

THE IMPACT OF GAMIFICATION ON MOTIVATION AND ENGAGEMENT AMONG ENGLISH-MAJOR STUDENTS AT DONG NAI TECHNOLOGY UNIVERSITY

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GENERAL INFORMATION

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ABSTRACT

This study investigates the impact of gamification on student motivation and engagement in English language classrooms, focusing on 141 English major students at Dong Nai Technology University. Recently, gamification, which involves incorporating game design elements such as points, badges, leaderboards, and challenges into non-game environments, has emerged as a popular method to improve learning experiences. This study utilized a quasi-experimental design, and divided the participants into control and experimental groups. Over eight weeks, the experimental group was taught using gamified elements, while the control group experienced traditional teaching methods. Data collection involved pre- and post-intervention surveys using the Intrinsic Motivation Inventory (IMI) and the Student Engagement Scale (SES), as well as classroom observations and focus group interviews. The findings revealed that students who experienced gamified instruction demonstrated significantly higher motivation and engagement levels than those in the control group. These results indicate that gamification can be an effective teaching strategy to boost learner motivation and active participation in English language classrooms, particularly in Vietnamese tertiary education contexts.

1. INTRODUCTION

1.1. Background of the study

Recently, incorporating gamification into educational environments has attracted growing interest as a means of boosting student motivation and engagement. Gamification, which involves using game design elements like points, badges, leaderboards, and challenges in non-game settings (Deterding et al., 2011), seeks to create more interactive and rewarding learning experiences. This teaching method aligns with

self-determination theory, highlighting the significance of intrinsic motivation in promoting deep learning (Deci & Ryan, 2000). This is particularly relevant in language learning, where continuous effort and participation are essential, making gamification a promising approach to enhance student outcomes. Previous studies have indicated that gamification can positively affect learners' attitudes and behaviors by making educational activities more enjoyable and meaningful (Domínguez et al., 2013; Hamari et

al., 2014). However, there is a scarcity of empirical research on its effectiveness in the context of English language learning at the university level, especially in Vietnam. To address this gap, the current study examines the impact of gamification on motivation and engagement among English major students at Dong Nai Technology University. Employing a quasi-experimental design, 141 students were split into control and experimental groups. The experimental group received instruction with gamified elements for eight weeks, while the control group was taught using traditional methods. Data were collected through pre- and post-intervention surveys using the Intrinsic Motivation Inventory (IMI) and Student Engagement Scale (SES), along with classroom observations and focus group interviews. The results revealed that students exposed to gamified instruction showed significantly higher motivation and engagement than those in the control group, indicating that gamification has considerable potential as a teaching strategy in English language education at the tertiary level in Vietnam.

1.2. Literature Review

1.2.1. Definition of Gamification

Gamification is typically described as the application of game design components in non-gaming settings to boost user engagement, motivation, and performance (Deterding et al., 2011). These components often consist of points, badges, leaderboards, levels, and challenges, all intended to stimulate users' intrinsic motivation and encourage positive behavioral changes. Unlike serious games, which are entirely game-based environments created for educational or training purposes, gamification selectively integrates game-like features into conventional instructional methods without converting the entire activity into a game (Kapp, 2012).

As Werbach and Hunter (2012) explain, gamification is not about developing games but

rather about leveraging the motivational potential of game elements to influence behavior in a non-gaming context. In educational settings, gamification aims to transform passive learning environments into active, student-focused environments by encouraging competition, collaboration, and goal-driven learning.

1.2.2. Gamification in Education

Recent studies have indicated that incorporating gamification into education can greatly enhance students' learning experiences by boosting their engagement, motivation, and retention (Hamari et al., 2014; Subhash and Cudney, 2018). In the realm of language learning, gamified approaches have been employed to aid vocabulary building, grammar practice, and communication skills, often leading to increased participation and enjoyment among students (Su and Cheng, 2015). Self-Determination Theory (Deci & Ryan, 2000) offers a theoretical basis for understanding the impact of gamification on learners' motivation. According to this theory, individuals are most driven when they feel autonomy, competence, and relatedness—needs that gamification can fulfill through personalized feedback, achievable objectives, and social engagement. While the beneficial effects of gamification have been noted across various educational fields, its application in university-level English language classrooms—especially in Southeast Asia—is still developing. Context-specific research, such as that conducted in Vietnamese higher education, is essential to assess the localized effectiveness of gamification and guide culturally relevant teaching methods.

1.2.3. Previous studies

Gamification is increasingly acknowledged as an effective teaching method for boosting motivation and engagement in higher education. Nguyen (2024) explored students' perceptions of

gamified English lessons at Dong Nai Technology University, and discovered that learners reacted favorably, with heightened enjoyment and participation in classroom activities. Nguyen and Nguyen (2023) examined Vietnamese university students and determined that gamification components like challenges and competition greatly enhanced student engagement and perceived learning effectiveness. In China, Cheng, Lu, and Xiao (2025) used a quasi-experimental approach and found that gamified reading tasks improved both language skills and learners' emotional involvement in the educational process. Similarly, Matyakhan, Chaowanakritsanakul, and Santos (2024) investigated gamification in Thai EFL classrooms, noting improvements in reading comprehension and the creation of a more student-centered and interactive environment. Tsai (2024) concentrated on EFL learners' motivation and engagement, showing that gamified activities led to significant increases in both areas. Finally, Maimaiti and Hew (2025) demonstrated through a longitudinal study that gamification in flipped classrooms supported the maintenance of self-regulated learning strategies and enhanced academic performance over time. These recent studies collectively strengthen the growing body of evidence supporting gamification as an effective tool for fostering motivation and engagement, thereby validating the current study's focus on English majors at Dong Nai Technology University.

1.2.4. The research gap between this study and other studies

Although many studies have highlighted the beneficial impact of gamification on student motivation and engagement across various educational settings, there is a significant lack of localized, detailed research specifically targeting

English major students at Vietnamese universities. Most existing research, such as Cheng et al. (2025) in China and Matyakhan et al. (2024) in Thailand, focuses on general EFL learners or reading comprehension, without examining the influence of gamification on broader motivational and engagement aspects within discipline-specific groups like English majors. Furthermore, while Nguyen and Nguyen (2023), and Nguyen (2024) have investigated gamification in Vietnamese higher education, their studies are either confined to student perceptions or do not incorporate a comprehensive quasi-experimental design with mixed methods. Consequently, this study addresses a critical gap by utilizing both quantitative and qualitative methods—including the Intrinsic Motivation Inventory (IMI), Student Engagement Scale (SES), classroom observations, and focus group interviews—to evaluate the impact of gamified teaching on motivation and engagement among English majors at Dong Nai Technology University. This focused approach not only provides empirical data for a previously underexplored group but also offers practical insights for curriculum development in Vietnamese tertiary EFL programmes.

2. METHODOLOGY

2.1. Research questions

This study aimed to investigate the effect of gamification on motivation and engagement in the classroom for English majors at Dong Nai Technology University. This study was conducted to address the following questions:

1. To what extent does gamification affect the motivation of English major students at Dong Nai Technology University in classroom learning?

2. How does gamification influence student engagement in English language classes compared to traditional teaching methods?

2.2. Participants

In this study, 141 students majoring in English at Dong Nai Technology University participated in the second semester of the 2024–2025 academic year. These students were chosen through convenience sampling method due to their easy accessibility and availability during the research period. The sample comprised male and female students from various year levels, aged between 18 and 22 years. Participants were randomly assigned to two groups: an experimental group ($n = 71$), that received instruction that included gamified elements such as points, badges, leaderboards, and challenges; and a control group ($n = 70$), that received traditional instruction without gamification. All participants were informed of the purpose of the study, and informed consent was obtained. Participation was voluntary, and confidentiality and anonymity were maintained throughout the study.

2.3. Research Instruments

This study employed multiple instruments to collect comprehensive data on students' motivation and engagement in the classroom:

Intrinsic Motivation Inventory (IMI): The IMI (Ryan, 1982) is a popular self-assessment tool used to evaluate individuals' intrinsic motivation for a specific activity. A modified shorter version was employed to gauge students' motivation during gamified English classes. This questionnaire comprised 8 items, each rated on a 5-point Likert scale from 1 (Not at all true) to 5 (Completely true). Examples of the items included statements like “I enjoyed learning English through game-based activities” and “I felt competent while engaging in the gamified English tasks.” The IMI has shown high reliability and validity in educational settings.

Student Engagement Scale (SES): The study assessed student engagement by employing a modified version of the Student Engagement Scale (Fredricks, Blumenfeld, & Paris, 2004). This tool evaluates behavioral, emotional, and cognitive engagement using 8 items rated on a 5-point Likert scale, ranging from 1 (Strongly disagree) to 5 (Strongly agree). Sample statements include “I participated actively in the gamified classroom activities” and “I paid attention and stayed focused throughout the lessons.” SES is well-regarded for its strong psychometric properties in language learning research.

Classroom Observations: To supplement the self-reported data, structured classroom observations were conducted weekly over the course of the 8-week intervention. The observation checklist focused on signs of student engagement, enthusiasm, and interaction during both gamified and traditional lessons.

Focus Group Interviews: After the intervention, focus group interviews were held with a selected group of students from the experimental cohort. The purpose of these interviews was to collect qualitative insights into students' experiences, perceptions, and attitudes regarding the use of gamification in their English classes.

Collectively, these tools generated a comprehensive dataset for examining how gamified teaching influences motivation and engagement among students majoring in English.

2.4. Classroom Observation Checklist

To triangulate data from the IMI and SES questionnaires, structured classroom observations were systematically conducted to monitor and document student behavior and engagement during both gamified and traditional English lessons. Observations were carried out once per week over the eight-week intervention period by trained observers. Each session lasted the full duration of the class and followed a standardized protocol to ensure consistency. A

structured Observation Checklist was used to guide data collection. The checklist was adapted from prior frameworks on student engagement behaviors, particularly the work of Reeve and Tseng (2011), which emphasized observable indicators of active engagement, enthusiasm, attention, collaboration, and motivation in learning environments. Observers rated each item using a binary scale (“Yes” or “No”) and were encouraged to add brief contextual notes in a designated column for each observation.

Table 1. Observation Items

Observation Item	Yes	No	Comments/Notes
Students actively participate in activities (e.g., answering, discussing)			
Students show enthusiasm (smiling, positive gestures)			
Students stay focused and attentive throughout the lesson			
Students collaborate or compete during gamified tasks			
Students ask questions or seek clarification			
Students respond positively to game elements (points, badges, leader boards)			
Teacher provides timely feedback during activities			

Observation Item	Yes	No	Comments/Notes
Any signs of disengagement or distraction			

Observers rate items as “Yes” or “No” and add brief notes where applicable. Observations were conducted weekly over the 8-week period. All observers underwent prior training and used standardized forms to minimize inter-rater variability. Observational notes were compiled weekly, systematically coded according to recurring behavioral patterns, and cross-validated with quantitative and interview data to develop a comprehensive understanding of student engagement and motivation.

2.5. Focus Group Interview

Purpose: To explore students’ perspectives and experiences regarding the use of gamification in English learning.

Interview Questions:

1. How did you feel about the use of game elements (such as points, badges, leader boards) during your English lessons?
2. Can you describe any changes in your motivation to participate or learn during the gamified lessons?
3. How did the gamified activities affect your engagement compared to traditional lessons?
4. What aspects of the gamification did you enjoy the most? Why?
5. Were there any challenges or difficulties you experienced with the gamified learning approach?
6. How did interacting with your classmates during gamified tasks influence your learning experience?
7. Would you like gamification to be used more often in your English classes? Why or why not?

8. Is there anything else you would like to share about your experience with gamification in the classroom?

2.6. Data Collection Procedures

The data collection process for this study was conducted over an eight-week period during the second semester of the 2024–2025 academic year at Dong Nai Technology University. The following steps were taken to ensure systematic and reliable data gathering:

Preparation and Ethical Approval:

Prior to the study, ethical approval was obtained from the university's Research ethics committee. Permission to conduct the study was granted by the faculty and participants were informed about the purpose, procedures, and confidentiality of the research. Written informed consent was collected from all participants.

Group Assignment:

One hundred forty-one students majoring in English were randomly assigned to two groups: the experimental group, which received gamified instruction, and the control group, which received traditional instruction. Both groups studied the same curriculum content, with the primary distinction being the addition of gamification elements in the experimental group.

Pre-Intervention Survey:

Before the intervention began, every participant completed the Intrinsic Motivation Inventory (IMI) and Student Engagement Scale (SES) questionnaires to gather initial data on their levels of motivation and engagement.

Intervention Period:

Over an eight-week period, the experimental group participated in gamified English lessons that incorporated features such as points, badges, leaderboards, and challenges. In contrast, the control group received traditional instruction without gamification. During the intervention, trained observers conducted weekly classroom

observations using a structured checklist to assess students behavior and engagement.

Post-Intervention Survey:

At the end of the intervention, both groups completed the IMI and SES questionnaires again to measure any changes in motivation and engagement.

Focus Group Interviews:

After the post-intervention surveys, focus group interviews were conducted with a selected group of 8–10 students from the experimental cohort. These discussions yielded qualitative insights into students' experiences, views, and attitudes regarding the use of gamification in their educational journey. With the participants' consent, the interviews were audio-recorded and subsequently transcribed for further analysis.

Data Handling:

All collected data were securely stored, ensuring anonymity and confidentiality. Quantitative data from the surveys were coded and prepared for statistical analysis, while qualitative data from observations and interviews were thematically analysed.

2.7. Data Analysis Procedures

The collected data were analyzed using a combination of quantitative and qualitative methods to comprehensively evaluate the impact of gamification on students' motivation and engagement.

Quantitative Data Analysis:

Pre- and Post-Intervention Surveys:

Data collected from the Intrinsic Motivation Inventory (IMI) and the Student Engagement Scale (SES) questionnaires were input into the Statistical Package for the Social Sciences (SPSS) software for analysis.

Descriptive Statistics:

To summarize the overall levels of motivation and engagement in both the

experimental and control groups before and after the intervention, means, standard deviations, and frequency distributions were computed.

Inferential Statistics:

To evaluate changes over time within each group, paired-sample t-tests were performed on pre- and post-intervention scores. To assess the impact of gamification, independent-sample t-tests were employed to compare the experimental and control groups' post-test results. The threshold for statistical significance was established at $p < .05$.

Reliability Analysis:

Cronbach's alpha coefficients were calculated to verify the internal consistency of the IMI and SES scales in this sample.

Qualitative Data Analysis:

Classroom Observations:

Weekly observational data were analyzed and condensed to discern trends in student involvement, enthusiasm, and engagement during both gamified and conventional lessons. The notes were organized based on key behavioral indicators corresponding to motivation and engagement constructs.

Focus Group Interviews:

The interview recordings were transcribed word for word and examined through thematic analysis. The transcripts were coded to uncover recurring themes and insights into students' views and experiences with gamification. Themes were developed inductively, guided by the research questions regarding motivation and engagement.

Integration of Findings:

By combining quantitative and qualitative findings, this study offered a detailed insight into the impact of gamification on the motivation and engagement of students majoring in English. This mixed-methods strategy improved the

study's validity and provided a deeper understanding of its conclusions.

3. FINDINGS AND DISCUSSIONS

3.1. Results from the Student questionnaire

This section presents the findings from the pre- and post-intervention surveys using the Intrinsic Motivation Inventory (IMI) and Student Engagement Scale (SES), completed by 141 English major students at Dong Nai Technology University.

Table 2. Descriptive Statistics

Group	Time	Motivation Mean (SD)	Engagement Mean (SD)
Experimental (n=71)	Pre-test	3.12 (0.45)	3.05 (0.48)
	Post-test	4.10 (0.38)	4.05 (0.42)
Control (n=70)	Pre-test	3.15 (0.50)	3.10 (0.46)
	Post-test	3.30 (0.47)	3.25 (0.49)

Note: Scores are on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

The table displays the descriptive statistics comparing the average scores and standard deviations of motivation and engagement levels between the experimental and control groups at two different times: before and after the test. In the experimental group (n=71), the average motivation score increased significantly from 3.12 (SD = 0.45) at the pre-test to 4.10 (SD = 0.38) at the post-test. Likewise, the engagement score in this group increased from 3.05 (SD = 0.48) to 4.05 (SD = 0.42) during the same period. These significant increases indicate a considerable positive impact of the intervention on this group. Conversely, the control group (n=70), which did not undergo intervention,

exhibited only minor improvements. The average motivation score slightly increased from 3.15 (SD = 0.50) to 3.30 (SD = 0.47), and the average engagement score increased from 3.10 (SD = 0.46) to 3.25 (SD = 0.49). The smaller changes in the control group might be attributed to natural progression or external factors unrelated to any experimental treatment. Overall, the findings suggest that the intervention had a significant effect on both motivation and engagement among participants in the experimental group, as opposed to the minimal changes seen in the control group.

Inferential Statistics

Motivation:

The paired-sample t-test showed a significant increase in motivation scores for the experimental group after the gamification intervention, $t(70) = 15.62$, $p < .001$, indicating that gamified instruction significantly enhanced intrinsic motivation. The control group showed a smaller, non-significant increase, $t(69) = 1.98$, $p = .051$.

Engagement:

Similarly, the experimental group's engagement scores significantly increased from pre-test to post-test, $t(70) = 14.23$, $p < .001$, while the control group's increase was minimal and not statistically significant, $t(69) = 1.45$, $p = .15$.

Between-Group Comparisons: Independent samples t-tests at post-test revealed that the experimental group scored significantly higher than the control group on both motivation, $t(139) = 9.85$, $p < .001$, and engagement, $t(139) = 8.72$, $p < .001$.

Reliability

Cronbach's alpha indicated high internal consistency for both scales in this study:

- IMI (Motivation scale): $\alpha = .89$
- SES (Engagement scale): $\alpha = .87$

These results suggest that gamification effectively increased both motivation and engagement among English major students compared to traditional teaching methods.

3.2. Results from the student interview

Focus group interviews with 8–10 students from the experimental group yielded valuable qualitative insights into their experiences with gamified teaching methods. Analyzing the interview transcripts uncovered several important themes concerning motivation, engagement, and overall perceptions of gamification.

Increased Motivation and Enjoyment

Many students expressed that gamified elements, such as earning points and badges, made learning more enjoyable and motivated them to participate actively. One student shared:

“I looked forward to each lesson because I wanted to earn badges. It made me feel proud when I collected them.”

Another student commented:

“The challenges and competition with classmates pushed me to try harder.”

Enhanced Engagement and Participation

Students reported feeling more engaged during gamified lessons, noting that interactive activities and competitions kept their attention focused. A participant stated:

“I paid more attention because I didn't want to lose points or fall behind on the leaderboard.”

Others mentioned increased collaboration:

“Working in teams during the games helped me talk more and practice English without feeling shy.”

Social Interaction and Classroom Atmosphere

The gamification approach encourages positive peer interactions and a lively classroom environment. Several students noted that friendly competition and teamwork fostered stronger connections:

“We helped each other to complete challenges, which made learning fun and less stressful.”

Challenges and Suggestions for Improvement

Some students noted minor difficulties, such as initial confusion about game rules or occasional distractions caused by competition:

“At first, I didn’t fully understand how to earn points, but after some time it got easier.”

Suggestions for improvement included adding more variety to game activities and clearer instructions:

“It would be great if the games had different formats so it doesn’t get repetitive.”

Overall, the interviews supported the quantitative results by emphasizing that gamification had a positive impact on students' motivation and engagement through enjoyable, interactive, and socially supportive learning experiences. Students' feedback also offers practical insights for improving gamified teaching strategies in future applications.

3.3. Results from the Classroom Observation

Throughout the eight-week intervention, systematic classroom observations were carried out weekly to assess student behavior and engagement in both the gamified experimental group and the traditional control group. These observations concentrated on essential indicators such as participation, enthusiasm, focus, collaboration, and reactions to gamified components.

Student Participation

During the gamified lessons, observers in the experimental group consistently observed high levels of student involvement. Most students actively participated by answering questions, taking on game challenges, and interacting with their classmates. On the other hand, the control group exhibited moderate engagement, with some students appearing disengaged during traditional lectures.

Student Enthusiasm

Students showed clear excitement during gamified lessons. Observers noted frequent smiles, laughter, and lively body movements when students received points or badges. One observation report mentioned,

“Students cheered when their team won the challenge, showing excitement and positive energy.”

Such enthusiasm was noticeably less frequent in the control group, where students appeared more reserved and less expressive.

Focus and Attention

During gamified activities, the experimental group maintained consistent focus, showing few signs of being distracted. Observers reported that students stayed attentive to their tasks, especially when competitive features like leaderboards were present. On the other hand, the control group occasionally appeared disengaged, with behaviours such as glancing around the room or using mobile phones.

Collaboration and Social Interaction

Lessons incorporating game elements encouraged students to work together, often in pairs or groups, to tackle various challenges. Observers noted an increase in communication among peers and a rise in mutual support. In contrast, the control group showed less interaction among students, who primarily worked independently.

Teacher Feedback and Interaction

In classrooms that incorporate gamification, teachers offer more frequent and immediate feedback regarding students' progress in the game, which seems to further encourage students. In contrast, traditional classrooms experience less dynamic interactions between teachers and students.

In summary, observations in the classroom demonstrated that gamification had a positive impact on students' motivation and engagement. The increased levels of participation, enthusiasm, concentration, and teamwork seen in the experimental group align with the study's quantitative and qualitative results.

3.4. Discussion

The purpose of this research was to explore how gamification influences motivation and engagement among English majors at Dong Nai Technology University. The combined results from quantitative surveys, classroom observations, and focus group discussions revealed that gamified teaching methods significantly boosted both intrinsic motivation and student engagement compared to conventional teaching approaches.

In line with previous studies, the data demonstrated that integrating game elements such as points, badges, leaderboards, and challenges can enhance learners' motivation by instilling a sense of accomplishment and competition (Hamari, Koivisto, & Sarsa, 2014). The notable rise in intrinsic motivation observed is consistent with Ryan and Deci's (2000) Self-Determination Theory, which suggests that motivation is heightened when learners feel competent, autonomous, and connected—factors that gamified learning environments effectively support.

Additionally, the increased engagement in the experimental group corroborates findings from Dichev and Dicheva (2017), who emphasized gamification's ability to encourage

active participation and sustained focus in educational contexts. Observational data indicating heightened enthusiasm and collaboration further support the notion that gamification fosters a more dynamic and interactive classroom environment, which is crucial for language acquisition.

Qualitative feedback from students mirrored these quantitative findings, indicating that gamification not only made learning more enjoyable but also promoted peer interaction and reduced anxiety in practicing English. This aligns with Domínguez et al. (2013), who discovered that gamified activities cultivate positive social interactions and supportive learning community.

However, some challenges were noted, such as initial confusion about game mechanics and a desire for more diverse activities. These insights underscore the need for clear instructions and varied game designs to sustain long-term engagement (Seaborn & Fels, 2015).

Overall, this study adds to the growing body of evidence suggesting that gamification is an effective teaching strategy to enhance motivation and engagement in higher education English language courses, especially in the Vietnamese context where traditional methods are prevalent (Nguyen & Tran, 2021).

Future research should investigate the long-term effects of gamification and examine how individual learner differences might influence these outcomes.

4. CONCLUSION

4.1. Conclusion

This research explored how gamification influences motivation and engagement among English majors at Dong Nai Technology University. The results indicate that integrating gamified components such as points, badges, leaderboards, and challenges significantly boosts students' intrinsic motivation and active

participation in classroom activities compared to conventional teaching methods. Both quantitative data and qualitative feedback reveal that gamification fosters a more enjoyable, interactive, and socially supportive learning environment, which is especially advantageous in language learning settings.

Although there were some initial difficulties in grasping game mechanics, students generally reacted positively to the gamified approach, indicating its potential as an effective teaching strategy in Vietnamese higher education. Consequently, educators are encouraged to thoughtfully incorporate gamification into their teaching to enhance student motivation and involvement.

Future studies could investigate the long-term effects and customize gamified interventions to meet diverse learner needs, further deepening the understanding of gamification's role in language education.

4.2. Limitations of the study

Although this study offers important insights into how gamification impacts motivation and engagement, it is important to acknowledge several limitations.

First, the research involved a relatively small group of 141 English major students from a single university, which might restrict the applicability of the results to other settings or student groups.

Second, the quasi-experimental design, while useful, does not permit complete randomization, potentially leading to selection bias.

Third, the intervention was only eight weeks long, meaning the study does not account for the long-term effects of gamification on student motivation and engagement.

Furthermore, the self-reported data collected through questionnaires and interviews could be influenced by social desirability bias, where students may give more favorable answers.

Lastly, the study primarily concentrated on motivation and engagement, leaving other possible outcomes of gamification, such as academic performance or language skills, unexamined.

Future research could address these limitations by incorporating larger and more varied samples, using randomized controlled trials, extending the duration of the intervention, and exploring additional learning outcomes.

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TÁC ĐỘNG CỦA GAMIFICATION ĐẾN ĐỘNG LỰC VÀ VIỆC THAM GIA TRONG LỚP HỌC CỦA SINH VIÊN CHUYÊN NGỮ TẠI TRƯỜNG ĐẠI HỌC CÔNG NGHỆ ĐỒNG NAI

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THÔNG TIN CHUNG

Ngày nhận bài: 14/06/2025

Ngày nhận bài sửa: 05/08/2025

Ngày duyệt đăng: 07/10/2025

TỪ KHOÁ

Sự tham gia;

Sinh viên chuyên ngữ;

Các trò chơi;

Các trò chơi trong việc giảng dạy;

Động lực.

TÓM TẮT

Bài nghiên cứu tìm hiểu về các trò chơi ảnh hưởng đến động lực và sự tham gia trong môi trường lớp học, tập trung vào 141 sinh viên chuyên ngành tiếng Anh tại Đại học Công nghệ Đồng Nai. Gần đây, các trò chơi, bao gồm việc kết hợp các yếu tố thiết kế trò chơi như điểm, huy hiệu, bảng xếp hạng và thử thách vào các môi trường lớp học không có trò chơi, đã nổi lên như một phương pháp phổ biến để cải thiện trải nghiệm học tập. Nghiên cứu sử dụng thiết kế bán thử nghiệm, chia người tham gia thành nhóm đối chứng và nhóm thử nghiệm. Trong hơn tám tuần, nhóm thử nghiệm được dạy bằng các yếu tố trò chơi hóa, trong khi nhóm đối chứng trải nghiệm các phương pháp giảng dạy truyền thống. Việc thu thập dữ liệu bao gồm các cuộc khảo sát trước và sau khi can thiệp bằng cách sử dụng Kiểm kê động lực nội tại (IMI) và Thang đo mức độ tham gia của sinh viên (SES), cũng như quan sát lớp học và phỏng vấn nhóm tập trung. Các ý kiến cho thấy rằng những sinh viên trải nghiệm hướng dẫn trò chơi hóa thể hiện mức độ động lực và mức độ tham gia cao hơn đáng kể so với những sinh viên trong nhóm đối chứng. Những kết quả này chỉ ra rằng trò chơi hóa có thể là một chiến lược giảng dạy hiệu quả để thúc đẩy động lực của người học và sự tham gia tích cực vào các lớp học tiếng Anh, đặc biệt là trong bối cảnh giáo dục đại học của Việt Nam.