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Factors and Challenges in Using Gamification in Teaching ESP

¹Ahmad Nusi, ²Dewirahmadanirwati, ³Novia Juita, ⁴Havid Ardi

¹Language Pedagogy, Faculty Language and Art, Padang State University, ahmadfbs@student.unp.ac.id

²Language Pedagogy, Faculty Language and Art, Padang State University, dewirahma@student.unp.ac.id

³Language Pedagogy, Faculty Language and Art, Padang State University, noviajuita@fbs.unp.ac.id

⁴Language Pedagogy, Faculty Language and Art, Padang State University, havid_a@fbs.unp.ac.id

*Corresponding Author

Ahmad Nusi

¹Language Pedagogy, Faculty Language and Art, Padang State University, ahmadfbs@student.unp.ac.id

Abstract

The purpose of this study is to detect the key issues and challenges faced by English lecturers in implementing gamification in teaching English for Specific Purposes (ESP). This study was a qualitative study with case study design. A number of 16 lecturers were participants of this study. The data was collected through structured interviews, and then analyzed the interview responses using content analysis. The result of the study shown that there were factors or issues such as the occurrence of problems like irregularities, objections, and challenges during the game, the creation of a negative competitive environment, the extension of the time allotted for the game, and the creation of a noisy environment were found to be challenges to the use of gamification in the classroom. In addition, technical difficulties and problems with digital games, lack of technology and internet, technology, screen, and game addiction, and health or psychological issues are some of the main reasons why lecturers do not use gamification in their ESP teaching.

Keywords: Gamification, Factors and Challenges, ESP, English Lecturers

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I INTRODUCTION

Nowadays, many students spend a lot of time playing video games. These games need different skills like solving problems, using what you know, and learning from mistakes to win. When students fail in a game, it helps them learn how to do better next time. Working together with others is also really important in many games. Lecturers can take inspiration from video games to make learning more exciting. They can use

things like quick feedback and teamwork to make lessons more fun and interesting. Also, when lecturers make sure what they teach matches how they test, it is like how gaming tracks students progress. This way, learning becomes more like playing games and can help students learn better.

Gamification in learning is like turning lessons into games (Azar & Tan, 2020), (Kovalenko & Skvortsova, 2022). Students earn

points for doing well, check a scoreboard to see how they are doing compared to others, work with classmates, and have friendly competitions. The goal is to make learning enjoyable, help students remember what they learn, and see how well they understand the lessons. For example, earning points for tasks or answers encourages students to participate and aim for higher scores. Seeing their progress on a scoreboard motivates them to do better. Working in teams teaches cooperation and communication, and gamification provides instant feedback, so students know what they are good at and where they need to improve. This makes learning more like playing games, keeping students engaged and helping them remember what they learn.

Incorporating games into classroom activities can significantly enhance the learning experience for students (Ali & Abdalgane, 2022; Sharizan, 2023). Lecturers have the option to integrate elements of games into their lessons, such as interactive quizzes, puzzles, or simulations, to make learning more dynamic and engaging. Additionally, they can utilize complete gaming platforms designed specifically for educational purposes, offering a wide range of interactive activities and lessons across various subjects.

The rationale behind using games in education is rooted in the idea that when students are having fun, they are more motivated and invested in the learning process. By creating an enjoyable and immersive learning environment that resembles playing games, educators can capture students' interest and enthusiasm, leading to improved retention of information and deeper understanding of the material. When learning feels like a game, students are more likely to actively participate, explore, and experiment, resulting in a more effective educational experience overall.

Encouraging students to stay engaged during lessons is crucial for effective learning, especially in today's educational landscape where keeping the attention of the new generation can be challenging (Baranenkova & Lashuk, 2019; Brebera & Bezdíčková, 2019). This is where gamification, the integration of gaming elements into non-game contexts, comes into play as a valuable solution. By incorporating gamification into teaching practices, educators have the chance to address these challenges and foster greater student engagement. With gamification, lecturers

can select suitable gamification tools and techniques that align with the content being taught and the profile of their students. These tools can range from simple point systems and badges to more complex game-based simulations and quests. By integrating these elements into the learning process, teachers create a more interactive and immersive environment that captures students' interest and motivation.

Furthermore, gamification allows for personalized learning experiences tailored to individual student needs and preferences (Demirbilek et al., 2022; Santosa et al., 2022). Teachers can adapt gamified activities to accommodate different learning styles and pace, providing students with opportunities to explore and interact with the material in ways that resonate with them. Overall, gamification offers a versatile approach to enhancing student motivation and engagement in the classroom. By leveraging gaming elements effectively, lecturers can create dynamic learning experiences that not only capture students' interest but also promote deeper understanding and retention of the material.

Gamification in teaching involves infusing elements of games and game-like thinking into the educational process to make learning more enjoyable and captivating for students (Baranenkova & Lashuk, 2019; BOERU, 2023). It goes beyond traditional teaching methods by integrating aspects such as competition, rewards, and interactivity, which are commonly found in games, into the classroom environment. For example, lecturers might introduce point systems where students earn points for completing assignments or answering questions correctly. These points can then be used to unlock rewards or privileges, creating a sense of achievement and motivation. Additionally, leaderboard systems can be implemented to track students' progress and foster friendly competition among peers, further incentivizing participation and effort.

Furthermore, gamification encourages active participation and engagement by providing interactive learning experiences (Głowacki et al., 2018), (Ismail et al., 2023; Lee, 2023; Nieto-Escamez & Roldán-Tapia, 2021). This can involve incorporating game-based simulations, role-playing activities, or collaborative challenges into lessons, allowing students to apply their

knowledge in real-world contexts and problem-solving scenarios.

Importantly, gamification also promotes intrinsic motivation by tapping into students' natural desire for mastery, autonomy, and purpose (Alqarni & Alabdan, 2022; Thiagarajah et al., 2022). By allowing students to progress at their own pace, providing opportunities for choice and autonomy, and connecting learning objectives to meaningful outcomes, gamification helps cultivate a sense of ownership and investment in the learning process.

Overall, the use of gamification in teaching aims to create a dynamic and immersive learning environment that not only captures students' interest but also enhances their motivation, engagement, and ultimately, their learning outcomes.

Learning a new language can be a daunting task, especially when students encounter challenges related to motivation (Thanh Thuy & Quoc Hung, 2021). Many learners struggle to stay engaged and motivated throughout their language learning journey. However, gamification offers a promising solution to this issue. By incorporating game elements into the teaching and learning process, educators can create a more dynamic and immersive language learning experience.

Gamification in foreign language learning involves integrating game like features, such as points, levels, badges, and challenges, into language learning activities. These elements serve to motivate and incentivize students to actively participate in the learning process. For example, students might earn points for completing vocabulary exercises, unlocking new levels as they progress, and receiving badges for achieving specific milestones.

Moreover, gamification provides opportunities for personalized learning experiences tailored to individual student interests and preferences. Lecturers can design language learning games that cater to different learning styles and proficiency levels, allowing students to engage with the material in ways that resonate with them. For instance, kinesthetic learners may benefit from interactive language games that involve physical movement, while visual learners may prefer visually stimulating activities such as virtual reality language simulations.

Importantly, gamification fosters a sense of enjoyment and achievement among language learners, making the learning process more

enjoyable and fulfilling (Mårell-Olsson, 2022; Yildirim, 2017). By tapping into students' intrinsic motivation and interests, gamification encourages them to actively engage with the language and persist in their learning efforts. Additionally, the competitive aspect of gamification can spur students to challenge themselves and strive for continuous improvement in their language skills.

Overall, gamification serves as a powerful pedagogical approach to motivate and engage students in foreign language learning. By leveraging game mechanisms and principles, educators can create a supportive and stimulating learning environment that enhances student enjoyment, engagement, and ultimately, language proficiency.

Lecturers of English for Specific Purposes (ESP) often choose to employ gamification as a pedagogical approach for several compelling reasons (Al-Dosakee & Ozdamli, 2021; Alsuhaymi & Alotaibi, 2023; Osipovskaya & Miakotnikova, 2020; Sandoval-Hernández et al., 2023). Firstly, gamification offers a mechanism for providing students with instant feedback on their progress, which is crucial for effective learning. By receiving immediate feedback, students can identify areas where they need improvement and adjust their learning strategies accordingly, thereby taking ownership of their learning journey.

Secondly, the gamified learning environment creates a safe space for students to experiment and make mistakes without fear of negative consequences. In traditional classroom settings, students may feel apprehensive about making errors, fearing embarrassment or judgment from peers. However, in a gamified environment, mistakes are viewed as opportunities for learning and growth rather than failures. This fosters a supportive atmosphere where students feel empowered to take risks and explore the language more freely. Furthermore, gamification injects an element of enjoyment and excitement into the learning process, making it more engaging and memorable for students. By incorporating game elements such as challenges, rewards, and competition, teachers can create a dynamic and interactive learning environment that captivates students' interest and motivates them to participate actively. Additionally, the gamified nature of the learning activities makes the progress and achievements of students more visible, providing tangible evidence of their

learning and boosting their confidence and self-esteem.

Overall, gamification serves as a valuable pedagogical tool for EFL teachers, offering benefits such as immediate feedback, a safe learning space for experimentation, and increased fun and engagement (Ahmad et al., 2024; Alqarni & Alabdan, 2022; Ismail et al., 2023; Latifah & Fauziah, 2022; Mårell-Olsson, 2022). By harnessing the power of gamification, teachers can create enriching learning experiences that empower students to take ownership of their learning, embrace challenges, and achieve success in their language learning journey.

This study wants to find out why teachers decide to use gamification when they teach English for Specific Purposes (ESP) and what challenges they face when they try to use it. First, the study wants to know what makes teachers want to use gamification in their ESP classes. They want to see if gamification can make students more interested, motivated, and better at learning English for specific purposes. Also, they want to know how much teachers know about

gamification and if they think it's a good idea to use it in their teaching.

Next, the study wants to find out what problems teachers have when they try to use gamification in ESP classes. They want to know if the activities that use gamification fit with what students need to learn in ESP classes. Also, they want to see if there are any issues with not having enough resources, not having the right technology, or not getting enough training to use gamification properly. Lastly, the study wants to understand what teachers think about using gamification in ESP classrooms. They want to know if teachers like using gamification, if they feel involved and happy with the activities, and if they think it helps students learn better. They also want to know if teachers think gamification is effective for teaching English for specific purposes.

Overall, this study aims to find out why teachers choose to use gamification in ESP classes and what problems they face when they try to use it. By understanding these factors, the study hopes to give advice and ideas to help teachers use gamification effectively in their ESP teaching.

II RESEARCH METHODS

In this research, a case study design was chosen as the research method because it allows for an in-depth exploration of the perspectives of teachers on the factors and barriers related to implementing gamification in ESP (English for Specific Purposes) classes. Case studies are particularly effective for understanding complex phenomena within real-life contexts, making them suitable for investigating the intricacies of teaching practices and educational interventions.

To gather data, structured interview forms were used as the primary method. These interviews were conducted with 16 lecturers who have experience teaching ESP. The structured format ensured consistency in the questions asked while still allowing for flexibility to explore participants' responses in detail. Through these interviews, researchers aimed to gain comprehensive insights into lecturers' opinions,

experiences, and challenges related to using gamification in ESP teaching.

Following the data collection phase, content analysis was employed to analyze the interview data. Content analysis involves systematically examining the data to identify recurring themes, patterns, and relationships. Researchers carefully reviewed the interview transcripts to uncover underlying concepts and connections within the data. By systematically analyzing the content of the interviews, researchers could identify key factors influencing the adoption of gamification and the challenges faced by lecturers in integrating gamified approaches into ESP instruction. This methodological approach ensured a rigorous and thorough exploration of the research questions, ultimately providing valuable insights into the use of gamification in ESP teaching.

III RESULTS AND DISCUSSIONS

Lecturers' Main factors that encourage them to use Gamification in ESP Class.

Main Factors	Number of Responses
Increases interest and attention to the course	5
Increases motivation	5
Makes the course attractive/entertaining	4
Makes learning more enjoyable	4
Facilitates and encourages the development of language skills	3
Facilitates student interaction with their teachers and classmates	2
Facilitates learning	2
Ensures active participation in the course	2
Ability to easily dedicate students to school/classroom	2
Promotes curiosity in students	1
Provides opportunities for students to explore a particular topic	1
Ensuring the elimination of prejudices about school	1
Develops communication skills	1
Encouraging students to complete objectives	1
Make classroom time more efficient	1

The first major factor highlighted by the five responses is that gamification helps to increase interest and attention to the course. This means that when teachers use games in their lessons, students are more interested in what they are learning and pay more attention to it. The responses indicate that when teachers incorporate gamification into their lessons, it leads to a notable increase in students' interest and attention toward the course material. Gamification involves using elements of games, like challenges, rewards, and interactive activities, to make learning more engaging and enjoyable. When students are presented with these game-like experiences, they become more intrigued and invested in the subject

matter. For instance, gamified activities may include interactive quizzes, educational games, or role-playing scenarios that stimulate students' curiosity and enthusiasm. As a result, students are more likely to actively participate in class discussions, complete assignments with greater enthusiasm, and demonstrate increased focus and attentiveness during lessons. Overall, the incorporation of gamification captures students' interest and promotes deeper engagement with the course content, ultimately enhancing their overall learning experience.

The second factor, with five responses, is that gamification boosts motivation. This shows that when students play educational games, they feel more excited and eager to learn. The data suggests that implementing gamification in the classroom has a significant impact on boosting students' motivation to learn. When educational games are integrated into the curriculum, students experience a heightened sense of excitement and eagerness toward the learning process. Gamification adds an element of fun and enjoyment to traditional teaching methods, making learning activities more interactive and engaging.

As students engage with gamified content, they are motivated by the challenge of achieving goals, earning rewards, and progressing through levels. This intrinsic motivation encourages students to actively participate in learning tasks, invest more effort into completing assignments, and seek out opportunities for further exploration and understanding. Moreover, the competitive elements of gamification, such as leaderboard rankings or achievement badges, fuel students' desire to excel and outperform their peers, further driving their motivation to succeed. Overall, gamification serves as a powerful tool for enhancing students' motivation by transforming learning into a dynamic and enjoyable experience that ignites their curiosity and passion for acquiring knowledge.

Next, four responses indicate that gamification makes the course attractive and entertaining. This means that using games in class makes learning more fun and enjoyable for students. The responses indicate that integrating gamification into the course curriculum significantly enhances its appeal and entertainment value for students. By incorporating

game elements such as challenges, rewards, and interactive activities, educators create a learning environment that feels more like play than traditional instruction. This shift in approach transforms the classroom into an engaging and dynamic space where students eagerly participate in learning activities. The use of games in class introduces an element of excitement and enjoyment that captures students' interest and imagination. Whether it's solving puzzles, competing in quizzes, or engaging in role-playing scenarios, gamified activities provide a refreshing break from routine lessons and injects a sense of fun into the learning process. As a result, students become more actively involved in their learning, eagerly anticipating each new challenge or activity.

Furthermore, the entertainment factor of gamification encourages students to become more invested in their learning. They are motivated to participate not only to acquire knowledge but also to experience the thrill of overcoming obstacles and achieving success within the game-like environment. This increased engagement fosters a positive attitude towards learning, as students associate the course material with enjoyable experiences rather than tedious tasks. Overall, the incorporation of gamification makes the course more attractive and entertaining by infusing it with elements that resonate with students' interests and preferences. As a result, students are more likely to remain engaged and enthusiastic about their studies, leading to improved learning outcomes and a deeper appreciation for the subject matter.

Similarly, another four responses suggest that gamification makes learning itself more enjoyable. This means that students find learning more fun when it involves playing games. The data indicates that incorporating gamification into learning activities significantly enhances the overall enjoyment of the learning process for students. When educational content is presented in a gamified format, it transforms traditional learning tasks into engaging and interactive experiences that students find enjoyable.

Gamification introduces elements such as challenges, rewards, and game-like mechanics into the learning environment, which makes the learning process feel more like play than work. As a result, students are more motivated to actively participate in activities, as they perceive them as enjoyable and entertaining rather than dull or

tedious. The interactive nature of gamified learning allows students to engage with the material in a way that is both stimulating and enjoyable. Whether they are completing quests, solving puzzles, or competing in quizzes, students are immersed in the learning experience and motivated to achieve success within the game-like environment. Furthermore, the element of competition inherent in many gamified learning activities adds an extra layer of enjoyment for students. Competing against classmates or striving to earn rewards and recognition can heighten students' excitement and engagement with the material, making the learning process more enjoyable and rewarding. Overall, the incorporation of gamification into learning activities makes the learning process itself more enjoyable for students. By infusing educational content with elements of play and interactivity, gamification creates a positive and engaging learning environment that motivates students to actively participate and immerse themselves in their studies.

Furthermore, three responses highlight that gamification helps to develop language skills. This shows that using games can make it easier for students to improve their language abilities. The responses suggest that incorporating gamification into language learning activities positively impacts the development of students' language skills. By integrating game elements such as challenges, rewards, and interactive tasks into language lessons, educators create dynamic and engaging learning experiences that facilitate language acquisition and proficiency. One way in which gamification aids in language skill development is by providing students with opportunities for meaningful language practice. Games often require students to engage in various language activities, such as listening, speaking, reading, and writing, within a context that is relevant and enjoyable. This immersion in the language allows students to practice and reinforce their language skills in a natural and interactive way.

Additionally, gamification can help to increase students' motivation and engagement with language learning. The competitive and goal-oriented nature of many games encourages students to actively participate and invest effort in improving their language abilities. As students strive to achieve success within the game environment, they are motivated to practice and

develop their language skills in order to succeed. Furthermore, gamified language learning activities can provide students with immediate feedback on their language use. Feedback is an essential component of language learning as it helps students identify areas for improvement and adjust their language production accordingly. In a gamified context, feedback is often provided in real-time, allowing students to learn from their mistakes and make necessary corrections as they progress through the game. Overall, the incorporation of gamification into language learning activities provides students with an engaging and effective platform for developing their language skills. By creating opportunities for meaningful language practice, increasing motivation and engagement, and providing immediate feedback, gamification enhances students' ability to acquire and master a new language.

Two responses indicate that gamification facilitates student interaction with their teachers and classmates. This means that playing games in class encourages students to communicate and work together with their peers and teachers. Similarly, two responses suggest that gamification helps to facilitate learning. This means that using games can make it easier for students to understand and remember what they are taught. Additionally, two responses suggest that gamification ensures active participation in the course. This means that when students play games, they are more engaged and involved in their learning.

The data suggests that integrating gamification into the classroom environment fosters increased interaction among students and between students and teachers. When educational games are introduced into lessons, they create opportunities for collaborative learning experiences, encouraging students to communicate and cooperate with their peers and instructors.

By engaging in game-based activities, students are prompted to work together, share ideas, and solve problems collaboratively. These interactions not only enhance students' communication skills but also foster a sense of camaraderie and teamwork within the classroom. As students collaborate to achieve common goals within the game, they develop valuable interpersonal skills and forge stronger relationships with their classmates and teachers.

Moreover, gamification is shown to facilitate learning by making complex concepts more accessible and understandable to students. Games provide a hands-on and interactive approach to learning, allowing students to actively engage with the material in a fun and immersive way. By presenting information in a gamified format, educators can effectively capture students' attention and facilitate deeper understanding and retention of the content.

Additionally, gamification encourages active participation in the learning process by creating a dynamic and engaging classroom environment. When students are immersed in game-based activities, they are more motivated to participate actively and contribute to the learning experience. The competitive and interactive nature of games stimulates students' curiosity and encourages them to explore concepts further, resulting in increased engagement and involvement in their studies.

Overall, the incorporation of gamification into the classroom promotes student interaction, facilitates learning, and ensures active participation in the course. By leveraging the engaging and interactive nature of games, educators can create dynamic learning experiences that enhance student engagement, foster collaboration, and promote deeper understanding of course material.

Finally, one response each emphasizes various other benefits of gamification, such as its ability to easily dedicate students to school or classroom, promote curiosity in students, provide opportunities for students to explore specific topics, eliminate prejudices about school, develop communication skills, encourage students to complete objectives, and make classroom time more efficient. Each of these factors shows the different ways in which gamification can positively impact the learning experience.

The single responses highlighting various benefits of gamification underscore its diverse positive impacts on the learning experience. Firstly, gamification has the potential to enhance student dedication to school or the classroom. By integrating game elements into lessons, educators can create an environment that students are eager to engage with, leading to increased attendance, participation, and overall investment in their education. Secondly, gamification can promote curiosity among students. By presenting learning material in a game-like format, educators can

spark students' interest and curiosity, motivating them to explore and learn more about the topics being covered. This curiosity-driven approach to learning encourages students to ask questions, seek out information, and actively engage with the content. Thirdly, gamification provides opportunities for students to explore specific topics in a dynamic and interactive way. Through games, students can delve into complex concepts or subjects, gaining a deeper understanding through hands-on exploration and experimentation. This experiential learning approach encourages students to take ownership of their learning and fosters a sense of autonomy and independence.

Additionally, gamification has the potential to eliminate prejudices about school by transforming the perception of learning from mundane or boring to exciting and enjoyable. By incorporating game elements into the classroom, educators can challenge stereotypes and preconceived notions about traditional schooling, making learning more accessible and appealing to students from diverse backgrounds and experiences.

Furthermore, gamification helps to develop communication skills by encouraging collaboration, cooperation, and interaction among students. Through multiplayer games or team-based activities, students learn to communicate effectively, express their ideas, and work together to achieve common goals, fostering essential interpersonal skills that are valuable both in and out of the classroom. Moreover, gamification encourages students to complete objectives by providing clear goals, rewards, and incentives for achievement. By setting attainable objectives within game-based activities, educators motivate students to stay focused, persevere through challenges, and actively engage in the learning process. Lastly, gamification can make classroom time more efficient by maximizing student engagement and participation. By incorporating interactive and mersive learning experiences, educators can optimize instructional time and ensure that students remain actively involved and focused on learning objectives throughout the lesson.

Overall, these various benefits of gamification demonstrate its versatility and effectiveness as a pedagogical tool for enhancing the learning experience. From promoting curiosity and exploration to fostering communication skills

and increasing efficiency, gamification offers a wide range of opportunities for enriching and improving the educational journey for students.

b. Lecturers' Main Challenges that prevent them from using Gamification in ESP Class.

Main Barriers	Number of Responses
Lack of technology and internet	4
Encountering disciplinary problems in crowded classes	2
Lack of motivation	2
Students' apathy	2
Technical difficulties and problems in computerized games	1
Emergence of a noisy environment	1
Inability to prepare educational games suitable for every subject	1
Falling short of the lesson time	1
Lack of resources	1
Taking too much time	1
Causing addiction towards gameplay	1
Some students are not sufficiently involved in the process	1
Being prone to be tiring	1
Bringing about a negative competition environment	1

The data highlights several challenges or barriers that educators face when implementing gamification in their teaching practices. One significant barrier, identified by four responses, is the lack of access to technology and the internet. This limitation can hinder educators from effectively utilizing digital tools and resources necessary for incorporating gamified elements into their lessons. Another common challenge, mentioned twice, is encountering disciplinary problems in crowded classrooms. In such environments, maintaining order and managing student behavior can be difficult, potentially disrupting the implementation of gamified activities.

Additionally, two responses indicate a lack of motivation and apathy among students,

which can impede their engagement with gamified learning experiences. Without sufficient motivation or interest, students may not fully participate or benefit from gamification. Technical difficulties and problems with computerized games also pose a barrier, as indicated by two responses. Issues such as software glitches or hardware malfunctions can disrupt the flow of gamified activities and undermine their effectiveness.

Other barriers mentioned include the emergence of a noisy environment, which can detract from the learning atmosphere, and the inability to prepare educational games suitable for every subject. Furthermore, factors like insufficient lesson time, limited resources, and the

potential for gamification to take too much time are cited as challenges. Additionally, concerns about gamification causing addiction to gameplay, some students not being sufficiently involved in the process, and the potential for gamification to be tiring are also noted.

Finally, one response raises the concern of gamification bringing about a negative competition environment, which may lead to unhealthy competition among students. Overall, these barriers highlight the complexities and challenges associated with integrating gamification into educational settings, underscoring the need for educators to address these obstacles to ensure the effective implementation of gamified learning experiences.

IV CONCLUSION

The findings reveal that lecturers are enthusiastic about integrating gamification into ESP classes because they believe it can significantly enhance students' interest, motivation, and language learning abilities. However, several challenges hinder the seamless implementation of gamification in classrooms. These challenges include insufficient access to technology, difficulties in maintaining class discipline, and limited time and resources for lesson preparation.

Despite these challenges, lecturers have the opportunity to address them through proactive measures. For instance, they can explore innovative strategies to overcome technological limitations, such as adapting gamified activities that require minimal technology or seeking support from educational technology specialists. Moreover, lecturers can implement effective classroom management techniques to maintain order and engagement during gamified lessons, such as establishing clear expectations and implementing reward systems.

Additionally, lecturers can seek professional development opportunities to enhance their knowledge and skills in gamification techniques. By participating in training programs or workshops, educators can gain valuable insights and practical strategies for integrating gamified learning experiences effectively. Furthermore, careful lesson planning and resource allocation can help lecturers optimize their use of gamification within ESP classes, ensuring that activities align with learning objectives and maximize student engagement.

In conclusion, while challenges exist, lecturers have the ability to overcome them through proactive measures and strategic planning. By embracing innovation, seeking professional development, and carefully planning their lessons, educators can successfully integrate gamification into ESP classes, creating engaging and effective learning experiences for students. Through these efforts, gamification can serve as a powerful tool to enhance language learning outcomes and promote student success in ESP education.

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