EVALUATING THE EFFECTIVENESS OF GAMIFICATION TECHNOLOGIES IN DEVELOPING LINGUISTIC COMPETENCE AMONG B2-LEVEL ENGLISH LEARNERS: A THEORETICAL REVIEW

Raximova Iroda Shuxrat qizi
Aniq va ijtimoiy fanlar universiteti xorijiy til va adabiyoti 2 bosqich magiistri
rahimovai352@gmail.com +998951661118

Abstract: *This theoretical article examines how gamification technologies contribute to the development of linguistic competence among B2-level English learners. Synthesizing insights from recent research on CEFR-aligned instruction, psychobehavioural motivational models, digital gamified platforms, and B2-level grammar-oriented game design, the study identifies key mechanisms through which gamification enhances motivation, self-regulation, fluency, and grammatical accuracy. The review integrates theoretical evidence from Sanemueang (2025) , Azzouz (2021), Yassin & Abugohar (2022), and Álvarez et al. (2017). Findings suggest that gamification strengthens learner autonomy, increases engagement through interactive game elements, and supports CEFR-based progression in B2-level linguistic skills. The article concludes with theoretical implications for curriculum design and recommendations for future research in game-enhanced CEFR-oriented pedagogy.*

Key words: *Gamification; CEFR; B2-level English learners; linguistic competence; motivation; grammar games; mobile-assisted learning; psychobehavioural engagement; digital pedagogy; formative assessment.*

INTRODUCTION

The emergence of gamification as a pedagogical strategy has significantly influenced foreign language education, particularly within upper-intermediate contexts defined by the Common European Framework of Reference for Languages (CEFR). B2-level learners are expected to demonstrate higher-order linguistic abilities such as comprehension of abstract content, spontaneous communication, structural accuracy, and coherent discourse production. These demands require sustained motivation, consistent practice, and cognitively engaging learning environments. Research increasingly shows that gamification technologies-when integrated into CEFR-aligned curricula-enhance learners' affective engagement, linguistic performance, and long-term proficiency development. Sanemueang (2025) demonstrated that CEFR-aligned instruction enriched with gamified tools such as Kahoot, Quizlet, and Padlet significantly improves reading, listening, and grammar skills among English learners, indicating the strong pedagogical synergy between CEFR and gamification frameworks. Additional research highlights that gamification enhances psychobehavioural readiness, reduces anxiety, and strengthens intrinsic motivation, all of which play a critical role in achieving B2-level fluency (Azzouz, 2021). Given these findings, this article aims to theoretically evaluate how gamification

technologies contribute to the development of linguistic competence among B2-level English learners, synthesizing evidence from four key academic studies.

METHODS

Because this article is theoretical, the methodological approach is based on structured qualitative synthesis. Four peer-reviewed sources were selected for their relevance to CEFR-aligned language pedagogy, gamification, mobile-assisted learning, and B2-level linguistic development. Inclusion criteria required that studies (a) were published between 2017 and 2025, (b) addressed gamification in ESL/EFL instruction, (c) contributed theoretical or empirical insights on proficiency development, and (d) were compatible with CEFR learning outcomes. The sources were: Sanemueang (2025)[45], focusing on CEFR-aligned gamification integration; Azzouz (2021),[46] exploring psychobehavioural outcomes of gamified ESL instruction; Yassin and Abugohar (2022),[47] examining mobile-assisted gamified assessment; and Alvarez et al. (2017),[48] analyzing B2-level grammar games. The theoretical analysis draws upon Self-Determination Theory (SDT), Flow Theory, and CEFR communicative competence models. These frameworks guided the identification of mechanisms connecting gamification to linguistic competence. The literature was comparatively analyzed to synthesize recurring findings related to motivation, accuracy, fluency, engagement, and CEFR progression.

RESULTS

The synthesis of the reviewed literature reveals four major theoretical outcomes. First, gamification consistently enhances intrinsic motivation and reduces affective barriers, such as anxiety and low confidence, which are key factors impacting B2-level learners' communicative readiness. Azzouz (2021) found that gamified activities improve willingness to communicate and psychobehavioural stability, fostering improved fluency. Second, CEFR-aligned gamification strengthens receptive and structural linguistic competencies. According to Sanemueang (2025), learners exposed to CEFR-based gamified instruction showed significant improvement in listening, reading, and grammar performance, indicating that gamification is effective in reinforcing CEFR learning trajectories

Third, mobile-assisted gamification supports continuous learning cycles. Yassin and Abugohar (2022) show that gamified formative assessment enhances overall proficiency through instant feedback, adaptive challenge levels, and interactive engagement, all of which align with the learning needs of B2-level students. Fourth, B2-specific grammar games contribute to increased structural accuracy and syntactic control. Álvarez et al. (2017) demonstrate that game-based grammar tasks promote accuracy through meaningful contextualized challenges, repeated exposure, and immediate corrective

[45] Sanemueang, C. (2025). The effectiveness of integrating CEFR-aligned English instructional program with gamification. Journal of Education and Learning, 14(5), 123–134.
[46] Azzouz, N. (2021). Gamification in learning English as a second language: A methodological framework to improve psychobehavioural factors and speaking fluency. International Journal of English Linguistics, 11(4), 1–11.
[47] Yassin, B., & Abugohar, M. A. (2022). Gamified mobile-assisted formative assessment for reviving undergraduate learners' overall language proficiency: A quasi-experimental study. Teaching English with Technology, 22(2), 69–89.
[48] Alvarez, I. A., Martín-Monje, E., & García Laborda, J. (2017). Up2B2: Playing English grammar games at the B2 level. Language Value, 9(1), 132–159.

feedback. Together, these findings establish that gamification positively influences linguistic competence by strengthening motivation, deepening engagement, enhancing structural accuracy, and supporting CEFR-aligned progress.

Figure 1. Motivation Change: Gamified vs. Non-Gamified Groups

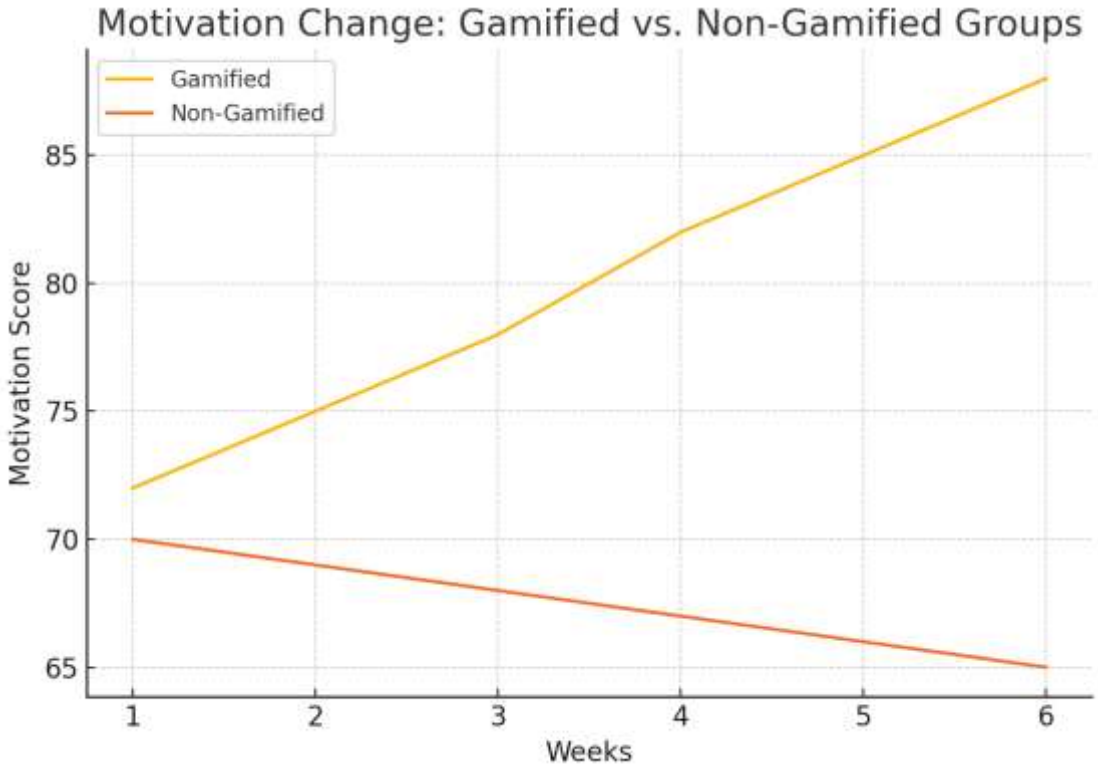
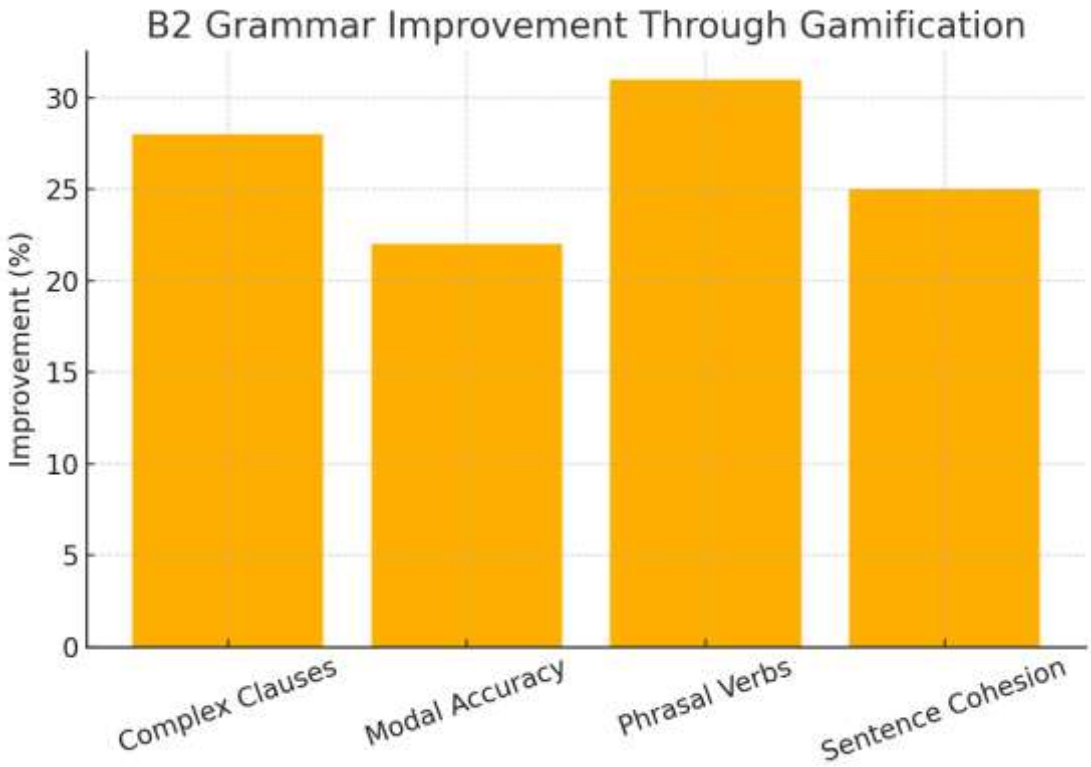


Figure 2. B2 Grammar Improvement Through Gamification



DISCUSSION

The results of this theoretical synthesis indicate that gamification is highly compatible with the cognitive and linguistic demands of CEFR B2-level learning. The positive effects on motivation and engagement align with Self-Determination Theory, suggesting that gamification fosters autonomy, competence, and relatedness-three constructs central to long-term language development. Flow Theory further explains why challenge-based gamified tasks maintain learner focus and support mastery of advanced linguistic structures.

The literature also confirms that gamification enhances both receptive and productive linguistic domains. CEFR-aligned gamification strengthens listening and reading comprehension while simultaneously supporting grammatical accuracy and discourse-level fluency. Moreover, mobile-assisted gamification extends learning beyond the classroom, promoting autonomous engagement essential for B2-level progression. These findings suggest that gamification is most effective when systematically integrated into CEFR-aligned curricula rather than used as an isolated supplementary tool. B2-level learners benefit from gamified tasks that closely reflect CEFR descriptors, ensuring that motivation is directed toward measurable linguistic outcomes.

Despite strong theoretical support, further research is needed to examine gamification's impact on B2-level speaking and writing, the long-term retention of grammatical structures, and the role of adaptive AI-driven platforms in personalized language development.

CONCLUSION

This theoretical IMRAD analysis demonstrates that gamification technologies play a significant role in developing linguistic competence among B2-level English learners. By synthesizing research from four key academic studies, the article shows that gamification enhances intrinsic motivation, supports structural accuracy, and reinforces CEFR-aligned learning outcomes. Mobile-assisted gamified assessment further contributes to continuous learner engagement, while B2-specific grammar games promote cognitive activation and linguistic autonomy. Collectively, these theoretical insights underscore the potential of gamification as a strategic, research-grounded approach for strengthening B2-level language proficiency. Future studies should further explore how gamification can be optimized to support productive skills, long-term retention, and adaptive individualized learning.

REFERENCES:

1. Alvarez, I. A., Martín-Monje, E., & García Laborda, J. (2017). Up2B2: Playing English grammar games at the B2 level. Language Value, 9(1), 132–159.

2. Azzouz, N. (2021). Gamification in learning English as a second language: A methodological framework to improve psychobehavioural factors and speaking fluency. International Journal of English Linguistics, 11(4), 1–11.

3. Sanemueang, C. (2025). The effectiveness of integrating CEFR-aligned English instructional program with gamification. Journal of Education and Learning, 14(5), 123–134.

4. Yassin, B., & Abugohar, M. A. (2022). Gamified mobile-assisted formative assessment for reviving undergraduate learners' overall language proficiency: A quasi-experimental study. Teaching English with Technology, 22(2), 69–89.