The impact of gamification on motivation and performance in English

El impacto de la gamificación en la motivación y el rendimiento en inglés

O impacto da gamificação na motivação e no desempenho em inglês

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Abstract

Introduction: This project highlights gamification as an innovative pedagogical strategy to enhance motivation and academic performance in learning English as a foreign language. **Objective:** To design, implement, and evaluate a gamified English manual tailored to students' needs, in response to the inefficacy of traditional methods and the heterogeneity of language proficiency levels. **Methodology:** The study was conducted with fourth-grade students at Colegio Adventista del Sur in 2024, adopting a qualitative approach that included questionnaires, interviews, observations, and group discussions. Teacher and student training was also considered to ensure appropriate use of the developed material. **Results:** Gamification improved content retention, particularly in grammar, and encouraged active student participation, emerging as an effective alternative to traditional models. **Conclusions:** The project provides concrete and transferable didactic tools to transform the English teaching-learning process in school settings.

Keywords: Gamification; Language Teaching; Educational Innovations; Artistic Education; School performance.

Resumen

Introducción: Este proyecto destaca la gamificación como estrategia pedagógica innovadora para fortalecer la motivación y el rendimiento en inglés como lengua extranjera. **Objetivo:** Diseñar, implementar y evaluar un manual gamificado adaptado a las necesidades de los estudiantes, frente a la ineficacia de métodos tradicionales y la diversidad de niveles de competencia. **Metodología:** Se trabajó con estudiantes de cuarto curso del Colegio Adventista del Sur en 2024, bajo un enfoque cualitativo que incluyó cuestionarios, entrevistas, observaciones y debates. También se contempló la formación docente y estudiantil para el uso adecuado del material. **Resultados:** La gamificación favoreció la retención de contenidos gramaticales y promovió una participación, superando el alcance de modelos tradicionales. **Conclusiones:** El proyecto ofrece herramientas didácticas concretas y replicables que contribuyen a transformar el proceso de enseñanza-aprendizaje del inglés en contextos escolares.

Palabras clave: Enseñanza de idiomas; Gamificación; Innovaciones educativas; Educación artística; Rendimiento escolar.

Resumo

Introdução: Este projeto destaca a gamificação como estratégia pedagógica inovadora para fortalecer a motivação e o desempenho em inglês como língua estrangeira. **Objetivo:** Projetar, implementar e avaliar um manual gamificado adaptado às necessidades dos alunos, diante da ineficácia dos métodos tradicionais e da diversidade de níveis de competência. **Metodologia:** Trabalhou-se com alunos do quarto ano do Colégio Adventista do Sul em 2024, sob uma abordagem qualitativa que incluiu questionários, entrevistas, observações e debates. Também foi contemplada a formação de professores e alunos para o uso adequado do material. **Resultados:** A gamificação favoreceu a retenção de conteúdos gramaticais e promoveu a participação, superando o alcance dos modelos tradicionais. **Conclusões:** O projeto oferece ferramentas didáticas concretas e replicáveis que contribuem para transformar o processo de ensino-aprendizagem do inglês em contextos escolares.

Palavras-chave: Ensino de idiomas; Gamificação; Inovações educativas; Educação artística; Desempenho escolar.

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INTRODUCTION

Gamification particularly helps English by enhancing motivation and engagement. Amid declining academic performance, especially in language learning, students often disengage from conventional instructional approaches. González González (2019) notes that insufficient technological resources hinder the implementation of didactic games in classrooms, which can exacerbate this disengagement.

Gamification is versatile; it can be incorporated into both virtual and physical learning environments, either within regular class sessions or through complementary reinforcement tasks. It aligns well with contemporary pedagogical models such as the flipped classroom, offering dynamic alternatives to traditional rote methods. While skepticism exists regarding the feasibility of gamification across all educational settings, this viewpoint limits pedagogical innovation and underestimates the potential for transformative practices.

In contexts where gamification is absent, learning often becomes monotonous, diminishing students' willingness to participate and reducing retention of language skills. Without engaging methodologies, learners may struggle to develop critical competencies in speaking, listening, and writing—especially outside the classroom, where consistent exposure to the target language is crucial. This is evident in performance metrics: According to Marín Montes (2023), regions like Bucaramanga dropped from "moderate" to "low" proficiency between 2021 and 2022, whereas Medellín and Bogotá showed improvement.

At institutions such as Southern Adventist School, traditional textbook-centered teaching has resulted in limited progress in English skill acquisition. Many students face barriers such as limited vocabulary, lack of communicative practice, and minimal contact hours—often just two per week. These challenges are further amplified for students with special educational needs, who may require tailored support beyond the classroom to progress bilingually.

Recognizing these gaps, the present project draws from previous initiatives but adapts them to focus specifically on gamification and Information and Communication Technologies (ICT) for primary education. Its goal is not only theoretical exploration but also the development of a practical guide to assist educators in integrating gamified strategies into their instruction. By fostering more interactive, student-centered learning, the project seeks to improve English language outcomes and promote methodological innovation among teachers through structured training and classroom implementation.

THEORETICAL FRAMEWORK

Teachers occupy a pivotal role in shaping effective learning environments. Therefore, instructional practices must be grounded in a clear and precise understanding of gamification, not as mere gameplay in the classroom, but as an intentional integration of pedagogical elements—such as units, content, or thematic structures—into meaningful, interactive learning experiences (Jara et al., 2022). This conceptual clarity is essential for gamification to be implemented as a robust teaching and learning methodology.

Didactic strategies are instrumental in supporting student achievement, particularly when teaching

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reading comprehension or language acquisition. At the Atlantic Adventist School "Max Trummer" in Barranquilla, the use of motivational and gamified strategies was shown to stimulate student interest in reading development, especially in tenth-grade cohorts (Alvis Vargas et al., 2019).

The present study addresses a critical challenge in education: the acquisition of a second language in early schooling. English language learning in fourth grade is foundational for academic progression, and the introduction of gamified strategies provides an innovative approach to reinforcing this development. The research proposes the integration of these strategies into both classroom dynamics and curricular units, supported by the development of an instructional resource—*PRIMER*—designed to guide educators in the practical application of gamification in language instruction.

This initiative aims not only to enhance learner motivation but also to measurably improve academic outcomes in English. Beyond theoretical exploration, the project offers educators a context-specific manual tailored to the needs of Southern Adventist School. This resource is intended to strengthen pedagogical practices and contribute to a more effective and engaging learning process.

Gamification enhances learning by stimulating motivation, enabling continuous feedback, and fostering greater cognitive retention. It transforms learning into a more attractive, engaging, and meaningful process that promotes student commitment and sustained interaction with academic content (Poveda Pineda et al., 2023).

Importantly, gamification extends beyond classroom implementation. As noted by Prieto-Andreu et al. (2022), its efficacy lies in its capacity to positively influence educational quality by improving both motivation and performance. However, successful outcomes depend on additional variables such as sustained attention, task commitment, and an active learning disposition.

Furthermore, gamification capitalizes on students' prior knowledge and encourages autonomy and motivation as key factors in academic optimization (Huamaní & Vega, 2023). These elements underscore its relevance as a transformative educational strategy in second language acquisition.

METHODOLOGY

The teaching of English in fourth grade presents a considerable challenge in terms of motivation and knowledge retention, which are crucial factors for successful second language learning. At this educational level, students often struggle to maintain interest and engagement in traditional teaching activities, which can hinder their progress in key skills like listening and reading comprehension. Gamification has emerged as an innovative pedagogical response to these challenges, offering a strategy that incorporates playful elements—such as rewards, levels, and challenges—into the learning process. These components not only increase students' interest but also motivate them to actively engage in their own academic development (Sailer et al., 2017). Recent studies have shown that gamification can significantly improve both motivation and performance across various academic areas, especially in second language teaching, by making learning more engaging and less intimidating for students (Koivisto & Hamari, 2019). The methodological framework supporting the study is presented. The approach chosen was qualitative, with a hermeneutic paradigm. This approach allows for an in-depth exploration of students' experiences and perceptions within a gamified educational environment, which facilitates the understanding of how students respond to and

are motivated by this playful methodology in their English learning process. Qualitative research focuses on understanding complex phenomena from the perspective of the participants themselves. In this case, it seeks to construct meanings and analyze the impact of gamification in the classroom, a method that has been increasingly used to improve motivation and academic performance in different educational contexts (Flick, 2018). An inductive approach is used that starts from individual student experiences to generate meaningful findings on the use of gamification. A flexible design was implemented that allowed for adaptation of methodologies as new findings emerged during the data collection process. The tools used included semi-structured interviews, participant observation, and satisfaction questionnaires to gather detailed insight into the impact of gamification. These tools were validated by experts in education and psychology, ensuring their relevance and effectiveness for the specific context of the study. In fact, gamification in education has been widely studied, and multiple investigations highlight its positive impact on both student motivation and academic performance. At an international level, studies such as that of Prieto-Andreu et al. (2022) highlight that around 67% of the research reviewed shows a significant improvement in student motivation through gamification. This approach has been implemented in classrooms in various countries as an alternative to traditional methods, getting students to participate more actively and enjoy the learning process. Gamification has proven to be effective in teaching contexts both in face-to-face classes and on online learning platforms, where students can interact with gamified content that allows them to advance through levels, obtain rewards, and complete challenges. In language teaching, gamification has shown particularly promising results. In language learning environments, students often face difficulties related to anxiety and lack of confidence to participate in class. However, by incorporating playful elements, such as rewards and competitions, gamification manages to reduce these obstacles by offering a space in which students can practice without fear of being strictly assessed. Furthermore, gamification allows content and activities to be adapted to students' different learning styles, facilitating their inclusion in the educational process. Research by Huamaní & Vega (2023) supports this idea, pointing out that students actively participate when gamified activities are used, and this methodology fosters a positive attitude towards learning and promotes autonomy. During the implementation phase, gamification strategies were applied in English classes, using ludic elements such as challenges, rewards and group dynamics, to observe how these influenced students' performance and motivation. Periodic evaluations were conducted through the aforementioned techniques, allowing for continuous feedback and adjustments in the strategies as the study developed. The flexibility of the qualitative approach allowed the project to align with the emerging needs of the students and the educational community. Finally, the evaluation phase of the study revealed promising results regarding the positive influence of gamification on student motivation and academic performance. While improvements were observed in areas such as vocabulary and engagement, challenges were also identified, particularly in grammar, underscoring the need to combine gamification with more structured pedagogical methods.

3.1. Qualitative approach

The qualitative approach in research is oriented towards the comprehensive understanding of social and educational phenomena from the perspective of the participants, allowing for a detailed analysis of their experiences and meanings. Qualitative research is characterized by being inductive and exploratory, focused on constructing meanings from the data rather than testing pre-established hypotheses. In this sense, the qualitative methodology is ideal for analyzing how students perceive gamification and how it influences their motivation and performance in learning English. The qualitative approach is also characterized by its flexibility and ability to adapt to the particularities of the study context. As Flick (2018) states, "qualitative research is not governed by rigid structures, but rather allows its development to be

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adjusted based on emerging findings, promoting greater depth in the analysis of subjective data" (p. 153). This adaptability is essential in this study, since it seeks to explore a dynamic educational environment in which students' responses can vary considerably based on contextual and personal factors. Coello (2021) argues that,

in particular, for qualitative research, epistemological reflection in attention to the identities referred to guides us to understand educational reality from other perspectives. It can focus on meanings, experiences, perceptions, thoughts, concepts, or feelings. It seeks to explore the underlying mechanisms or reasons behind a given phenomenon by gathering qualitative data—such as words, texts, or images—through methods like interviews, observations, photographic evidence, or document analysis. (pp. 67-68)

The hermeneutic paradigm focuses on the interpretation of participants' meanings and experiences, facilitating the construction of deep and contextualized knowledge. According to Gadamer, the father of modern philosophical hermeneutics, "to understand is always to interpret" (Gadamer, 2013, p. 72). In this project, the hermeneutic paradigm allows for the interpretation of students' individual experiences in relation to their interaction with gamified activities in the English classroom, providing a detailed view of how they perceive and react to these learning strategies. Also, the hermeneutic approach facilitates the interpretation of subjectivity, as each student brings a unique perspective on their learning process. As Denzin and Lincoln (2011) point out, "hermeneutics seeks to capture the richness of human experiences, especially in educational contexts where individual experiences are central to understanding learning processes" (p. 45). This project therefore assumes that each student constructs a unique meaning around his or her learning of English through gamification, which can be interpreted and contextualized within his or her educational reality.

The adoption of the hermeneutic approach in this study is aimed at interpreting the experiences of students in their process of learning a second language through gamification, allowing us to understand not only the educational impact, but also the emotional and social implications of this methodology. Smith and Nizza (2021) argue that "the hermeneutic approach is especially valuable in educational contexts, as it allows us to reveal how students attribute meaning to their learning experiences and how these meanings influence their motivation and commitment" (p. 81). Likewise, the use of a hermeneutic qualitative approach facilitates a contextualized understanding of the data. Qualitative research is not limited to describing the phenomenon but seeks to interpret the factors that shape it. In this regard, Van Manen (1990) states that "Qualitative research, when combined with hermeneutics, allows us to explore the experiences of subjects from their own perspective, giving them a voice and revealing the complexities of their realities" (p. 101). In this way, the study of gamification in English learning can be understood as a complex process, influenced by the emotions, perceptions and reactions of students. For data collection in a hermeneutic qualitative study, techniques that allow capturing the experiences and perceptions of participants in a detailed manner and in their natural context are prioritized. In this project, semi-structured interviews, participatory observations and open questionnaires will be used to collect qualitative data. According to Saldaña and Omasta (2021), "The combination of interviews and participant observation allows us to obtain rich and nuanced data that reflect the complexity of the phenomenon studied" (p. 137). On the other hand, open-ended questionnaires offer students the opportunity to express their thoughts and feelings without restrictions, which is crucial for a hermeneutic interpretation. As Patton (2014) indicates, "open-ended questionnaires facilitate the free and undirected expression of participants, providing a solid basis for interpretive analysis" (p. 192). This approach allows identifying patterns of meaning and attributing a context to them that enriches the analysis of students' motivation and performance in learning English through gamification.

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Pensamiento
Americano

3.2. Context

The population is made up of fourth grade students at the Southern Adventist School educational institution in the city of Itagüí. The institution has a total of 347 students, mostly from all over Colombia, as it has two study programs, one in-person and one homeschool. The institution mainly applies traditional methodologies and some new ones with task-based learning, taking into account the individual abilities of each student. The project focuses on fourth grade students, proposing gamification in the classroom as a teaching strategy for the English language.

The Adventist School of the South is located in the urban area of Itagüí in the San Isidro neighborhood at Carrera 52 # 39a - 25 in Colombia, Antioquia region. The mission is to achieve a high-quality education that fosters the development of well-rounded individuals—ethically grounded, competent citizens who respect the public good, uphold human rights, fulfill their civic responsibilities, and contribute to a peaceful society. It envisions a competitive and relevant educational system that actively works to reduce social inequalities, with the engagement of the entire society in creating legitimate pathways to progress and shared prosperity, both for individuals and the nation as a whole. (Colegio Adventista del Sur, 2022, p. 7) With a vision in the year 2027, the Adventist School of the South will be recognized in the municipality of Itagüí, in the department of Antioquia and Latin America, as a leader in the formation of boys, girls and adolescents; with a Christ-centered approach; from constructivist pedagogical models and a competency-based approach; with alternative and comprehensive teaching strategies, in their modalities: in-person and/or home school, promoting a culture of educational quality; with excellent learning environments inside and outside the institution. (Colegio Adventista del Sur, 2022, p. 7) The institution has the following values: truth, justice, service, responsibility, solidarity, tolerance, respect, and innovation. With a Christ-centered biblical methodology showing the steps of Jesus in all its proposals.

3.3. Legal Framework

Table 1.
Colombian Laws

	Legal Framework	
	REGULATIONS	**SCOPE OF THE STANDARD**
1	Political Constitution of Colombia (1991)	Article 67 "Education is a human right and a public service that has a social function; it seeks access to knowledge, science, technology, and other cultural goods and values."
2	Law 115 of February 8, 1994	By which the general education law in Colombia is issued.
3	Decree 1078 of May 26, 2015 of the Ministry of Information and Communication Technologies.	By means of which the Single Regulatory Decree of the Information and Communications Technology Sector in Colombia is issued.
4	National Council of Economic and Social Policy - CONPES 3988 of March 31, 2020. National Planning Department, Ministry of National Education, Ministry of Information and Communication Technologies.	National policy to promote innovation in educational practices through digital technologies

Pensamiento Americano

The legal framework ensures that the rights of participants, in this case students, are respected, protecting their privacy and well-being. Furthermore, since this is research in the educational context, it is essential that the methodological design comply with the laws and regulations that promote pedagogical innovation, such as the General Law of Education (Ley 155 de 1994) and the Law on the Protection of Personal Data (Ley 1581 de 2012). In this way, it is ensured that the gamified strategies used are developed in a legal and ethical environment, complying with national and international standards regarding education and protection of minors.

RESULTS

The results of the project showed that gamification had a positive impact on the motivation of fourth grade students at Southern Adventist School. By integrating gamification elements into English classes, students were more willing to actively participate in the activities. There was a noticeable increase in their interest in learning, especially when it came to dynamics with rewards and challenges. Gamification managed to turn learning into a fun experience, which generated a more collaborative and participatory environment in the classroom. However, not everything was perfect. Although students improved in areas such as vocabulary and listening comprehension, there were difficulties in the retention of grammatical knowledge. The gamified activities, while effective in maintaining interest, failed to deeply address certain structural aspects of the language, such as grammar. This suggests that, while gamification is useful in arousing interest, it should be combined with more formal methods that reinforce grammatical skills. In addition, it was evident that the effectiveness of gamification varied according to the learning style of the students. Some responded better to visual or kinesthetic activities, while others showed a preference for more structured dynamics. This shows that while gamification was beneficial overall, its impact was not uniform. Individual differences in the way students process and learn information influenced each student's results, reinforcing the importance of personalizing educational strategies. One aspect that stood out in the results was the students' increased confidence to interact in English. The game dynamics created a safe space to make mistakes, which reduced public speaking anxiety and encouraged oral practice among peers. Students felt more comfortable using English in group activities, which improved not only their language skills, but also their interpersonal relationships within the classroom.

4.1. Results of the implementation of PRIMER in the 4th grade of primary school.

Students demonstrated a positive disposition when interacting with dynamic methodologies, actively participating in practical activities, games and group dynamics. This methodology helped them retain vocabulary more effectively and overcome initial anxieties when faced with learning new concepts in English. An increase in motivation was observed, as students reacted positively to unconventional learning approaches. The use of games and friendly competition generated interest and favored quick and accurate memorization of terms, indicating that these methods can be highly effective. Despite enthusiasm, students showed difficulties in grammar and long-term retention of vocabulary. These specific areas were singled out for additional focus to facilitate comprehension and reduce frustration associated with learning grammatical aspects of English. Repetition dynamics in a playful environment facilitated learning. This type of activity not only helped to retain knowledge quickly but also contributed to increasing students' confidence in their ability to learn and remember vocabulary. The implementation of pedagogical strategies based on games and personalization of learning content significantly improved vocabulary retention and motivation. The research concludes that dynamic methods and vocabulary pre-learning are crucial tools for opti-

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mizing English language learning in elementary school students. In the implementation of PRIMER in the fourth-grade classroom, it has been proven that interactive and dynamic methods can transform students' perception of English language learning. Through playful activities and group practices, students showed greater interest and willingness to learn, overcoming their initial fear of the complexity of the language with which they were not very familiar. This methodology helped to create a more accessible and friendly environment, which generated an emotional openness in the students, allowing them not only to learn, but also to enjoy the teaching-learning process. The increase in motivation was evident and great in them, as the proposed activities captured the students' attention by integrating elements of play and healthy competition. The students showed enthusiasm in learning new vocabulary and using it in practical everyday situations and at home. This change in their attitude demonstrates that incorporating more flexible and creative methods in English language teaching can foster better retention and understanding of the subject matter. However, specific challenges persist in areas such as grammar and long-term vocabulary memorization of complex topics and vocabulary. Although the gamified methodology improved learning, some students still struggle with complex grammatical structures and internalization of terms over time. This is evidence that, while interactive methods facilitate teaching, it is necessary to combine these activities with specific reinforcement tools that help students master technical aspects of the language. In conclusion, experience shows that adapting English learning to the needs of students not only improves their performance but also their self-confidence. The implementation of PRIMER confirms that an inclusive and motivating pedagogical approach is key to meeting the challenge of learning a new language, making students feel capable and valued in their educational process.

4.2. Results of the fourth-grade students' evaluation of the processes carried out.

At the end of the classroom intervention process, students completed a questionnaire to assess their learning during the implementation of the PRIMER. This data collection tool provided insight into students' perceptions of the knowledge gained and the skills developed through various gamified and active classroom activities. The results obtained offer a detailed view of the impact of the interventions on students' learning process, enabling reflection on the effectiveness of the strategies applied in the fourth grade of primary school. These results are presented and analyzed below to identify strengths and areas for improvement in future implementations of the PRIMER.

Figure 1.
How do you rate your overall motivation to learn English through gamification activities?

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As shown in the figure above, 89% of the students expressed that they consider the implemented product a very effective strategy for English classes. This positive perception suggests that the intervention managed to capture their interest and facilitated students' learning, standing out as a very valuable tool in the development of their English language skills.
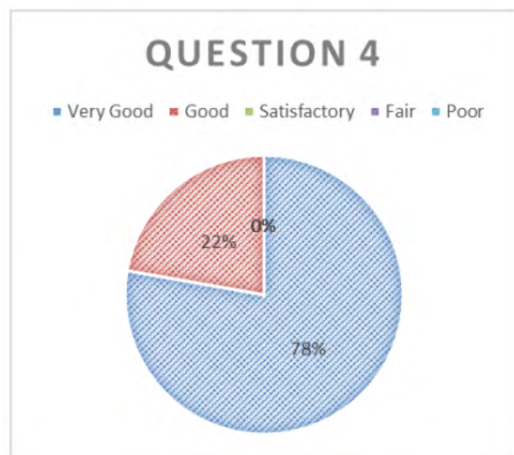
Figure 2.
To what extent do gamification activities help in understanding English classes?

According to the results shown in the figure above, 56% of the students consider gamification to be an effective tool that greatly facilitates their understanding of classes and vocabulary learning in the area of English. This interactive and dynamic approach seems to capture their interest and contribute positively to their understanding in the learning process. In addition, 22% of the students specifically mention that gamification benefits them in a notable way, helping them not only to better understand the content, but also to feel motivated and receptive during the lessons they receive with the teacher. This perception suggests that incorporating gamification elements in learning can improve both students' performance and attitude towards the subject matter, providing them with a space where the educational process becomes more accessible and stimulating at the time of teaching-learning.

Figure 3.
How effective are gamification activities in improving your English performance?

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The figure above reveals that 78% of students perceive gamification strategies in the classroom to be highly effective in improving their learning in English as a second language, suggesting a clear acceptance and appreciation of this playful approach implemented in the classroom. Additionally, 22% consider these strategies to be beneficial and believe that their development and application in the classroom can further optimize learning. These results underline the potential of gamification to foster an attractive and effective learning environment, where students feel motivated and engaged, favoring their progress in English proficiency and encouraging them to practice it constantly and make use of it.

Figure 4.
To what extent do gamification activities help to remember English vocabulary and grammar?

The results show that 78% of the students affirm that gamified activities help them remember the vocabulary learned in class, indicating that this approach facilitates the retention of new terms and new words in an effective way. In addition, the remaining 22% believe that these strategies are particularly helpful in preventing forgetting and remembering vocabulary more easily. Taken together, these findings suggest that gamification not only makes learning more enjoyable but also acts as a valuable resource to reinforce memory and ensure that vocabulary is retained in the long term, providing students with a practical tool to consolidate their learning in English.

Figure 5.
To what extent do gamification activities help to remember English vocabulary and grammar?

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As shown in the figure, students consider gamification to be a highly effective strategy for encouraging their participation in English classes. 78% of the students responded that this method helps them become more active in their own learning process, highlighting its ability to motivate them to engage more dynamically. Additionally, 11% of the students, categorized as "good" and "satisfactory," believed that gamification significantly contributed to their academic improvement, reinforcing the idea that this method boosts both participation and performance in the classroom.

In conclusion, the implementation of gamification proved to be a valuable tool for improving students' motivation and engagement in learning English. Despite its limitations in some aspects of structural language knowledge, its ability to create a more dynamic and participatory environment was undeniable. The results suggest that combining gamification with traditional methods can offer a more comprehensive and effective educational strategy, tailored to the individual needs of learners.

DISCUSSION

Gamification promotes student engagement by incorporating interactive elements and reward-based mechanisms such as points, levels, badges, and leaderboards (Cuevas & Gaitán, 2021). Its playful structure provides learners with a dynamic and enjoyable educational experience, particularly effective in second language acquisition. In English language learning, gamified strategies convert traditional tasks into interactive activities that foster motivation and linguistic development (Sailer & Homner, 2020). Research indicates that rewards and challenges stimulate both intrinsic and extrinsic motivation (Zainuddin & Halili, 2016).

Teachers play a central role in guiding communicative processes using playful didactic strategies that sustain motivation. As Rodríguez and Santiago (2004) highlight, students engage more deeply with educators who inspire them. Gamification enhances this engagement by making progress visible; learners advance through levels and perceive tangible achievements—an essential factor in maintaining motivation over time in language learning contexts (Quintero et al., 2024).

CONCLUSIONS

This study demonstrates that gamification, by incorporating dynamic and playful elements into the English teaching process, can significantly transform the motivation and academic performance of fourth-grade students. By using strategies based on rewards, challenges, and collaborative work, students showed greater interest in learning, more active participation in activities, and increased confidence in their language skills. Despite these improvements, areas for growth were also identified, particularly in the long-term retention of grammatical structures and complex vocabulary. This highlights the need to combine gamified approaches with traditional methodologies to ensure comprehensive learning. The variability in students' learning styles underscores the importance of personalizing these strategies to maximize their effectiveness. In conclusion, the implementation of gamification in English teaching not only enhances students' interest and engagement but also creates a more accessible, meaningful, and emotionally positive learning environment. The creation of the "PRIMER" manual as a pedagogical tool confirms the potential of this methodology to enrich educational practices while promoting a more inclusive and fulfilling learning experience. This approach represents a significant step toward a more innovative education tailored to students' needs.

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