

## GAME-BASED LEARNING AS AN INTERACTIVE LEARNING MEDIA IN ENGLISH CLASSROOM

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### ABSTRACT

The rapid growth of computer technology has transformed education, offering new ways to enrich conventional learning processes. This article presents the application of Game-Based Learning (GBL) to improve the teaching of English. GBL integrates fun and learning, appealing to students through game-like approaches that promote communication, problem-solving, and teamwork. This narrative literature review examines how GBL improves student motivation and achievement, particularly in developing speaking competencies. It also delves deeper into the questions of teacher preparedness and technological availability encountered in the application of GBL. The study read studies on theoretical foundations of GBL based on experiential learning and constructivism, as well as its classroom applications in English. The results were that GBL positively influences student motivation and teamwork, reducing anxiety, rendering learning more enjoyable and efficient. However, the success of GBL depends on the coordination of curriculum goals and the overcoming of resource and training barriers. Overall, GBL has the potential to contribute significantly toward English language learning through facilitating an interactive learning setting. Teachers should use GBL to assure learning outcomes through carefully crafted games. Next study should focus on creating effective GBL language skill evaluation materials.

**Keywords:** *Classroom Management, EFL, Game-Based Learning, Interactive Learning, Learning Media.*

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### INTRODUCTION

The merging of learning and digital technology in the recent decades has reshaped traditional learning paradigms with greater emphasis placed on interactive and student-centered teaching. Of these innovations, Game-Based Learning (GBL) has found increasing use because of its ability to incorporate pedagogical goals in game development with the outcome of creating dynamic and interactive learning experiences. In English as a Foreign Language (EFL) classroom, where motivation of the students, anxiety, and limited exposure have a chance to hinder language learning, GBL is an answer that facilitates active learning through enjoyment, experimentation, and immersion (Saba, 2020; Yalcin

et al., 2020). Through games learning strategy, students are able to practice real-life communication in real-life contexts, while reducing the affective obstacles often found in the traditional classroom.

GBL allows students practice authentic communication in simulated or semi-authentic contexts, removing the affective blocks typically found in traditional classrooms. Games create a context for learners to use their understanding of language purposefully, and using language meaningfully is a necessary practice for developing communicative competence in English as a Foreign Language (EFL) (Aratea & Pasubillo, 2024). For example, also called role-playing games or scenario-based games, learners were able to talk, make decisions, and react in procedurally random ways causing an imitation of real world social exchanges. These activities reduce the affective filter of the second language learning process in that the learners can comprehend a playful and low-stakes context, and this provides them with the chance to take risks and take their time for fluency (Rahma et al., 2024; Ryan & Deci, 2000). In a low-stakes context, students put pressure on themselves to perform, and when there is less pressure from their self, they are comfortable making errors. Additionally, students experience increased willingness to speak and decreased speaking anxiety (Chen & Chang, 2024). Further Sukmawati and Pujiani (2023) indicated that learners in GBL had increased emotional engagement and socially motivated talking about, which increased their confidence and language output. Real-time games (digital GBL) provide multilingual learners with immediate, instructive feedback and help learners reflect on their understanding of language while modifying the accuracy of their language as conversation unfolds (Khan et al., 2024). Through games, language learners are supported in developing and contextualizing their acquisition of language while supporting learner autonomy, interaction, and affective readiness to communicate.

Game-Based Learning (GBL) is grounded in several significant learning theories, providing a solid foundation for its application in language education. Dewey's experiential learning theory reinforces the principle of learning through experience and reflective activity, asserting that knowledge emerges from the intersection of doing and thinking (Kolb & Kolb, 2012). In GBL contexts, learners are engaged in interactive contributions that focus on real-world dilemmas. Through this level of engagement, learners are motivated to explore choices, make decisions, and reflect. This cyclical process is integral to language learning as it is grounded in meaningful learning experiences that incorporate vocabulary, grammar, and engagement in communication.

Similarly, Papert's Constructionism also privileges the meanings and meanings-making process to understand. Specifically, Papert argued that students understand concepts better when they build objects of their own, real or imaginary, when addressing problem situations (Semenov, 2017). Students design their own narratives, avatars, strategies, and dialogues while many GBL contexts involve iterations of their designs. In these interactive game tasks, students are observed experimenting with language and content in a safe or no-risk environment, engaging both cognitively and emotionally in the process.

In addition, the principles of Constructivism articulated by Piaget and Vygotsky are closely aligned with GBL. Piaget's theory endorses individual cognitive development through discovery learning while Vygotsky's sociocultural theory focuses on the impact of social interaction on learning as a cultural development (Abderrahim & Gutiérrez-Colón Plana, 2021). Multiplayer and collaborative games are apt examples of these principles since learners co-construct knowledge, negotiate tasks, and scaffold each other's use of language as part of their peer-supported learning (Efgivia et al., 2021). In EFL, this is particularly useful given that Cooperative game play engenders genuine communication; promotes cooperation while working toward shared goals; and engages learners through collaborative emotional experiences, support, and scaffolding. Collectively, these theoretical tenets illustrate how GBL moves language learning from passive consumers of knowledge to an active, participatory, and socially-mediated experience embodying communication, creativity, and cooperation- directly in the mix of learning.

Research has established that Game-Based Learning (GBL) has numerous advantages for various dimensions of English language learning. For example, Pujiani et al. (2023) established that teachers using GBL in their classrooms dramatically improved students' engagement and overall experience of English lessons. The interactive and immersive nature of GBL creates a more student-centered learning context in which students are engaged, involved, and willing to learn. In another example, Fakhrudin and Nurhidayat (2020) used Quizizz, a game-based online service, with university students and found increased class participation and understanding of grammatical targets, and thus concluded that GBL was an effective teaching tool for higher education.

Not only is GBL beneficial for engagement and participation, but GBL also appears to support vocabulary learning and retention. Azizi and Sofiana (2025) explored fourth grade students who used the Ludo pedagogy, a boardgame-based pedagogical strategy. The students mean score on the English vocabulary test was 9.94 points higher than the prior test with no Ludo based pedagogy. Behnamnia et al. (2020) investigated mobile game-based tasks and found that mobile game tasks helped learners remember vocabulary; due to the fact that the learners were being exposed to the vocabulary automatically while playing the game in a fun and contextualized task, learners would remember their vocabulary for longer periods. In a recent study, X. Li and Li (2024) examined role playing games (RPGs) and found them to be effective for enriching vocabulary depth and accuracy of word usage because vocabulary was embedded in meaningful interactions. The interactions and communications had situated purposes, and the vocabulary was learned through the playing of the game.

Games like Kahoot and Quizizz are useful for grammar learning. They have been found to trigger and reinforce grammatical structures, while at the same time, engaging students. Khan et al. (2024) have indicated that adding grammar quizzes as part of GBL within an ESL context, had positive effects on grammatical accuracy and lowered student anxiety levels about correcting errors. Just as Aratea and Pasubillo (2024) studied the increase in learner confidence, and greater participation in the classroom when using grammar games, it was evident

in these locations with lower- intermediate learners. Continuous repetition and immediate feedback is particularly relevant, while seeking to build one's ability to use grammatical rules correctly.

Similarly, GBL can improve speaking ability by supplying students a genuine low-stakes context in which to communicate. Chen and Chang (2024) explored the use of digital storytelling games, and found that students could share ideas with far less inhibition and fluency. They found students much more likely to engage with speaking activities when those are embedded in games that replicate real-world situations with a level of social presence. Nowhere is this evidenced more clearly than the findings of Sukmawati and Pujiani (2023). In the context of a whole class-time adventure, they reported significant improvements in students' speaking performance through games that involved not only conveying meaning, but collaboratively produced dialogue.

Even with such benefits, GBL will need special mention in a country like Indonesia where both a relatively sparse extant of research in the EFL secondary and tertiary contexts exists, as well as important issues such as teacher training and readiness for teacher development and readiness for digital infrastructure, and integration into any curriculum (Rahma et al., 2024). Even as benefits may have been articulated, as stated, all of these situational challenges that sometimes requires careful explanation as positions of GBL in education would ordinarily limit the broader application of GBL possibilities unless they are planned for through systemic educational planning and professional development.

This study seeks to fill these gaps by examining the application of Game-Based Learning as an interactive learning media in the English language classroom, specifically its potential in enhancing student engagement and language skill development. Grounded in relevant learning theory and empirical evidence, this study seeks to investigate the influence of GBL on student learning behavior, communicative competence, and classroom environment. Pragmatic issues of game selection, teacher training, and technical assistance that can influence the efficiency of GBL in real classrooms are also investigated.

This study explores the influence of Game-Based Learning (GBL) on student engagement and language aptitude in English language classes. It is guided by two principal questions: (1) What are the outcomes of GBL on students' interest and performance in EFL classroom; and (2) What are the facilitating and constraining conditions of GBL, as perceived by both learners and the instructors? The study was not about developing new games, rather it was about finding GBL platforms that are easily accessible and adaptable and can be incorporated into a classroom context. This review synthesizes research from recent peer-reviewed literature with respect to GBL and provides practical advice and pedagogical recommendations for practitioners and policy makers aiming to develop game-based instruction that is aligned with language learning goals, particularly in varied and resource challenged learning environments.

Academically, the study contributes to the expanding research on interactive digital media in EFL education by addressing comparatively unexplored areas of GBL use in university contexts and its direct impact on speaking ability. Practically, it provides English teachers and curriculum designers evidence-based

recommendations regarding the application of game-based content to more effectively teach languages. As there is increasing digitalization of education, the study promotes increased context-based and strategic utilization of technology in designing interactive and effective English learning environments.

## **RESEARCH METHOD**

The current research utilized the narrative literature review method in analyzing the effectiveness and viability of Game-Based Learning (GBL) as a learner-centered pedagogical tool in learning English language. The aim was to critically review existing studies on the mechanisms by which GBL enhances learner motivation and language learning and identify implementation issues. GBL here is used to mean digital, analog, and hybrid forms, including learning games delivered via mobile applications, classroom board games, or web-based platforms.

Standardized searches were conducted in the academic database Google Scholar, ERIC, ScienceDirect, and Taylor & Francis Online for relevant studies. The keywords like "game-based learning," "interactive learning," "learning media," and "EFL," were employed in the search. For making the sources relevant and recent, only peer-reviewed journal articles or book chapters from academic texts between 2020 to 2025 were considered. Non-academic sources and studies not specifically targeting English language teaching were rejected. With the process of inclusion and exclusion, 26 articles were shortlisted for close examination.

All the articles were analyzed using a data extraction matrix to note critical information, including educational level, game type used, strategies of implementation, targeted language ability, and findings reported. Analysis utilized thematic synthesis that allowed the researcher to identify common patterns, theoretical models, and practical applications. Important units of analysis included instructional strategies, motivation of learners, and GBL instruments as discussed in the articles under analysis. Although not a formal PRISMA protocol, the review employed an open and systematic methodology to bring consistency in selecting articles as well as in data interpretation. Synthesis aims to provide insightful suggestions to teachers and researchers interested in adopting or taking GBL further in EFL at the basic school level.

## **FINDING AND DISCUSSION**

### **Findings**

This study aimed to explore and evaluate the use of Game-Based Learning (GBL) in English language classrooms. Specifically, the study was guided by two main aims (1) to find out how GBL improves (a) student engagement; and (b) speaking ability in English language learning; and (2) to investigate the enabling and constraining conditions that shape the implementation process. The investigatory methods were narrative literature review and a systematic review of the twenty-six articles reviewed between 2020 and 2025 were peer-reviewed. The literature was narratively coded in a thematic way by using review matrix in order to find main findings related to the aims of the research.

The findings from the 26 articles give a multidimensional picture of the impact of Game-Based Learning (GBL) on the practice of teaching English language. This synthesis of the study came up with five main themes; (1) student engagement and motivation, (2) cognitive and problem-solving development, (3) collaborative learning, (4) digital literacy and innovation, and (5) teacher and student roles in GBL implementation.

First of all, GBL can be seen to consistently foster students' engagement and motivation. There is consistent evidence from multiple articles (Aratea & Pasubillo, 2024; Nadeem et al., 2023; Thành et al., 2024) for increased interest in, enjoyment while playing, and sustained attention to the study of English using either digital or physical games, not to mention increased student motivation for learning English. GBL also supported a number of different marker linguistic competencies, notably the acquisition of grammatical concepts (C. Chen & Chang, 2024; Khan et al., 2024; Rahma et al., 2024), as well as support an affective dimension of engagement (Sukmawati & Pujiani, 2023; Yu et al., 2020).

Second, GBL supports the development of cognition and problem-solving areas of a learners' abilities. Azis et al. (2025), and Cai et al. (2025) detail that students' critical thinking skills and strategic decision-making have improved through their experience of GBL. Similarly, development for students to use decoding strategies when using information and the ability to apply knowledge learnt was mentioned by Rifayanti et al. (2024) and Y. Liu et al. (2024), whereas frame shaping (Deng et al., 2023) and an improvement to metacognitive development (Deng et al., 2023) were clarified as disclosures of GBL.

Generally, in the area of collaboration, multiplayer, or team-based games enhance social interaction, communication, and teamwork. Several researchers confirm this notion (Adipat et al., 2021; Z. Li, 2024; Wang & Huang, 2023), which follows along Vygotsky's sociocultural learning theory. In the case of digital innovation, games foster creativity and digital fluency (Behnamnia et al., 2020; Cai et al., 2025; X. Li & Li, 2024), which are important for developing 21st Century Skills.

One final point, gamification, or GBL focuses on student autonomy or agency and teacher as facilitator. Chen et al. (2024), Lin et al. (2024), and Ahmad et al. (2020) stated that GBL influences self-regulated learning, timely feedback, and formative assessment practices ultimately leading to active and reflective learning environments (Grier et al., 2021; Zhyhadlo, 2022). Table 1 presents the summary of the literature review.

**Table 1. Narrative Literature Review Summary Table**

No	Author and Year	Focus Area	Key findings
1	(Nadeem et al., 2023)	<i>Language Learning and Student Engagement</i>	Digital game-based learning positively impacts student engagement
2	(Thành et al., 2024)		Game-based learning in English education has shown remarkable results, enhancing student engagement, social skills, and knowledge training.
3	(Aratea & Pasubillo, 2024)		Game-based learning significantly improves English grammar proficiency in grade 9 students, making the learning environment fun, conducive, and exciting.
4	(Khan et al.,		Digital interactive games significantly improve EFL

	2024)		learners' grammar skills.
5	(Rahma et al., 2024)		Incorporating game-based activities in junior high school English grammar learning improves student engagement, motivation, concept understanding, collaboration, and spontaneous English use.
6	(C. Chen & Chang, 2024)		AI-assisted game-based learning can enhance students' intrinsic motivation, reduce cognitive load, and promote effective learning behavior in science learning.
7	(Sukmawati & Pujiani, 2023)		Online educational games positively correlate with classroom engagement, enhancing English language teaching.
8	(Yu et al., 2020)		Educational games can improve learning outcomes, student motivation, engagement, and satisfaction, with gamified components playing a crucial role in satisfaction.
9	(Azis et al., 2025)	<i>Cognitive and Problem-Solving Skill Development</i>	Game-based learning improves problem-solving skills in multimedia vocational students compared to traditional learning methods.
10	(Cai et al., 2025)		Digital game-based learning can effectively enhance students' problem-solving ability, with greater impact when combined with relevant teaching strategies.
11	(Rifayanti et al., 2024)		Game-Based Learning (GBL) can enhance students' understanding and critical thinking in social studies
12	(Y. Liu et al., 2024)		Gameplay performance and puzzle difficulty significantly relate to students' knowledge decoding skills
13	(Tan et al., 2023)		Digital simulation game in an English for Specific Purposes (ESP) class effectively developed metacognitive skills and communication among students.
14	(Deng et al., 2023)		Educational computer games effectively increase academic resilience, academic self-regulation, and academic achievement in EFL students.
15	(Adipat et al., 2021)	<i>Collaboration and Social Interaction</i>	Game-based learning at universities enhances student engagement, social skills, and knowledge training, while promoting collaborative learning and mindset improvement.
16	(Wang & Huang, 2023)		Competitive team games motivate engagement and facilitate collaboration
17	(Bernal & Lempiälä, 2025)		Game-based practices can foster innovative collaboration in remote work environments
18	(Z. Li, 2024)		Multiplayer cooperative adventure games enhance team collaboration and communication skills
19	(Behnamnia et al., 2020)	<i>Digital Literacy, creativity and Innovation</i>	Digital game-based learning (DGBL) applications can improve creativity skills, enhancing their critical thinking, knowledge transfer, and positive attitude towards learning.
20	(Zhang et al., 2025)		Game-based approaches (GBAs) can enhance creativity in various contexts.
21	(X. Li & Li, 2024)		Game-based learning significantly improves university students' creativity and innovations
22	(Y. Chen et al., 2024)	<i>Teacher and Student Roles</i>	A gamified mobile learning approach improves students' self-regulated learning and reflection

		<i>in GBL (Self-regulated learning)</i>	performance, promoting students as active learners
23	(Lin et al., 2024)		Timely feedback significantly affects self-efficacy, self-regulated learning strategies
24	(Ahmad et al., 2020)		Formative assessment using game-quiz educational approach enhances learning outcomes and attitudes towards active engagement in the education process.
25	(Grier et al., 2021)		Students prefer competitive and fun technology-based formative feedback tools for preparing for summative exams, as they find them effective and interesting.
26	(Zhyhadlo, 2022)		Online gamified tools like Kahoot! Wordwall, and Mentimeter effectively aid in foreign language learning by enhancing motivation and providing constructive feedback.

## Discussion

### *Game-Based Language Learning and Student Engagement*

Throughout the literature, GBL was identified as a valuable way to increase learner motivation and interest. By using elements of games in lessons, students engaged more with lessons, were more active in solving problems, and were characterized by sustained focus (Nadeem et al., 2023; Thành et al., 2024). Such effects were particularly noteworthy within EFL contexts, where linguistic apprehension threatens to dampen learner participation. GBL's relaxed environment reduces stress levels, offering a risk-taking and exploration-conducive environment, in line with Self-Determination Theory that prioritizes autonomy and enjoyment as necessary for intrinsic motivation (Ryan & Deci, 2000).

Aratea and Pasubillo (2024), Khan et al. (2024), Rahma et al., (2024) demonstrated that not only were students in game-supported grammar lessons more accurate grammatically but also more enthusiastic. Similarly, Chen and Chang (2024) validated that intrinsic motivation as well as extrinsic motivation was also greater in computer game environments and improved learning outcomes. Other research by Sukmawati and Pujiani (2023), and Yu et al. (2020) also witnessed that affective engagement was much higher in game-based settings than in regular classrooms.

### *Cognitive and Problem-Solving Skill Development*

GBL equally has potential positive benefits in relation to cognitive development. In particular when related to problem solving and critical thinking. Games often offer students problem solving scenarios that can give opportunities to hypothesize, plan a strategy, and implement decision making. Azis et al. (2025), Cai et al. (2025), and Rifayanti et al. (2024) state that students engaged in problem solving games improved their analytic and inferential reasoning skills. Liu (2024) also found that through repeated play in games students improved their ability to decode implicit information into explicit knowledge.

The findings described above reinforce the tenants of Kolb's Experiential Learning theory where learners make meaning through action cycles of reflection and action (Kolb & Kolb, 2012). Games are likened to really difficult problems where students can engage their practice of theories in a safe environment. Tan et

al. (2023) noted similar findings and also confirmed that the analytic problem resolution achieved in digital games also leads to support of further development of metacognition which was essential for developing modalities of knowing and understanding linguistic concepts. Deng et al. (2023) also note that games would assist students in developing resilience towards issues and adaptive thinking associated with perseverance compounding lifelong learning; as a critical skill set for development.

#### *Collaboration and Social Interaction*

Collaborative learning is another theme that is abundantly supported in the literature. GBL often involves multiplayer or group-oriented tasks that encourage students to share knowledge, negotiate meanings, and work on the same problem together (Adipat et al., 2021). Working together and engaging as a group not only develop communication skills, but they also build empathy, collaboration, and leadership.

Vygotsky's Sociocultural Theory (1978) provides a sound theory-based explanation; as it indicates that learning is intrinsically social, and occurs with others. Wang and Huang (2023), and Bernal and Lempiälä (2025) provided evidence to support this theory in that students in GBL experiences exhibited greater levels of peer collaboration and sharing of responsibility. Working with games designed with cooperative mechanics such as team competitions or collaborative puzzles, games were helpful to produce meaningful dialogue and relatedness in the entire group (Z. Li, 2024).

#### *Digital Literacy, Creativity and Innovation*

The utilization of GBL has the capacity to develop digital literacies. As students learn through GBL experiences, they navigate various platforms, apps, and interfaces, consequently increasing their capacity to manipulate digital tools. Simply put, if we reference a 21st century skills framework an important educational outcome is technological fluency. Related to this, Nadeem et al. (2023) found that GBL environments provide experiences that build learners confidence in the use of educational technologies that allow them to be more flexible in tackling future digital learning tasks.

Secondly, GBL supports creativity and innovation. Behnamnia et al., (2020) and Zhang et al. (2025) found that through game-based learning, the learners had more opportunities to be creative and greater creativity, especially in thinking tasks that required them to create products, avatars or narratives or stories. Likewise, X. Li and Li, (2024) reported that interactive and challenge-based game tasks facilitated the development of students' creativity and stimulated students in challenging their innovative thinking. Digital storytelling, role play and augmented reality games have created a creative space for EFL classroom learning.

#### *Teacher and Student Roles in GBL (Self-regulated Learning)*

GBL alters the roles of both teachers and students. They occupy a new role as facilitators, instructional designers, class managers, and they guide the learning

experience rather than deliver content. Students are no longer passive or inactive participants in their learning experience but become collaborators, reflective learners, and are engaged actors in their learning experiences with the game(s).

Y. Chen et al., (2024) and Lin et al. (2024) found that students in GBL classrooms had higher levels of self-regulation and reflective thinking (i.e. relating the gameplay to real world lessons). Teachers, as facilitators or instructional designers, will need to select or create games that align with curriculum standards and scaffolding. There is a focus on formative, feedback, and assessment in the GBL framework (Ahmad et al., 2020; Grier et al., 2021; Zhyhadlo, 2022). Formative assessments are embedded in game mechanics; therefore, students can receive feedback immediately as they go. Summative assessments provide an overall picture of student progress based on performance not just gamified.

#### *Implications in EFL Classroom*

Overall, these findings provide further evidence that GBL can be an effective pedagogical approach in English language classrooms at the basic school level. It plays a role in decreasing disengagement and improving outcomes in both engagement and language improvement, while also promoting the desirable skills that young people need in the 21st century, including collaboration, digital literacy, critical thinking, and creativity. Nonetheless, as the participants noted, there are still challenges, such as infrastructure limitations, the preparedness of the teacher to deliver GBL as part of their learning plan, as well as content that relates to the curriculum. Policymakers and school administrators need to support the implementation of GBL, by providing professional development as well as infrastructure and support systems to ensure that every child will benefit from GBL.

#### *Future Directions*

Future studies should include longitudinal studies to determine the duration of GBL's influence on language acquisition, particularly speaking proficiency. Future research studies should be cross-cultural, comparing GBL experiences at various educational levels, as they exist in differing cultural experiences and educational systems. Integrating new technologies such as artificial intelligence, augmented reality, and adaptive learning systems, may increase GBL possibilities. Future studies can also evaluate inclusive game design which may broaden GBL approaches to accommodate learner special needs and language variations.

### **CONCLUSION AND SUGGESTION**

The literature review gave evidence that GBL offered increased student engagement and motivation, particularly when the game mechanics were aligned with intended language outcomes. The evidence also provided support that GBL supported problem solving and critical thinking, particularly where students participated in real-time, challenge-based activities. When speaking proficiency was reported, it was in situations where communication was sanctioned by the game; where students as collaborative learning groups interacted, the social

interaction was facilitated by the nature of GBL; and where digital modalities of GBL were taken on by students, there was greater self-confidence for some students with their use of educational technology.

Several limitations, however, were identified. This study was a narrative review and submitted no original empirical analysis, relying solely on existing published material. To the overwhelming extent, moreover, studies were mainly case studies and did not include cross-comparative location generalizability or any larger sample. Additionally, contextual limitations such as the extent to which digital infrastructure was available, lack of training for teachers, or inconsistent curriculum alignment were cited as factors working against implementing GBL in various forms of schools.

Future studies should examine issues longitudinally in order to inform the study of language acquisition, especially in terms of speaking and pragmatic competence. Comparative studies that can help to control for socio-educational context could help determine just how the larger contextual impacts of things like infrastructure or cultural readiness would contribute to the implementation of GBL. Future studies should also be concerned with how to create GBL designs that are more inclusively defined and inclusive of the various needs of learners overall. Finally, there are certainly variables to explore in the use of GBL in language teaching using gaming with emerging technology, such as artificial intelligence (AI) and augmented reality (AR). This type of inquiry will considerably increase our knowledge of the possible and actual in regard to GBL as pedagogical practice in EFL education.

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