© 2026 International Conference on Multidisciplinary Sciences and Innovations . All Rights Reserved.

TEACHING LESSONS IN AN ENGAGING WAY THROUGH DIGITAL GAME-BASED PLATFORMS

Sarvinoz Odiljonova
Master student of Webster University in Tashkent
sarvinozodiljonova2004@gmail.com
+998990493004

ABSTRACT

Student engagement is among the essential pillars of guaranteeing successful learning outcomes. Teacher-centered learning is less engaging and motivating for technology-savvy students. The introduction of digital game-based platforms has provided teachers with an opportunity to make lessons captivating. Therefore, this study was designed to establish how digital game-based platforms improve students' engagement and promote learning outcomes in English language teaching. Information regarding how game-based platforms influence learners' engagement and achievement was extracted from the articles. The review found that digital game-based platforms improve learners' motivation to learn, participation, collaboration, feedback, and retention of new words. Therefore, the study concluded by indicating that game-based platforms could improve students' learning environment and help teachers meet their pedagogical objectives.

Keywords: Digital game-based platforms, digital game-based learning, technology, student engagement, motivation.

INTRODUCTION

Technology has helped educators to improve the teaching-learning processes across the globe. Twenty-first-century learners grow alongside the introduction of new technologies. Therefore, learning through teacher-centered approaches may be boring and uninteresting to them. Teachers are responsible for finding better ways of using digital tools to promote collaborative and fun learning. Digital Game-Based Learning is among the teaching approaches known to motivate students to participate in class activities. DGL is described as the use of games elements and game-like features in instructional contexts. Points, badges, competition, leaderboards, avatar, and feedback are examples of features that have been applied in DGBL. Digital games immerse learners' minds into the learning activities, hence improving their determination to meet learning goals.

Teachers have been using DGBL in English language teaching. The applications are used to enable learners to practice vocabulary, grammar, and pronunciation, reading comprehension, listening, and speaking. Teachers can use digital game-based platforms such as Kahoot, Quizizz, Baamboozle, Wordwall, Gimkit, Nearpod, Educandy, among others, to make learning new words and practice rules fun. Students can also be engaged in listening and speaking activities as their progress is being assessed.

Student engagement plays an important role in academic success. It includes behavioral, emotional, and cognitive elements. Digital Game-Based Learning is a new teaching method that can boost engagement and help students learn better. Prensky (2001) notes that students today grow up with technology and often prefer different ways of learning. Teachers need to create lessons that match these expectations. Gee (2003) adds that well-designed educational games can help students work together, solve problems, try new things, and take an active part in learning.

Hamari et al. (2014) found that adding game elements can boost motivation, engagement, and

© 2026 International Conference on Multidisciplinary Sciences and Innovations . All Rights Reserved.

performance in various settings. They suggest that teachers use game mechanics to encourage active learning and better results. Kapp (2012) also believes gamification can motivate students and create meaningful learning experiences. He points out that good gamification depends on strong instructional design that supports learning goals.

In English language classes, DGBL helps students practice communication, get instant feedback, and check their progress. For example, Quizzes supports self-paced learning and gives immediate feedback. Kahoot offers competitive quizzes that get students involved in class. Baamboozle encourages teamwork, and Wordwall lets students match, sort, label, and play vocabulary games.

Wang & Tahir (2020) conducted a study on the effectiveness of Kahoot in education. Their findings revealed that the game-based platform could improve student motivation, interactive Wang & Tahir (2020) studied how Kahoot works in education and found it can boost motivation, interaction, performance, focus, and enjoyment. Dichev & Dicheva (2017) also saw that gamification can raise motivation if used well. However, both studies warn that if gamification is not designed carefully, it can have negative effects. For example, too much competition might discourage students who are struggling. However, the researchers warn that technology should be used to support quality pedagogy rather than replace it.

Methodology

This study used a qualitative research design and a systematic literature review to gather findings. It did not collect new data but analyzed information from scholarly articles, conference papers, books, and reports published between 2001 and 2025. The following databases were used to find relevant articles:Google Scholar ERIC Scopus Web of Science Science Direct Springer Link Taylor & Francis Online The following inclusion criteria were used to select relevant articles: The study focused on articles and books on Digital Game-Based Learning or Gamification. The research studied the impact of game-based learning on English language teaching or general education. The selected documents were published in English.The selected documents provided empirical or theoretical information on the effect of digital game-based learning on student engagement. The collected data were analyzed using a thematic analysis approach. The following themes were used to analyze the data:

Learner motivation Classroom participation Academic performance Collaborative learning Teacher perceptions Technological limitations The study generated findings on how digital game-based learning could be used to increase student engagement. The study found ways that digital game-based learning can boost student engagement and improve learning results.

Results

The study found that digital game-based learning can boost student motivation and participation, as well as improve learning outcomes. The reviewed articles highlighted several key themes:

Learner Motivation

All the reviewed articles agree that digital game-based learning can increase student motivation and participation. Game elements like leaderboards, avatars, badges, and points encourage students to reach their learning goals.

Classroom Participation

The reviewed articles showed that digital game-based platforms can boost student participation and collaboration, even for those who are usually hesitant. Online platforms let students join in classroom activities without feeling embarrassed because they can stay anonymous.

Academic Performance

The study found that students using digital game-based learning had better learning outcomes than those using traditional methods. Game-based platforms can help students improve their vocabulary, grammar, spelling, and reading comprehension.

© 2026 International Conference on Multidisciplinary Sciences and Innovations . All Rights Reserved.

Immediate Feedback

The study found that digital game-based learning gives students instant feedback, helping them see their strengths and weaknesses right away. Unlike traditional paper tests, digital games show results as soon as a task is finished.

Collaborative Learning

The study found that digital game-based learning supports teamwork and helps students interact more with each other. Some games ask students to work in teams to get the best results. Digital game-based platforms could also increase teacher productivity by automating the assessment process. Additionally, the games can be used to boost learner motivation and performance while promoting active learning in the classroom.

Challenges

The reviewed articles pointed out some challenges with digital game-based learning. These include poor internet access, not enough technology, teachers lacking experience, and too much competition among students. Some students may also get distracted when using these platforms.

Discussion

The study's findings show that digital game-based learning can boost student engagement and improve learning outcomes. Most reviewed articles say that game-based learning motivates students to join classroom activities. The results also show that game-based learning encourages teamwork, gives instant feedback, and helps students do better in school. These findings support Hamari et al. (2014), who argued that gamification can increase motivation and engagement.

The studThe study's findings also support Gee (2003), who said that well-designed educational games can encourage active learning and improve performance. The study found that digital games can help with language practice, give instant feedback, and assess learning. The results also match Wang & Tahir (2020), who found that Kahoot can improve student motivation, interaction, performance, focus, and enjoyment. The study's findings contradict the claims made by Dichev & Dicheva (2017) that gamification can demotivate lower-performing students due to the competition aspect. The study did not find sufficient evidence to support the claim that gamification decreases learner motivation.

The study's findings show that digital game-based learning can increase student engagement and improve academic performance. However, the results do not support the idea that gamification lowers student motivation.

References:

1. Dichev, C., & Dicheva, D. (2017). Gamifying education: what is known, what is believed and what remains uncertain: a critical review. International Journal of Educational Technology in Higher Education, 14(1), Article 9. https://doi.org/10.1186/s41239-017-0042-5
2. Gee, J. P. (2003). What video games have to teach us about learning and literacy. Palgrave Macmillan.
3. Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work? – A literature review of empirical studies on gamification. Proceedings of the 47th Hawaii International Conference on System Sciences, 3025–3034. https://doi.org/10.1109/HICSS.2014.377
4. Kapp, K. M. (2012). The gamification of learning and instruction: Game-based methods and strategies for training and education. Pfeiffer.
5. Prensky, M. (2001). Digital game-based learning. McGraw-Hill.
6. Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning – A literature review. Computers & Education, 149, Article 103818. https://doi.org/10.1016/j.compedu.2020.103818