

Reframing Play as Pedagogy: A Systematic Literature Review on Gamification Strategies in ESL Grammar Learning

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Abstract

Grammar learning has long been associated with traditional, rule-based instruction that many learners find monotonous and difficult to engage with. In recent years, however, gamification has emerged as an alternative approach that incorporates game elements into learning activities, aiming to increase motivation and improve learning outcomes. Although studies on gamification in language education have grown rapidly, research that specifically examines its application in ESL grammar learning is still limited. To address this gap, this study systematically reviews empirical research on the integration of gamification in grammar learning published between 2015 and 2025. Using PRISMA guidelines and thematic content analysis, 44 Scopus-indexed articles were identified and analyzed to map research trends and summarize key findings. The review found that publications peaked in 2024, with Southeast Asian countries, particularly Thailand, Indonesia, Malaysia, and Vietnam contributing the most to this topic. The findings highlight three major themes: gamification for grammar proficiency,

gamification for motivation and engagement, and the role of instructional design and technology in successful implementation. Several challenges were also identified, including technological limitations, shallow gamification design, and the need for adequate teacher digital literacy. This review is expected to serve as a reference for educators and researchers, offering insights into effective gamification practices and guiding future work in developing innovative, engaging, and evidence-based approaches to ESL grammar instruction.

Keywords: Gamification, ESL Grammar Learning, Digital Learning Tools, Learner Motivation and Engagement

Introduction

Grammar plays an important role in second language learning, as it provides the structural foundation necessary for learners to produce accurate and meaningful language. According to Yaccob and Yunus (2019), grammar is very important because it measures our level of success in learning English. Therefore, ESL learners need to construct sentences with confidence and not be afraid of making mistakes so that they can continue to improve and become better than before as a result of their learning. However, grammar teaching in many ESL contexts is still often associated with rule-based explanations and repetitive exercises, which often lead to boredom, anxiety, and negative attitudes towards grammar learning. Most students find learning grammar very boring because English has different language rules from other countries, and they also feel bored depending on the teacher explaining it, so teachers need to choose the right learning method (Sorohiti & Aini, 2021; Xiao, 2019). Previous studies have shown that such traditional approaches can limit learner engagement and reduce opportunities for meaningful grammatical practice, especially when learning activities do not sufficiently address the cognitive and affective needs of learners (Hong et al., 2022; Xiao, 2019).

In response to these challenges, gamification has emerged as an alternative pedagogical approach that integrates game elements such as points, levels, feedback, and challenges into non-game learning environments. According to Boudadi and Gutiérrez-Colón (2020), gamification is a relatively new pedagogical technique applied in education to increase learning motivation among both digital native and digital immigrant generations. When we want to use gamification in language teaching, we need to choose the right game model or application to support good teaching and learning activities (Ariessanti et al., 2020). Gamification is also an approach to learning English as a second language that is very helpful in increasing student motivation. Children are very interested in learning languages through games because this simple method can effectively increase motivation to learn vocabulary, grammar, and speaking skills. In ESL teaching, gamification is increasingly being adopted to transform grammar learning activities into a more interactive and engaging experience. Empirical studies report that digital gamification platforms and game-based applications can increase learner participation and motivation while supporting good grammar practice, both in the classroom and in online learning (Azman & Yunus, 2019; Zarzycka-Piskorz, 2016).

Although research on gamification in language learning is growing, existing studies tend to focus more on vocabulary acquisition, speaking skills, or learner motivation in general rather than on specific grammar outcomes. Research on gamification-based grammar teaching is still fragmented across tools, education levels, and learning contexts, making it difficult to draw comprehensive conclusions about its effectiveness and implementation. Several studies on gamification in language learning describe a broader focus without placing grammar at the centre of analysis (Cho & Castañeda, 2019; Shahidan et al., 2024; Singh et al., 2019). Furthermore, although many studies highlight the positive potential of gamification, recent research also reports mixed findings and identifies challenges related to shallow game design, over-reliance on rewards, and technological and pedagogical constraints. This indicates that

the effectiveness of gamification does not only depend on the presence of game elements, but also on how these elements are designed and integrated into teaching practices (Dah et al., 2024).

With the increasing number of empirical studies and the lack of focused synthesis on gamification in ESL grammar learning, a Systematic Literature Review (SLR) is needed to consolidate existing evidence, identify research trends, and map key findings in this field. By systematically reviewing studies published between 2015 and 2025 and indexed in Scopus, this review aims to provide a structured overview of how gamification has been implemented in grammar teaching and what results have been reported in various ESL contexts.

In this regard, this review proposes the following research questions:

- RQ1. What research trends emerge in studies examining gamification for grammar learning in ESL classrooms?
- RQ2. What key findings have been reported regarding the effectiveness of gamification in improving ESL learners' grammar mastery and engagement?

By answering these research questions, this review seeks to contribute to the literature on gamification in language education by offering evidence-based insights for researchers, educators, and curriculum designers interested in developing engaging and pedagogically sound grammar teaching. The author hopes that this will be useful for teachers as a reference when they want to apply gamification in grammar learning, because this review will discuss which digital tools or applications are effective for grammar learning in the classroom, and teachers can gain insight into the challenges of implementing gamification and learn solutions to overcome these challenges, as the challenges and solutions will be discussed in the results and discussion.

Method

To collect and review the literature and synthesize empirical findings on the integration of gamification in grammar learning, this study used an SLR design. This literature review used a quantitative bibliometric approach to assess the literature in order to identify trends, patterns, and key research entities in the integration of gamification in grammar learning. In the data collection process, the researchers used the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) guidelines by Moher et al. (2009), which aims to synthesize research related to the topic of gamification in grammar learning in English classes. PRISMA is a systematic guide to help authors conduct a comprehensive literature review in the process of compiling, reporting, and synthesizing findings from relevant studies (Averta et al., 2024). By using a framework such as PRISMA, authors can identify, select, and assess relevant studies to collect and analyze information so that the review becomes more structured, transparent, comprehensive, and replicable, while providing a clear picture of the topic being studied (Chotisarn & Phuthong, 2025).

The first step was to search for articles through online databases. To ensure that the articles found were of high quality and relevant to the topic, the authors used Scopus and limited their search to publications between 2010 and 2025. In the initial stage, the authors selected keywords using a general-to-specific approach, eventually focusing on a narrower topic. After seeing that previous research was still limited and rarely discussed gamification in grammar learning, the authors decided to use the keyword “gamification in grammar learning” as the focus of their search in the title, abstract, and keywords of the articles. Scopus itself was chosen because it is considered a database with high-quality standards and is often used by researchers for various purposes, ranging from reviewing literature, finding experts in certain fields, to following the latest research trends. This ensures that the articles found are of higher

quality and relevant to the topic under review. Studies included in this review must still meet the eligibility and suitability criteria, as described in Table 1.

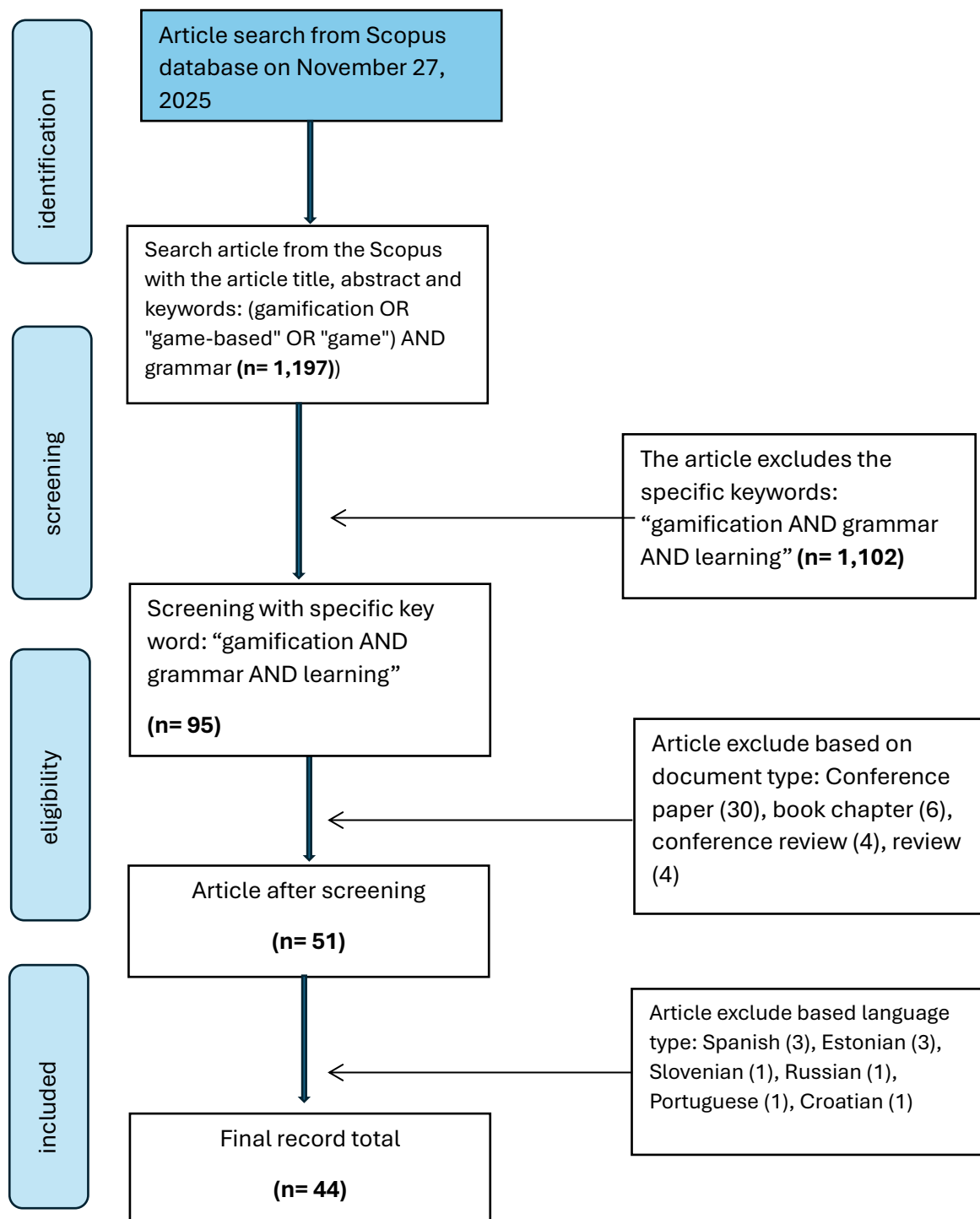
Tabel 1. *Inclusion and exclusion criteria*

Inclusion		Exclusion	
a.	Studies exploring gamification in grammar learning	a.	Gamification studies in fields other than grammar
b.	The document type must be an article	b.	Document types other than articles
c.	Must be published between January 2015 and November 2025	c.	Publications outside the year specified in the inclusion criteria
d.	Must be published in a Scopus-indexed journal	d.	Articles not indexed by Scopus
e.	Must be written in English only	e.	Articles written in languages other than English

In their literature search, the authors first searched for studies in Scopus using broader keywords, namely “(gamification OR game-based OR game) AND grammar,” applying the inclusion criterion of publication year between 2015 and 2025, which yielded 1,197 relevant articles. Then, the authors used more specific keywords to obtain articles relevant to the topic, namely “gamification AND grammar AND learning,” which yielded 95 articles relevant to the topic. The authors then filtered the articles again based on the inclusion criteria of document type, taking only studies with the document type “article” and discarding articles with other document types, resulting in a total of 51 articles that met the criteria. The authors then filtered again based on language, selecting only articles in English, resulting in a final total of 44 articles that met the criteria. Thus, from the literature screening process using the inclusion criteria, the authors obtained 44 articles that were relevant for analysis based on the research

questions. Figure 1 illustrates the process of searching and screening studies from the beginning to the final total, following the four phases in PRISMA.

Figure 1. PRISMA Flow Diagram Adapted from Moher et al. (2009) for the Selection Process



According to a literature search conducted on November 27, 2025, the authors found 44 articles that were analyzed using thematic analysis, which identified themes, topics, ideas, and common patterns that repeatedly emerged from the study data found by Stuart. This analysis was carried out by organizing all the data into a literature review matrix to make it easier to study. Each document was first identified, then entered into columns according to categories such as author name, year of publication, country of origin, research objectives, methods used, and findings. After identifying them, the authors analyzed them to find findings that could answer RQ1 regarding research trends in the application of gamification in grammar learning, and also to answer RQ2 regarding the key findings that could be taken from the analyzed articles to dissect gamification in grammar learning.

Result and Discussion

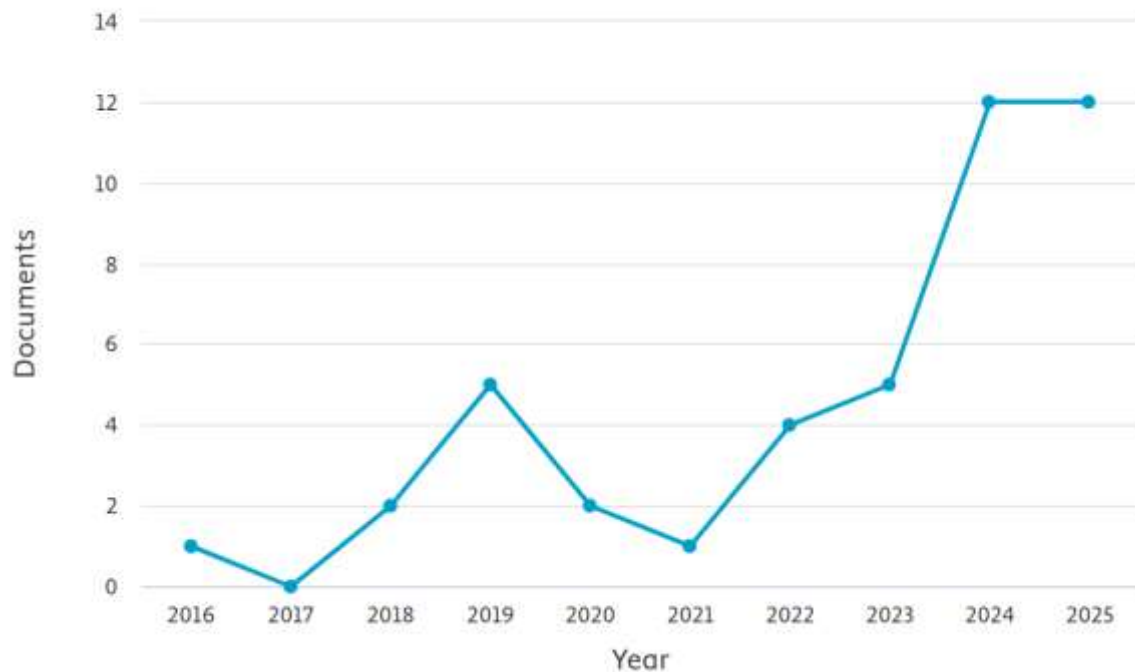
1. Trends in the Implementation of Gamification for Grammar Learning in ESL Contexts

This study highlights findings from 44 articles in the Scopus database that discuss gamification for grammar learning. To answer RQ1, this section provides an overview of the development of publications from year to year, displaying the distribution of articles based on publication period, followed by the number of articles according to country of origin and international networks.

Distributions of the Studies by Publication Year

Based on data from the Scopus database that meet the inclusion criteria, it appears that studies on the application of gamification in grammar learning are still very limited in the period from 2015 to 2025. Only 44 studies were found that mention grammar learning with gamification. The development of the number of studies over the last ten years, from 2015 to 2025, is shown in Figure 2.

Documents by year



Source: Scopus database

Figure 2. *Overview of Articles' Publication Years from 2010 to 2025*

The first study was conducted by Zarzycka-Piskorz (2016) entitled “Kahoot it or not?: Can games be motivating in learning grammar?” which examined how game elements in Kahoot can increase motivation and effectiveness in learning grammar among students, by assessing student responses and teacher evaluations of the design and implementation process. Then, in 2018, there were two articles discussing the use of learning applications and video games to support grammar learning. Rachels & Rockinson-Szapkiw (2018) discussed the effect of using the Duolingo gamification application on Spanish language achievement and academic self-efficacy of 3rd and 4th-grade students over 12 weeks. By comparing the experimental group (Duolingo) and the control group (traditional learning), the ANCOVA results showed no significant difference in language achievement or self-efficacy. These findings indicate that Duolingo is a useful learning tool but is not significantly more effective than face-to-face

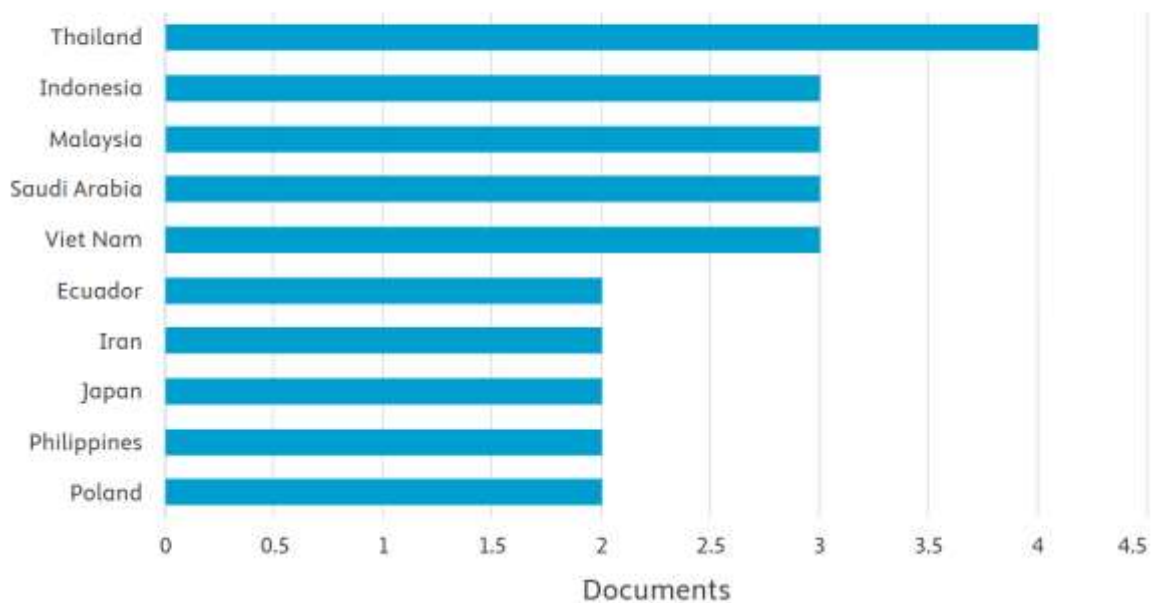
instruction. Meanwhile, video games were studied by Casañpitarch (2018), who discussed the increasing attention to digital game-based learning, driven by technological advances such as smartphones, high-speed internet, and easily accessible educational applications. Other studies have also contributed to this topic. In 2019, there was an increase in publications on this topic, peaking in 2024 with 12 Scopus-indexed articles on gamification in grammar learning. Research on this topic is very important in the current era because one of the factors that can motivate students to learn is motivation, and gamification has been proven to be successful in increasing student motivation. As shown in the research by Cho and Castañeda (2019), which examined motivational and affective changes in 82 US students after they participated in game-like activities through a mobile application focused on grammar in a Spanish language course. The t-test results showed a significant increase in intrinsic goal orientation, control over learning, self-efficacy, and enjoyment of learning.

Number of articles by country or territory

An analysis of the distribution of research on the application of gamification in grammar learning in the last 44 articles was conducted by grouping publications based on country, region, and affiliation categories. For each category, only the top 15 articles were used as references. Academics and practitioners will greatly benefit from understanding the allocation of relevant research on gamification in grammar learning to formulate future research, particularly on the further application of gamification in the field of grammar teaching. Figure 3 shows the allocation of research relevant to the topic by region or country, which is currently dominated by countries in Southeast Asia, namely Thailand with 4 articles, followed by Indonesia with 3 articles, Malaysia with 3 articles, Saudi Arabia with 3 articles, Vietnam with 3 articles, Ecuador with 2 articles, Iran with 2 articles, Japan with 2 articles, the Philippines with 2 articles, and finally Poland with 2 articles.

Documents by country or territory

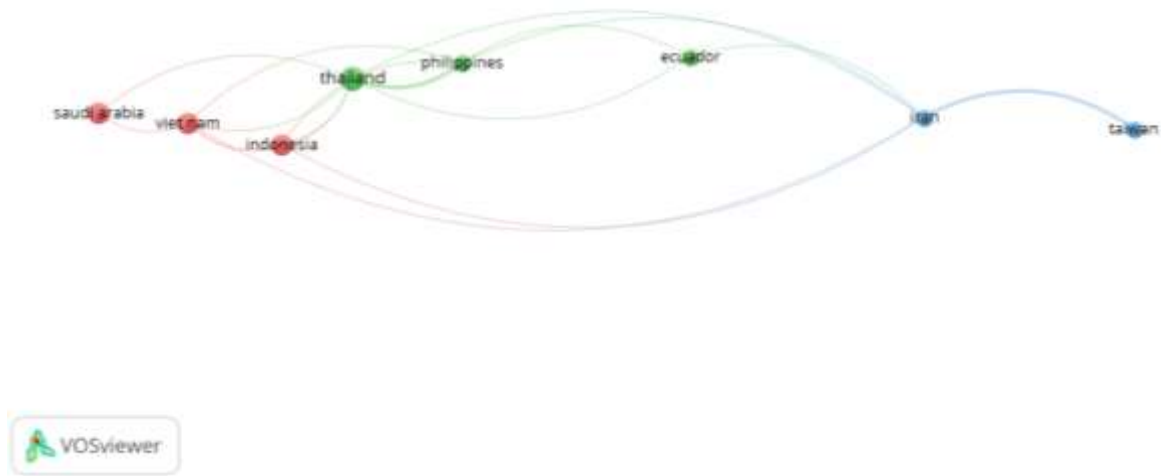
Compare the document counts for up to 15 countries/territories.



Source: Scopus database

Figure 3. Articles by country or territory (top 15 countries)

The distribution of research on gamification in grammar learning based on region and country shows that Thailand dominates with four publications, followed by Indonesia, Malaysia, Saudi Arabia, and Vietnam, each with three publications. Several other countries are also quite active in this topic, such as Ecuador, Iran, Japan, the Philippines, and Poland, each of which has 2 published articles. These findings show that countries in Southeast Asia dominate contributions to the application of gamification in grammar learning. The author also analyzed the relationship between countries in the study of the application of gamification to grammar learning with the help of VOSviewer software. This stage is important in order to develop a structured and systematic research agenda so that, as shown in Figure 4, VOSviewer shows the relationship between countries researching the topic of gamification in grammar learning.



Source: Output VOSviewer Software

Figure 4. *Network country visualization*

Figure 4 shows that research on gamification in grammar learning is quite widespread, but one continent dominates this topic. The visualization generated by VOSviewer shows that Asian countries, particularly those in Southeast Asia, such as Thailand, Indonesia, the Philippines, and Vietnam, as well as other Asian countries, such as Taiwan, Saudi Arabia, and Iran, appear to be interconnected with countries on other continents, such as Ecuador in South America, in producing scientific publications on this topic.

According to the visualization above, it can be concluded that countries in Asia, especially in Southeast Asia, such as Thailand, Indonesia, the Philippines, and Vietnam, are the main centres of collaboration, as can be seen from the larger size of the nodes and the number of edges connecting them to other countries. This shows that these Southeast Asian countries are the primary contributors to research on gamification in grammar learning. Based on the results of the analysis of studies on gamification in grammar learning, there is a close collaborative relationship between countries in Asia and other continents, as seen here with

Ecuador from South America. Asian countries are also connected to Ecuador, which is a sign that gamification in grammar learning does not only occur in Asian countries but is global in nature. Furthermore, Southeast Asian countries are more advanced because they are culturally diverse and non-English-speaking countries, making gamification very influential in English language learning. With gamification, non-English-speaking countries can learn easily and enjoyably, thereby increasing their motivation to learn.

2. Key Findings from the Reviewed Studies on Gamification for ESL Grammar Learning

Based on a review of studies, gamification has been shown to have a consistent positive impact on improving grammar proficiency and learner engagement in the context of ESL learning. The findings from 44 articles answer RQ2 regarding the key findings from the total studies reviewed. There are three main findings, which are grouped into three themes, namely Gamification for Grammar Proficiency, Gamification for Engagement & Motivation, and Design, Implementation, & Technology in Gamified Grammar Learning.

Gamification for Grammar Proficiency

Various findings regarding Gamification for Grammar Proficiency are reported in this section. Table 2 shows the main findings regarding a review of studies on gamification for grammar proficiency.

Table 2. *Findings on gamification for grammar proficiency*

No.	Thematic Focus	f	Sample articles
1.	Enhancing grammar mastery through digital gamification platforms (e.g., Kahoot, Quizizz)	7	Zarzycka-Piskorz (2016); Azman & Yunus (2019); Ardi & Rianita (2022); Hong et al. (2022); Pham (2023); Pham et al. (2025); Rokhaniyah et al. (2025)

2.	Strategies for improving grammatical accuracy through gamified learning activities	5	Idris et al. (2020); Purgina et al. (2020); Turula (2021); Eryiğit et al. (2023); Hong et al. (2022)
3.	Mobile and game-based approaches supporting grammar acquisition	5	Rachels & Rockinson-Szapkiw (2018); Kapralova et al. (2019); Mimouni (2022); Lilles (2025); Bonilla et al. (2025)
4.	Gamified assessment as a tool for grammar skill development	3	Alanzi & Taloba (2025); Li et al. (2025); Daliranfirouz et al. (2025)

As illustrated in Table 2 above, in the topic of gamification for grammar teaching, there are many studies that examine digital tools such as Kahoot and Quizziz for grammar learning. Of the 44 articles analyzed, 20 highlight gamification for grammar proficiency and useful digital tools for gamification. Of those 20 articles, 7 articles (Ardi & Rianita, 2022; Azman & Yunus, 2019; Hong et al., 2022; Pham, 2023; Pham et al., 2025; Rokhaniyah et al., 2025; Zarzycka-Piskorz, 2016) discussing the focus on digital tools to support gamification in grammar teaching, such as Kahoot and Quizziz, five articles (Eryiğit et al., 2023; Hong et al., 2022; Idris et al., 2020; Purgina et al., 2020; Turula, 2021;) discussing strategies for improving grammar, and 5 articles (Bonilla et al., 2025; Kapralova et al., 2019; Lilles, 2025; Mimouni, 2022; Rachels & Rockinson-Szapkiw, 2018) exploring mobile and game-based strategies for grammar proficiency, which is excellent for student motivation. In addition, there are also three studies (Alanzi & Taloba, 2025; Daliranfirouz et al., 2025; Li et al., 2025) that reveal how gamified assessment can be used as a tool for grammar skills development.

The first finding in the analysis of these 44 articles was that 20 articles discussed gamification for grammar proficiency, which consisted of four sections discussing different

topics. The most discussed topic in this first finding was digital tools, such as online platforms like Kahoot, to support gamification in grammar learning. The game-based learning approach was also widely discussed, which shows that gamification is effective in improving grammar accuracy. As in the study by Rokhaniyah et al. (2025) the results show that Quizizz's competitive features, such as rankings and time limits, increase learning engagement as evidenced by student discipline and active participation. Gamification facilitates repetitive practice that captures students' attention, enabling them to learn tenses, irregular verbs, and morphology effectively (Pham et al., 2025).

Therefore, game elements such as automatic assessment, instant feedback, and the ability to see students' learning levels on the platform can help students monitor their mistakes and learn from the feedback provided (Li et al., 2025). Several studies state that students can master grammatical forms through grammar learning with games, thereby improving writing accuracy. Gamified assessments (e.g., levelled quizzes, rankings, rewards on online platforms) have also been proven to reduce anxiety about grammar tests, which do not use paper but are more interesting by using gadgets and online platforms so that students view classes as fun, easy to monitor, collaborative, and interesting, even though the workload is considered quite high (Daliranfirouz et al., 2025).

Gamification for Engagement & Motivation

Various findings regarding gamification to increase engagement and motivation are reported in this section. Table 3 shows the main findings regarding a review of studies on gamification that can increase emotional, behavioural, and cognitive engagement.

Table 3. *findings on gamification for engagement & motivation*

No.	Thematic Focus	f	Sample articles
1.	Emotional and affective engagement enhanced through gamified grammar learning	3	Cho & Castañeda (2019); Rezai et al. (2024); Waluyo & Balazon (2024)

2.	Increased behavioral engagement and active participation in grammar activities	4	Singh et al. (2019); Mimouni (2022); Dorgham & Obiad (2025); Calles-Jiménez et al. (2025)
3.	Stronger cognitive engagement in grammar learning tasks	4	Casañpitarch (2018); Fernández-Portero & Castillo-Rodríguez (2022); Tayeh et al. (2024); Alenazi (2025)
4.	Positive motivation and learner attitudes toward gamified grammar instruction	3	Alanzi & Taloba (2025); Daliranfirouz et al. (2025); Fernández-Portero & Castillo-Rodríguez (2022);

The aspects of engagement, whether emotional, behavioural, or cognitive, have become the most prominent impact of gamification. Studies show that gamification has created a new learning atmosphere that is more enjoyable and motivating, enabling students to learn grammar well. Emotionally, gamification can increase feelings of happiness and self-confidence, so that students enjoy learning grammar and can follow lessons well (Cho & Castañeda, 2019; Rezai et al., 2024; Waluyo & Balazon, 2024). Then, in terms of behaviour, this can be seen from the level of student participation, which increases and becomes more enthusiastic. Students are more enthusiastic about taking quizzes or grammar challenges when gamification is applied in their classes (Calles-Jiménez et al., 2025; Dorgham & Obiad, 2025; Mimouni, 2022; Singh et al., 2019).

Furthermore, cognitively, this can be seen from the students' focus in learning grammar, which can improve their independent learning strategies. Several aspects, such as competitive elements (leaderboards) and rewards (points and badges), can make students enthusiastic and focused on achieving higher scores in quizzes, so they practice grammar intensively without feeling forced (Alanzi & Taloba, 2025; Daliranfirouz et al., 2025; Fernández-Portero & Castillo-Rodríguez, 2022). Overall, gamification has been proven to improve student

motivation, academic achievement, and learning attitude, especially in the context of learning grammar, which is usually considered difficult.

Design, Implementation, & Technology in Gamified Grammar Learning

Various findings related to the design, implementation, and technological integration of gamified grammar learning are presented in this section. Table 4 outlines the main findings from studies that examine how game mechanics, instructional design, and emerging technologies contribute to effective and engaging grammar learning experiences.

Table 4. *findings on design, implementation & technology in gamified grammar learning*

No.	Thematic Focus	f	Sample articles
1.	Effective use of game mechanics and gamification elements in grammar learning	3	Zarzycka-Piskorz (2016); Hong et al. (2022); Eryiğit et al. (2023)
2.	Positive learner perceptions and user experience in gamified grammar platforms	4	Fernández-Portero & Castillo-Rodríguez (2022); Alenazi (2025); Pham et al. (2025); Li et al. (2025)
3.	Integration of advanced technologies (AI, AR, robotics) in gamified grammar learning	3	Bonilla et al. (2025); Alanzi & Taloba (2025); Ulrich et al. (2024)
4.	Instructional design models supporting gamified grammar implementation	4	Casañpitarch (2018); Girmen & Kaya (2019); Singh et al. (2019); Ovsienko et al. (2025)

From Table 4, it can be concluded that many studies examining gamification confirm that the success of gamification does not only depend on the game itself but must also consider how the game is designed and integrated into grammar learning using the right technology. Studies show that game elements such as points, badges, leaderboards, and instant feedback are not just decorations, but play an important role in building motivation, providing learning structure, and creating a positive user experience (Eryiğit et al., 2023; Hong et al., 2022;

Zarzycka-Piskorz, 2016). When game mechanics are clearly designed and aligned with grammar learning objectives, students become more enthusiastic and able to maintain their focus on understanding grammatical structures.

In addition, students' perceptions of ease of use, visual appeal, and activity flow in gamified applications have been shown to greatly influence their attitudes toward grammar learning. In other words, positive acceptance of the platform used correlates directly with increased motivation and grammar performance (Alenazi, 2025; Fernández-Portero & Castillo-Rodríguez, 2022; Li et al., 2025; Pham et al., 2025). Beyond mechanical elements, technological innovation plays an important role in enhancing the gamified learning experience. Research on the use of AI-based feedback systems, augmented reality, robotics, and immersive game environments shows that these technologies can enrich interactivity, provide more personalized feedback, and create more contextual learning situations (Alanzi & Taloba, 2025; Bonilla et al., 2025; Ulrich et al., 2024). The integration of gamification in pedagogical models such as the flipped classroom, mobile learning, or digital storytelling has also been proven to make grammar learning more meaningful, as students not only play but also apply, reflect on, and revise their understanding. Overall, the success of gamification is determined by how game elements, technology, and instructional design are strategically combined to support grammar learning objectives (Casañpitarch, 2018; Girmen & Kaya, 2019; Ovsienko et al., 2025; Singh et al., 2019).

Conclusion

A review of 44 articles on gamification in ESL grammar learning shows one thing very clearly: when learning is made more enjoyable, students find it easier to understand material that was previously considered difficult and boring. Over the past decade, research on this topic has been limited, but emerging trends indicate a growing interest among researchers, particularly those from Southeast Asian countries. This suggests that creative approaches such

as gamification are increasingly seen as necessary to address the challenges of teaching grammar in ESL classrooms. From the results of the analysis, gamification has been proven to offer two main benefits. First, gamification helps improve grammar mastery through features such as interactive quizzes, instant feedback, and repetitive exercises that are designed to be engaging. Applications such as Kahoot, Quizizz, and other mobile platforms have been proven to make it easier for students to understand language structures, while also improving accuracy in grammar usage. Second, gamification consistently increases student motivation and engagement. Many students feel more confident, more willing to try, and more active in class activities when learning is done through games. In addition, many studies show that the success of gamification does not only depend on the game itself, but also on the learning design, the selection of appropriate game elements, and how the technology is integrated. This means that teachers need to plan carefully so that the games, materials, and learning objectives are truly aligned.

As with any research, this systematic literature review has several limitations that may guide future work on gamification in ESL grammar learning. This review is restricted to Scopus-indexed articles, which means that insights from other databases or unpublished studies were not included; therefore, future research is encouraged to draw from broader sources for a more comprehensive understanding. Researchers are also advised to examine gamification more specifically by evaluating individual platforms, game mechanics, and new technologies such as AI, AR, and adaptive learning systems. In addition, long-term studies are needed to identify the sustained effects of gamification on grammar mastery, motivation, and learner autonomy. Despite these limitations, this review highlights the strong potential of gamification to make grammar learning more engaging and meaningful, while calling attention to the need for equitable access to digital tools and adequate teacher support. Addressing these gaps will

enable future research to develop more inclusive, innovative, and evidence-based grammar teaching practices.

Conflict of Interest: The corresponding author, on behalf of second author, confirms that there are no conflicts of interest to disclose.

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