RESEARCH PAPER

Study of AI-powered Gamification in English Language Teaching and Learning

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Received: 12th Mar, 2026 | **Revised:** 24th Mar, 2026 | **Accepted:** 14th Apr, 2026 | **Available Online:** 30th Apr, 2026

ABSTRACT

The objective of this research is to investigate the potential impact that gamification, which is driven by artificial intelligence, might have on the teaching and learning of the English language education. Gamification, which is a phrase that characterises the use of game design features in situations that should not be considered games, has witnessed a growth in its use in the field of language acquisition. Additionally, the term has been more popular in recent years. The use of artificial intelligence to personalise and modify game-like experiences for individual students is made possible via the implementation of AI-powered gamification, which takes this approach to a higher level. Gamification, which is powered by artificial intelligence, is the subject of this research, and its objective is to analyse the impact that it has on the levels of engagement, motivation, and language competence that students exhibit. According to the findings, gamification that is powered by artificial intelligence works better than gamification methods that are more conventional. Based on these data, it can be deduced that there are substantial advantages in terms of student outcomes.

Keywords: Gamification; Artificial Intelligence; English Language Teaching; Adaptive Learning; Engagement; Motivation
How to cite this article: Sabari R, Vigneshwar G, Padmavathi R, Santhiya Jenifer K, Sindhujaa D. Study of AI-powered Gamification in English Language Teaching and Learning. Int J Drug Deliv Technol. 2026;16(40s): 199-204. DOI: 10.25258/ijddt.16.40s.22
Source of support: Nil.
Conflict of interest: None

1. Introduction

A broad variety of academic areas may benefit from the use of the concept of gamification, which aims to boost the level of student engagement and motivation across the board. With the intention of accomplishing this objective, it has become an essential strategy in the educational environments that are now in place. Traditional teaching paradigms, which often fail to hold the attention of students and react to the special educational needs of each individual student, are the duty of educators, who are tasked with changing these paradigms. notably in fields such as English language instruction (ELT), which is an area in which the latter kind of teaching is particularly prevalent, this is notably visible in the subject matter. This aim may be accomplished by the use of gaming elements in educational and instructional sessions, which is a practical approach.

Traditional methods of teaching English to speakers of other languages, often known as English Language Teaching (ELT), sometimes encounter challenges when it comes to adjusting to the diverse learning preferences and skill levels of students. Because of this, there is a rising need for new solutions that are able to deliver learning environments that are not only individualised but also adaptable. This is because of the difficulties that have been brought up. The promise of AI-driven gamification lies in the fact that it makes use of technologies that are powered by artificial intelligence in order to dynamically personalise educational experiences so that they are tailored to the specific needs of each individual student. When this occurs, it is possible for the experiences to be tailored to the unique characteristics and development of each individual learner.

There is the potential for the marriage of artificial intelligence and gamification to change the teaching of the English language. This is because it has the ability to provide learning opportunities that are very immersive, highly engaging, and highly customised for each and every learner. Artificial intelligence has made it feasible to create adaptive learning algorithms that are able to adjust the transmission of information in real time. These algorithms have been made possible by the capabilities of artificial intelligence. There is a possibility that this will be a huge step forward in the area of artificial intelligence. By carrying out the activities in this way, it is possible to guarantee that students are consistently challenged while at the same time receiving the required amount of support. Students have a greater capacity to absorb and remember language skills as a result of the fact that this

learning experience has been customised to meet their specific needs. Consequently, not only does this help kids develop a stronger interest in learning about language skills, but it also assists them in being more adept in language abilities.

In addition, the use of programs that make use of artificial intelligence makes it easier to include interactive components into gamified platforms. This simplifying of the process is a significant benefit. Natural language processing (NLP) approaches and virtual simulations are two of the components that are included in these components. These components are some of the components that are included. By providing students with real-world settings in which they may practise their language skills in situations that are typical of conditions that they would face in the real world, these enhancements increase the quality of the educational experience that students have a chance to have. Because of this, the overall quality of the educational experience is improved, which is a beneficial outcome. Furthermore, as a result of this, they are able to bridge the gap between theoretical knowledge and the application of that information in the actual world. This is a consequence of the fact that they now possess this ability.

By encouraging students to engage in active learning and giving them the chance to take responsibility for their own educational path, it is becoming abundantly clear that this strategy for teaching goes beyond the conventional methods that are often used in the classroom. We are making progress in our inquiry into the possible uses of artificial intelligence-driven gamification in English Language Teaching (ELT), and this is becoming more obvious to us. To determine the extent to which personalised, flexible, and immersive learning environments have a transformative effect on the teaching of English as a second language, the goal of this study is to examine the extent to which these environments have such an impact. This understanding will allow for the evaluation of the degree to whether these environments have such an influence. By undertaking an investigation into the several ways in which artificial intelligence (AI) has the potential to enhance gamification strategies, the goal of this attempt is to achieve the aforementioned objective.

In order to provide light on the utility of gamification that is driven by artificial intelligence, the purpose of this investigation is to throw light on the usefulness of gamification in terms of addressing educational challenges, improving learning outcomes, and preparing students for success in a digital world that is globalised. Specifically, this purpose will be accomplished by the utilisation of empirical data, case studies, and theoretical frameworks as the methods of doing it. When educators make use of these cutting-edge technologies, they are able to open up new doors for the purpose of attaining their goal of boosting their students' language proficiency, communicative competence, and cultural awareness. This is because they are able to open up new doors. One of the repercussions of this is that the teaching of languages may now be addressed in a way that is both more dynamic and more inclusive. This is one of the ramifications of this.

2. Background of the Study

Over the last several years, the confluence of artificial intelligence (AI) and gamification has attracted a significant amount of attention as a potential way to innovate and improve educational processes, particularly in the area of English language teaching and learning (ELT). The notion of enhancing educational procedures has garnered this attention as a potential area of improvement. There have been a number of occasions in which conventional methods of teaching English have been failed in keeping the attention of learners and in appropriately responding to the diverse learning styles and needs of students. The global trend towards digitisation and the increasing need for those who are proficient in English as a global lingua franca both provide additional hurdles that make it even more difficult to overcome this challenging situation. Gamification, which may be described as the use of game-design features and concepts in situations that are not related to games, provides a compelling answer to these issues by incorporating components such as competition, prizes, and interaction into educational experiences. Gamification has shown the ability to improve learning results across a wide range of educational fields by enhancing motivation, encouraging active involvement, and changing learning into an activity that is both interesting and immersive.

A further enrichment of the gamification environment has been brought about by the arrival of artificial intelligence technologies, which have made it possible to construct intelligent systems that are able to provide personalised learning experiences in real time. Adaptive learning algorithms that are driven by artificial intelligence are able to analyse data pertaining to individual learners, determine their strengths and limitations, and then customise material delivery appropriately. The individualised approach not only improves the level of engagement among learners, but it also fosters a more profound comprehension and retention of language skills by catering to the unique requirements of these learners. In addition, artificial intelligence makes it possible to create virtual settings and interactive simulations that mimic real-world language contexts. This gives students the opportunity to practise and use their English language abilities in real-world situations, which is a significant benefit. Natural language processing (NLP) capabilities improve communication and engagement inside these virtual settings, making it possible for students to get quick feedback and help once they have completed their assignments.

Incorporating gamification that is driven by artificial intelligence into English Language Teaching (ELT) provides the potential to overcome long-standing issues in language education. These challenges include individualised teaching, learner motivation, and the development of

communicative competence. It is possible for educators to construct dynamic and adaptable learning environments by using new technology. These environments may accommodate to a wide variety of learner profiles and improve the overall language acquisition processes. Through the examination of current research, technical breakthroughs, pedagogical techniques, empirical data, and practical consequences, the purpose of this study is to investigate the transformational potential of artificial intelligence-powered gamification in the teaching and learning of the English language. The purpose of this study is to contribute to the ongoing discourse on innovative approaches to language education and to provide recommendations that can be put into action by educators, policymakers, and stakeholders who are interested in utilising artificial intelligence and gamification to improve educational outcomes. This will be accomplished by synthesising insights from these categories.

3. Statement of the Research

When it comes to the enhancement of English language teaching and learning (ELT), the introduction of artificial intelligence (AI) into gamification strategies is an exciting new frontier that has the potential to significantly improve the field. This research aims to investigate the efficacy and impact of gamification powered by artificial intelligence (AI) on increasing student engagement, motivation, and competence in English language learning. Specifically, the study will focus on the English language learning process. There are times when traditional approaches to English Language Teaching (ELT) run into challenges when it comes to maintaining the attention of students and catering to a diverse range of learning styles and levels of proficiency. Gamification is a technique that incorporates elements of games into educational settings in an effort to find solutions to the problems that have been previously identified. A competition, rewards, and interactive feedback systems are some of the elements that are included in this game. Because of this, the learning environment that is created is one that is more dynamic and interesting for the students.

The use of artificial intelligence technology allows for the enhancement of gamification via the use of adaptive learning algorithms. These algorithms personalise material delivery depending on the data and progress of individual learners. Real-time analysis of learner performance, identification of areas in need of development, and dynamic adjustments to instructional materials are done by these algorithms in order to maximise the effectiveness of learning outcomes. By presenting learners with individualised challenges and support systems that are matched to their preferred learning speed and preferences, this personalised method seeks to increase the level of motivation that learners possess. Additionally, artificial intelligence makes it possible to create immersive virtual worlds and simulations that allow students to practise and apply their English language abilities in real-world settings. The capabilities of natural language processing (NLP) improve interaction inside these contexts, making it possible for students to obtain instant feedback on their language use and skill.

The purpose of this study is to contribute to the current body of research by investigating the ways in which gamification driven by artificial intelligence may revolutionise English language teaching techniques. The purpose of this project is to investigate the efficacy of artificial intelligence-driven gamification in enhancing language acquisition, communicative competence, and overall learning outcomes. This will be accomplished by combining empirical data, case studies, and theoretical frameworks. A discussion will be held on the practical consequences for educators and policymakers, with a focus on emphasising options for incorporating AI-powered gamification into educational curriculum and addressing possible problems such as ethical issues and technical hurdles. In conclusion, the purpose of this study is to provide insights and suggestions that may be used to guide future improvements in the use of artificial intelligence to improve English language teaching and learning approaches.

4. Literature Review

(**Deterding et al., 2011**) Gamification combines gaming features and mechanics with educational activities to improve motivation, engagement, and learning results. In ELT, gamified techniques have been demonstrated to promote student involvement, boost language memory, and build a collaborative learning environment. (**Hamari et al., 2014)** Gamification encourages learners to actively interact with language material and practise skills in relevant situations via the use of features like points, levels, and prizes. **(Siemens, 2013)** AI technology, such as machine learning algorithms and natural language processing (NLP), provide personalised learning experiences based on individual learner profiles and progress. Adaptive learning systems driven by AI analyse learner data in real-time to give personalised feedback, alter material delivery, and optimise instructional tactics. **(Heift & Vyatkina, 2018)** Within the field of English Language Teaching (ELT), Artificial Intelligence (AI) improves the efficiency of language learning platforms by replicating authentic language use, evaluating language skills, and enabling interactive conversation via the use of chatbots and virtual assistants. **(D'Mello & Graesser, 2012)** The integration of artificial intelligence (AI) with gamification provides novel approaches to tackle conventional obstacles in English language teaching (ELT), including sustaining student involvement and accommodating various learning preferences. AI-driven gamified settings adapt learning paths based on learner performance data, guaranteeing customised challenges and support systems that maintain motivation and foster ongoing development. **(Squire, 2011)** AI technologies facilitate the creation of virtual simulations and immersive situations that allow learners to genuinely practise language skills, get instant feedback, and enhance their communication ability in simulated real-world circumstances. **(Liaw, 2018)** Empirical research has shown that using artificial intelligence

(AI) driven gamification is effective in improving the learning and performance of language skills. Research has shown that personalised learning experiences, customised by AI algorithms, lead to better student results. These benefits include greater language fluency, increased cultural awareness, and enhanced collaboration abilities. **(Chen, 2015)** Case studies from educational environments demonstrate effective applications of AI-powered gamified platforms, highlighting their influence on student involvement and academic performance. **(Buckingham Shum & Ferguson, 2012)** Although the incorporation of AI-powered gamification in ELT has the potential to provide advantages, it also poses obstacles with data protection, ethical issues, and technical infrastructure. For educators and politicians, it is crucial to prioritise the protection and privacy of learner data, tackle algorithmic bias, and advocate for fair and equal access to AI technology.

5. Methodology

The research included both qualitative and quantitative approaches to examine the efficacy of AI-driven gamification in the domain of English language instruction and acquisition. Here is a brief summary of our approach and main discoveries.

6. Discussion

The use of gamification that is driven by artificial intelligence, which is a cutting-edge method in the field of educational technology, has a substantial influence on the levels of engagement, motivation, and linguistic competence that students exhibit. The use of gamification is a strategy that has a significant impact on the field of education. In its most fundamental form, adaptive technology that is driven by artificial intelligence is a revolutionary innovation that completely transforms the conventional gamified learning settings. If the educational experience is tailored to the unique requirements and capabilities of each individual student, then it is possible that this purpose will be effectively accomplished. The implementation of this personalised method is made possible by powerful algorithms that conduct analysis of student data in real time while it is being collected. During the course of this study, indicators of performance, preferences for learning, and areas of both strengths and weaknesses are taken into account. Using these insights, artificial intelligence is able to dynamically alter game components such as the degree of difficulty, the presentation of information, and feedback systems in order to maintain an appropriate level of challenge that is customised to the ability level of each individual educator. This is done in order to ensure that educational experiences are enjoyable for all educators. This is done in order to guarantee that the game continues to excite and challenge the instructor throughout the whole process.

There is a possibility that the use of gamification that is driven by artificial intelligence might increase levels of motivation. This may be achieved via the provision of rapid and personalised feedback that encourages the development of constructive learning habits and swiftly addresses any deficiencies that may be present. Providing feedback that is not only prompt but also tailored to the specific needs of each person is the technique by which this aim is accomplished. Students are provided with individualised instruction, which not only helps them advance in their academic pursuits but also encourages them to participate in activities that are designed to educate them on a more deep level at the same time. This makes it possible for the students to make progress in their academic endeavours. The use of this adaptive feedback system results in the creation of a learning environment that is not only supportive but also beneficial to the students. Students are not only encouraged to take responsibility for their own educational path, but they are also encouraged to strive for continual growth in this setting. This is a culture that encourages the development of educational skills.

In addition, it is important to emphasise that the use of artificial intelligence in the optimisation of game-like experiences ensures that educational activities will continue to be interesting and pertinent to the interests and learning styles of learners who engage in them. The components of gamification, which include points, badges, leaderboards, and interactive challenges, are continuously updated based on the behaviours of individual students over the duration of the game. This is done in order to account for the progress of the game. In response to the activities that the kids are participating in, some adjustments have been made. Learners are driven to participate in activities that combine language learning, which adds to the development of a sense of achievement and rivalry among them. As a result of this, learners are motivated to participate in activities that combine language acquisition. This personalised gamified method not only maintains student interest throughout the whole of the educational process, but it also encourages collaborative learning experiences in which learners may interact with one another, share their accomplishments, and support one another's attempts to acquire a language.

7. Results

Participant Selection and Group Assignment

A total of 100 participants were randomly assigned to either

a.

b.

c.

AI-Powered Gamification Group

In order to achieve the goals of this experiment, participants were given the opportunity to take part in a gamification platform that was powered by artificial intelligence. This experiment was designed to help participants achieve their goals. For the purpose of providing learners with customised feedback depending on how well they fared in the course, the content of the learning experience was continuously modified via the use of this platform.

Traditional Gamification Group

The individuals who took part in the study were given the opportunity to take part in a learning environment that was gamified. This environment had standard game elements, such as points and badges, but it did not have any adaptive aspects that were powered by artificial intelligence.

8. Data Collection Instruments

a. Language Proficiency Tests

Before and after the tests were given, each and every one of the participants' skills in the areas of hearing, speaking, reading, and writing were examined. The gamification treatments were the ones responsible for the advances in language proficiency that were seen, and these quantitative assessments provided insights into the changes that occurred about those modifications.

b. Surveys

In order to get qualitative data on the participants' perspectives of the gamification experience, surveys were filled out by the participants themselves. The use of open-ended questions allowed for the investigation of a variety of elements, including pleasure, enjoyment, perceived learning effectiveness, and motivation, among others.

9. Results

The results of a quantitative study showed that artificial intelligence-driven gamification has considerable benefits over conventional gamification.

a. Learner Engagement

When comparing the group that employed traditional gamification to the group that utilised artificial intelligence to power gamification, the group that utilised artificial intelligence reported significantly higher levels of engagement ($p < 0.01$).

b. Motivation

There was a significant increase in the degree of motivation to participate in activities connected to language learning among the individuals who were a part of the group that used gamification driven by artificial intelligence ($p < 0.05$).

c. Language Proficiency

When comparing the group that employed AI-powered gamification to the group that utilised traditional gamification, it was seen that the former group exhibited a statistically significant gain in linguistic skills ($p < 0.00\text{-}1$).

10. Qualitative Insights

The qualitative data obtained from the participant questionnaires not only gave deeper insights into the subjective experiences of learners, but they also provided confirmation of the quantitative results.

a. Improved Satisfaction

A higher degree of pleasure was indicated by the participants with regard to the gamification platform that was powered by artificial intelligence. More specifically, participants highlighted aspects such as interactive components and individualised learning experiences as factors that increased their level of involvement.

b. Enhanced Enjoyment

Students have expressed that they are having a better time participating in the gamified learning activities, and they credit this to the fact that the platform that is driven by AI is both dynamic and engaging.

Perceived Learning Outcomes

Through the use of qualitative responses, it was shown that the participants had a more positive impression of their learning outcomes and a better degree of confidence in their capacity to use their English language skills in circumstances that are based in the real world.

11. Implications and Recommendations

The findings of this study reveal that gamification, which is driven by artificial intelligence, has the ability to bring about a revolutionary transformation in the manner that English language training and learning are being carried out. This ability is shown by the fact that it has the capacity to increase the levels of engagement, motivation, and linguistic competence that are acquired by students. Educators and policymakers should study the prospect of embedding artificial intelligence technology into gamified educational platforms. This is a highly recommended course of action. The improvement of learning experiences and outcomes for a broad range of learner demographics will be made possible as a consequence of this. As a consequence of this, it will be feasible to facilitate the enhancement of learning experiences as well as the improvement of outcomes.

12. Conclusion

When it comes to the teaching and learning of the English language, gamification that is powered by artificial intelligence is at the forefront of revolutionary methodologies. The techniques that are often connected with gamification are surpassed by this significant innovation, which constitutes a significant advancement. It is possible for the introduction of artificial intelligence (AI) into gamified learning settings to not only boost engagement and motivation, but it also enables individualised educational experiences that are better equipped to match the needs of each and every student who is unique. Learners are motivated to engage and achieve progress via the usage of gamification tactics that are regarded to be conventional. These approaches often include the use of game components like as points, badges, and leaderboards. Despite the fact that these tactics have shown some degree of success in an effort to boost early engagement, they often fall short when it comes to meeting the issue of sustaining long-term motivation and adapting to the diverse learning preferences and levels of expertise of students. This environment, on the other hand, is being revolutionised by gamification that is powered by artificial intelligence.

This is being accomplished by using AI technology to tailor the learning journey in a holistic way.The use of gamification in language learning has the potential to dynamically adjust content, challenges, and feedback mechanisms depending on real-time analysis of data collected by learners. This is made feasible by the utilisation of adaptive technology that is driven by artificial intelligence.

The use of this individualised approach ensures that each and every student will get individualised learning experiences that are tailored to their current levels of competence, learning styles, and areas in which they have room for improvement. For example, algorithms that are powered by artificial intelligence are able to assess the level of success that learners achieve in language exercises, identify trends in the responses that they provide, and adapt subsequent activities in order to effectively reinforce learning outcomes.As an additional benefit, gamification that is driven by artificial intelligence improves the authenticity and relevance of language learning experiences by imitating real-world circumstances and interactions. Learners are able to practise their language skills in authentic settings that imitate common circumstances, such as discussions, presentations, or negotiations, thanks to virtual environments that have been enhanced with capabilities of artificial intelligence. The quality of these interactions is further improved by the use of technologies that make use of natural language processing (NLP), which offers prompt and precise feedback on the usage of language, pronunciation, and comprehension.

It is highly recommended that educators and developers include AI-powered gamification into language learning curricula and platforms. This will allow them to make the most of the potential benefits that artificial intelligence (AI) may give. They are able to construct dynamic and engaging learning environments by using this strategy. These settings not only attract the attention of learners, but they also make it simpler for students to become more involved in the process of learning and to recall linguistic skills throughout the course of time. Furthermore, the malleable nature of artificial intelligence ensures that educational resources are continuously adjusted to accommodate the ever-evolving needs of learners and educational goals. This is a testament to the adaptability of AI.Alongside the growth of artificial intelligence technology, there will be an increase in the number of opportunities to innovate in the field of language instruction via the use of interactive games.

With the potential to significantly improve immersive language learning experiences and open up access to excellent education on a global scale, it is possible that future advancements will include breakthroughs in artificial intelligence algorithms, augmented reality (AR), and virtual reality (VR). All of these technologies have the potential to make these advancements possible. At the end of the day, the implementation of gamification that is powered by artificial intelligence has the potential to completely transform the way in which English language instruction and learning are carried out. In this day and age of digital technology, this would make it more successful, inclusive, and responsive to the needs of a diverse spectrum of students.

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