RESEARCH OF GAMIFICATION IN LANGUAGE EDUCATION (2015-2025)

A Bibliometric Review

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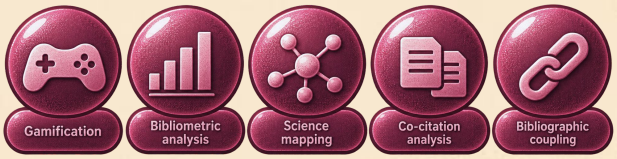
KEY TERMS



EVIDENCE SUMMARISED



Synthesis of **publication and citation trends, key contributors, intellectual foundations, research fronts, and major themes**.

MAIN FINDINGS



Research on gamification in language education expanded rapidly after 2021, with **China leading publication output** and the **United States showing the highest citation visibility**. Increasing focus on **technology-enhanced learning, motivation, engagement, self-regulation, classroom design, and language-learning outcomes**.

LIMITATIONS

The review maps bibliometric patterns rather than evaluating the methodological quality or effectiveness of individual gamification interventions, which limits conclusions about learning outcomes.

KEY TAKEAWAYS

The educational value of gamification depends on aligning game elements with **pedagogical objectives, learner needs, and meaningful language-learning outcomes**.

PRACTICAL RESEARCH USE

- Gamify language objectives.
- Drive motivation and self-regulation via feedback, tracking, choice, and challenge.
- Balance competition, rewards, accessibility, teacher prep, and curriculum alignment.
- Measure long-term retention and transfer.

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