design and balance the difficulty of the work, grant clear indications, and ensure that the game's resources are aligned with the learning goals, intrinsic motivation can be encouraged without the overwhelming cognitive capacity of the students.

Cognitive load theory uses evolutionary theory to take into consideration human cognitive architecture and use this architecture in order to design new instructional methods. The theory claims that understanding can be divided into a biologically primary understanding that we have evolved to obtain and a biologically secondary understanding that is crucial due to

cultural causes (Sweller, 2011). Secondary reasoning, unlike primary understanding, is a matter of instruction. It is processed in a manner analogous to how biological evolution processes information. Once we talk about secondary understanding, human cognition needs a fairly huge information store, the content of which is enormous, obtaining information from other information stores. New information is created through a random generation and testing method with reasonably limited portions of new information that can be processed in a given period. However, they can process huge chunks of structured information stored in the information repository to do complicated tasks.

While the theory of cognitive burden is not exclusive to using human cognition to produce instruction methods, it is, unfortunately, rare that instruction design is based on human cognitive architecture. Often, the beginnings of instructional design are promulgated as if human cognition does not exist, or if it exists, it does not have repercussions for instruction. A choice to a process without theory is to establish instructional design using cognitive constructions known as working memory and memory to extensive-term. These constructions and their characteristics have solid repercussions for instruction. They have the possibility of producing conjectures that can be tested experimentally. If they are supported, they can conduct experiments for new effects and new instruction methods.

## Materials and methods

A non-experimental, cross-sectional, descriptive, and explanatory study was elaborated with a qualitative analysis (Erazo, 2021). Regarding the data collection techniques, surveys were used to record and obtain all the information within the institution using a structured questionnaire (Hernández-Sampieri et al., 2015). The researcher selected 30 high school participants from 10th grade (10mo EGB) at Unidad Educativa Sudamericano in Cuenca, Ecuador. These participants fell within the age range of 14-15 years old. Before data collection, consent from the participants or their legal guardians was obtained, ensuring that they understand the purpose of the study, their rights as participants, and the voluntary nature of their participation. The items were adapted from a Sánchez et al. (2012) questionnaire. Once the data collection period was complete, the collected responses were reviewed. They cleaned the data by checking for completeness, removing duplicate or erroneous entries, and preparing it for analysis.

## Results

The main purpose of the research analysis was to find the great effect of gamification on the motivation of secondary school students ranging ages from 14 years old to 15 years old to learn English as a foreign language. A non-empirical field analysis with mixed approaches was used. Quantitative and qualitative studies were mainly used to explore dependent and independent changes.



A questionnaire was administered to 30 students of the “10mo EGB” of the Unidad Educativa Sudamericano, Ecuador, for data collection. The questionnaire, was adapted by Sánchez et al. (2012), evaluated the levels of intrinsic motivation and demotivation of competitors. Furthermore, 3 open questions were included to collect qualitative information about students' perceptions in terms of the learning process.

The exploration of the survey gave valuable and useful information about the motivation levels of the students. The findings pointed out that students exhibited different degrees of intrinsic motivation, with some showing strong internal encouragement and interest in learning English, while others showed lower levels of motivation.

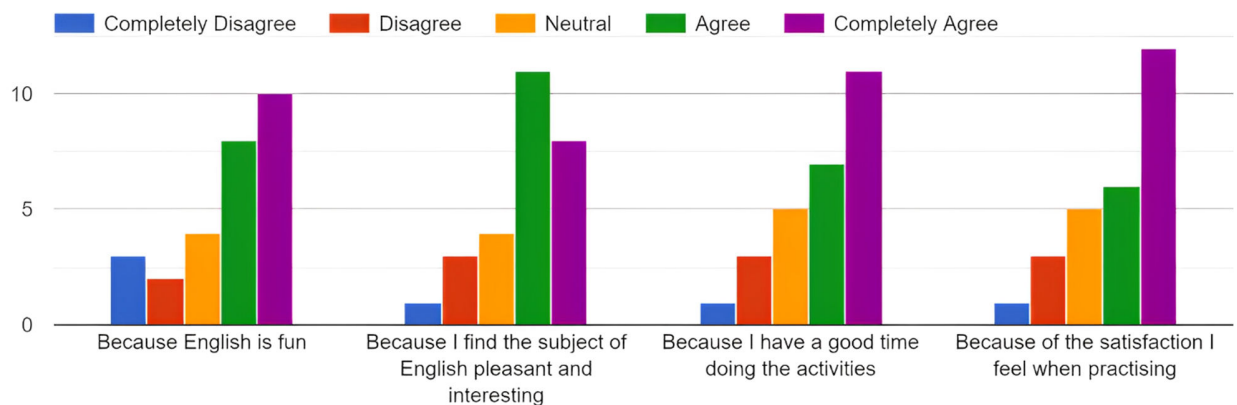
Furthermore, the study of the open questions revealed the students' reactions and personal experiences linked with language learning. The data demonstrated the positive effects of gamification, highlighting its role in boosting up motivation between students.

The analysis established a correlation between motivation levels and language learning performance. Learners with more intrinsic motivation were prone to obtain better results in their English language studies.

Apart from that, the results demonstrated that gamification also known as a pedagogical approach, can enhance motivation and promote a more engaging learning experience. According to the findings, recommendations were made to teachers and institutions to take into consideration integrating gamification elements into language learning curricula to improve students' motivation and learning outcomes.

**Figure 1**  
EFL students on class participation

I participate in English classes:



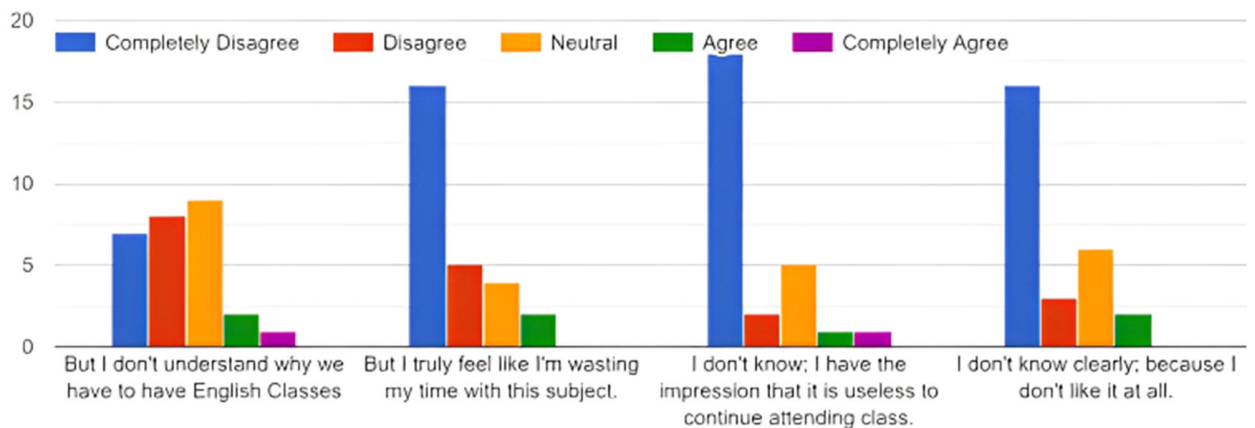
Source: Survey applied to students

The first result of the questionnaire demonstrates that the majority of English learners remain intrinsically motivated to participate during English classes since they find it entertaining and

amusing. Students responded with a Likert scale of fully agree, entirely agree, and completely agree. The answer is one of the most positive in the questionnaire, indicating that the participants have a high level of intrinsic motivation to learn English. The answer suggests that the students enjoy English classes a lot and find them engaging and enjoyable. The reply also shows the cost of producing a positive and funny learning environment for increasing students' motivation and adherence.

**Figure 2**  
EFL students on demotivation

I participate in English classes:

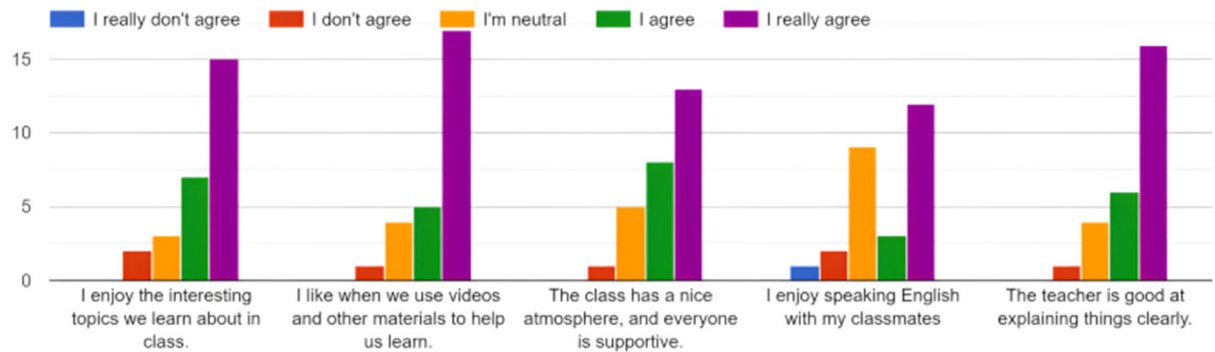


Source: Survey applied to students

The answer implies that learners' enjoyment of using English as a language maintains them intrinsically motivated to continue participating in classes. Additionally, with this knowledge, English classes may emphasize practice and give students several chances to experience success and fulfillment. The affirmative reaction shows that the learners are still inspired and driven to acquire English effectively. English lesson plans that are more riveting and victorious in encouraging student learning can be created using the information provided here.

**Figure 3**  
 EFL students on why they like English classes

What do you most like about the English class?

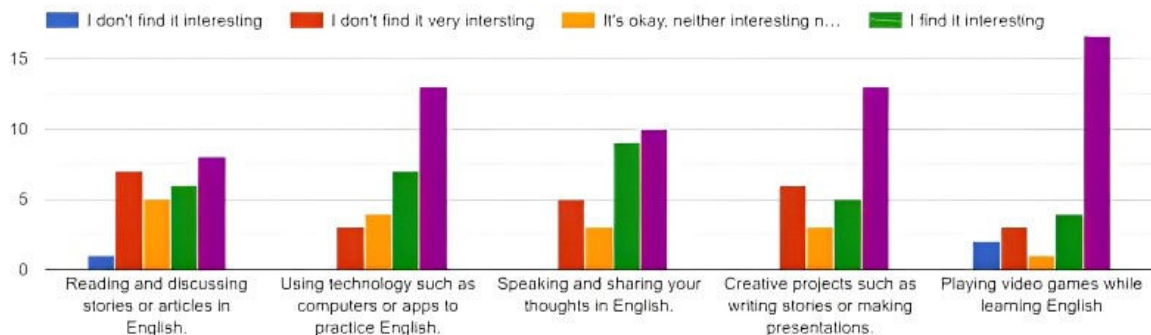


Source: Survey applied to students

Given this information, English lessons have the possibility of being more attractive and personalized to the needs and interests of the students, in addition to the reasons for demotivation in the educational field. The responses also emphasize how essential it is to understand students' motivations and demotivation to improve the effectiveness of English language education.

**Figure 4**  
 EFL students on interesting activities

Which activities do you find the most interesting?

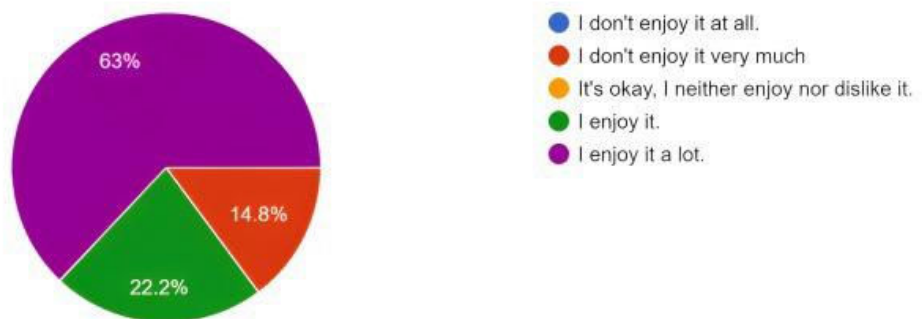


Source: Survey applied to students

According to several responds, some learners may not enjoy taking English classes and should take into consideration the reasons behind their respective requirement to do them. Therefore, English lectures can be more appealing and tailored to the requirements and interests of the students as well as the causes of demotivation inside the classroom. The answers also highlight how vital it is to comprehend students' motivation and demotivation in order to hone the efficacy of English language instruction.

**Figure 5**  
EFL students on Online Games

Do you enjoy learning using online games?

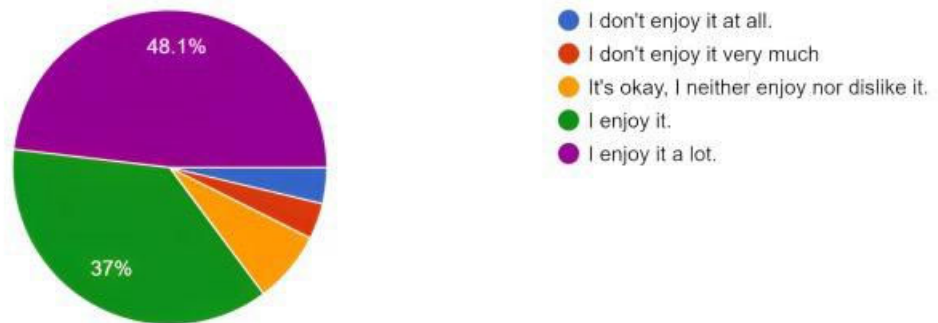


Source: Survey applied to students

Considering the learning advantages of modern online games, there is a remarkable range of perspectives and perceptions. While some respondents argue they remain fully in agreement or enjoy acquiring knowledge through online games, others are overjoyed or find them important. Furthermore, some respondents strongly believe it is amazing, while others are not convinced whatsoever, and one couple cannot stand it at all. Based on the responses, some students may find video games fascinating and fun, but other people may find them less so.

**Figure 6**  
EFL students on Online Apps

Do you enjoy learning using online applications?



Source: Survey applied to students

There is a fundamental disagreement regarding the learning possibilities that online games provide. Several people mention being happy or finding it curious, while others firmly believe in total agreement or are fascinated by learning through video games. Furthermore, while some respondents find it especially fascinating, others do not find it at all interesting and others think it is beneficial. Contrary to criticism, some students may find online games engaging and fun, while others may not.

## Discussion

The findings from the quantitative analysis of the survey responses shed light on the heterogeneity of students' motivation levels. The participants' observed variations in intrinsic motivation levels revealed a spectrum of attitudes toward language learning. Some students displayed high intrinsic motivation, indicative of a strong internal drive and genuine interest in mastering the English language. Conversely, some students had lower motivation levels, suggesting potential challenges maintaining sustained engagement and enthusiasm for language learning.

Based on the results obtained and what Kiryakova (2014) argues, gamification can enhance motivation and promote a positive learning experience in language learning. In addition, the positive impact of gamification on students' intrinsic motivation offers promising implications for the field of education, emphasizing the importance of incorporating engaging and interactive learning strategies to inspire and motivate students in their language

learning journey. Finally, the study's findings support that gamification can make language learning more enjoyable, fun, and engaging for students, leading to improved learning outcomes and motivation.

The qualitative data from the open-ended questions provided valuable context and depth to students' experiences related to language learning, highlighting the positive effects of gamification in fostering motivation among the students. On the other hand, Banfield (2014) argues that gamification is an effective way to promote intrinsic motivation in high school students. Students who have been given intrinsic motivation go to class because they hunger for more information. Thus, the argument presented in the first statement and Banfield's argument both support the idea that gamification can enhance motivation and promote a positive learning experience in language learning. The qualitative data from the open-ended questions and Banfield's argument suggest that gamification can increase intrinsic motivation and self-efficacy, essential factors in student learning.

The study's essential finding was the correlation between intrinsic motivation levels and language learning performance. The data revealed that students with higher intrinsic motivation tended to outperform their counterparts in English language studies. This correlation underscores the crucial role of motivation in shaping academic achievement, especially in the context of language learning.

The repercussions of the research findings extend to educational practice because the positive effect of gamification on motivation means its potential as a positive plan to improve student motivation and overall language learning results. Educators can produce a more positive and engaging learning experience by integrating gamification resources into language learning analysis plans, inspiring and motivating students to excel in their language learning journey. Covington (2000) indicates that the quality of student learning and the willingness to continue learning are subject to an interaction between the types of social and academic goals that students bring to the classroom, the motivating properties of those goals, and the structures that predominate. Goal theory suggests that setting clear objectives can improve motivation and achievement, and in the gamified learning environment, setting specific learning goals and providing developmental feedback can contribute to learners' intrinsic motivation. Combining resources like boosts, levels, and badges can help students track their achievements and feel accomplished. However, it is essential to acknowledge the limitations of this research. The relatively small sample size of 30 participants from a single educational institution in Cuenca, Ecuador, may limit the generalizability of the findings to a more diverse population.

This research provides significant data on the value of motivation in language acquisition. The predominance of gamification in students and their intrinsic motivation, as shown by the pilot test with 10 students, has favorable and interesting implications for learning. Educators can create an encouraging, engaging, and outstanding learning environment that drives and encourages students to succeed in their language acquisition adventures by integrating innovative and interactive education tactics like gamification. On the other hand, in the words



of Valerio (2012), teachers who provide possibilities that allow students to set goals and detect their interests and curiosities are fundamental actors of intrinsic motivation. Students have the opportunity to interact with the content and participate in the learning process through enriched work. For students, educators become role models. A teacher who is dedicated to imparting knowledge can integrate these attributes into the classroom.

## Conclusion

The value of motivation in language learning is demonstrated by the essential data provided by this analysis. Positive and intriguing learning effects result from the predominance of gamification and intrinsic student motivation, as shown by the pilot analysis with the students. By utilizing cutting-edge interactive education tactics like gamification, educators can create an exceptional, engaging, and supportive learning environment that motivates and inspires students to succeed in their language learning efforts. However, instructors who give students the opportunity to detect their interests and curiosities and set goals are essential providers of intrinsic motivation, according to Valerio (2012). Through rich tasks, students have the opportunity to interact with the material and participate in the educational process. Students see educators as role models.

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