Impact of Gamification and Interactive Language Learning Platforms on Engagement and Proficiency in English Language Education

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ABSTRACT

Aim. This paper aims to quantify and assess the level of satisfaction and the impact associated with using gamification and interactive learning platforms in the context of English language learning among students. In this research paper, we delve into the exciting domain of gamification and interactive language learning platforms to uncover their potential to enrich student engagement and proficiency in English language education.

Method. Through a rigorous quantitative approach, we meticulously scrutinize the effects of infusing gamified elements and interactive platforms into the fabric of English language instruction. The sample consists of 59 foreign language students (English and German) enrolled in Bachelor and Master degree programs at Aleksandër Moisiu University, Durrës. The selection criteria were based on the students' availability and willingness to participate during the period from January to March 2024. This method ensures the inclusion of a diverse group of students within the specified timeframe.

Results and conclusion. By delving deep into the quantitative data gleaned from participants' performance metrics, our study offers concrete, evidence-based insights into the effectiveness of gamification and interactive platforms in fueling language acquisition and fostering learner motivation.

Introduction

The domain of language instruction has transformed because of the emergence of methods such, as gamification and interactive educational settings. To enhance student involvement and proficiency gamified techniques and digital resources are progressively being integrated into and substituting language learning methods. This research delves into the intersection of these two developments focusing on how gamification concepts are integrated into language learning tools and their impact on language education results particularly, in the realm of learning English.

Using gamification, in education, which involves incorporating elements of games into game settings has become increasingly popular as a strategy to enhance learning and motivate students. By integrating features such as points, badges, levels, and rewards gamified activities aim to boost learners' internal drive and make the learning process more engaging and captivating. This approach offers opportunities to create interactive learning spaces in language education that cater to diverse student preferences and promote participation, in language-related tasks.

Similarly, interactive language learning platforms leverage technology to offer users personalized and engaging learning experiences. These platforms offer a range of tools to support language learning and skill development including collaborative features, instant feedback mechanisms, and multimedia resources. By offering students chances to use language skills in practical, real-life situations interact with teachers and peers, and receive feedback on their progress interactive platforms simulate language use and communication scenarios.

This article reviews numerous studies published in support of gamification and interactive language learning platforms. A key aspect of this study, beyond the overall analysis to grasp and evaluate the current state of evidence-based insights into the effectiveness of gamification and interactive platforms in fueling language acquisition and fostering learner motivation. This process not only includes all its elements but also involves analyzing one research question and two hypotheses to draw accurate conclusions and recommendations:

Hypotheses no.1: Specific features of interactive language learning platforms and gamified contribute directly to improving in English language proficiency.

Hypotheses no.2: The degree of satisfaction experienced when learning a foreign language is significantly contingent upon the specific instructional methodologies employed during the learning process.

Research question no. 1: To what extent does learner satisfaction in acquiring English as a second language vary according to the age of the students?

Literature review

Gamification in Language Education

As it can increase student motivation and engagement, gamification has become popular as an instructional strategy in language learning. Gamification, according to Sebastian Deterding et al. (2011), is the process of incorporating game features into non-gaming environments to increase involvement and engagement. This translates into language learning exercises being more engaging and entertaining by adding components like points, badges, leaderboards, and storylines. Research has demonstrated that gamified language learning exercises can improve learning results, motivation, and involvement (Arnab et al., 2014). Gamification leverages learners' innate drive to overcome obstacles and obtain rewards to establish a dynamic and engaging learning environment that promotes active language use.

The capacity of gamification to accommodate a wide range of learning preferences and styles is one of its main benefits in language instruction. Teachers can design interactive learning experiences that engage kinesthetic, visual, auditory, and social learners by utilizing game principles (Hamari & Koivisto, 2015). Interactive language learning games, for instance, can offer kinesthetic feedback through touchscreen interactions, auditory feedback through sound effects and narration, and visual feedback through graphics and animations. According to Kristian Kiili et al. (2012), using a multimodal approach to learning not only increases enjoyment but also promotes deeper engagement and comprehension of language topics.

Furthermore, by presenting mistakes and difficulties as chances for growth and learning, gamification promotes a growth attitude among language learners. Learners are encouraged to take chances, try new languages, and fail forward without fear of repercussions in a gamified language learning environment (Barata et al., 2013). This creates a supportive learning atmosphere where students feel motivated to keep going after their language learning goals and overcome setbacks. Gamification facilitates the development of critical thinking, self-regulation, problem-solving, and perseverance in learners by encouraging a culture of resilience (Arnab et al., 2014).

All things considered, gamification has a lot of potential as a teaching method to raise student interest and ability in language learning. Teachers can design dynamic and interactive learning experiences that motivate students to actively engage with the language and meet their learning objectives by utilizing the motivational power of games. To guarantee successful learning outcomes, educators must, therefore, carefully plan gamified learning activities that complement learning objectives, scaffold learning progression, and offer insightful feedback (Hamari et al., 2014).

Interactive Language Learning Platforms

With the ability to provide learners with immersive, customized, and captivating learning experiences, interactive language learning platforms have become essential resources in language education. According to Robert Godwin-Jones (2011), these platforms make use of technology to offer a variety of interactive elements that support language learning and competency development. These features include multimedia materials, real-time feedback, and collaborative activities. With the help of these platforms, students may interact meaningfully with teachers and classmates, access real-world language resources, and get rapid feedback on their language proficiency (Chapelle & Jamieson, 2008). These platforms support the various requirements and preferences of language learners by offering dynamic and interactive learning environments, which promote motivation and autonomy (Levy & Hubbard, 2005).

The capacity of interactive language learning platforms to offer individualized learning experiences is one of their main benefits. These platforms frequently include adaptive learning technologies, which modify education to meet the requirements, preferences, and skill levels of specific students (Thorne et al., 2009). Adaptive exercises and evaluations, for instance, modify the level of difficulty following the performance of the learners, offering focused practice and assistance where required. According to Hayo Reinders and Nattaya Wattana (2015), using a tailored approach to language learning not only increases learners' interest but also expedites their development.

Furthermore, by mimicking real-world situations and interactions, interactive language learning platforms support authentic language use and communication. According to Godwin-Jones (2011), learners can enhance their communication skills by participating in meaningful interactions with peers and native speakers via features like virtual classrooms, discussion forums, and live chat functions. Additionally, these platforms give students access to a wealth of real-world language resources that expose them to a variety of linguistic and cultural contexts, such as podcasts, films, articles, and interactive simulations (Chapelle & Jamieson, 2008). Interactive platforms facilitate the development of learners' language abilities in context and improve their intercultural competency by offering opportunities for authentic language practice.

Interactive language learning platforms encourage learner autonomy and self-regulated learning in addition to making language acquisition easier. These platforms enable learners to take charge of their education and freely pursue their language learning objectives by providing various resources, tools, and activities (Reinders & Wattana, 2015). Students have access to a variety of educational resources, may determine their learning speed, and can monitor their development over time. According to Steven L. Thorne et al. (2009), autonomy fosters lifetime learning abilities that go beyond the language classroom and boosts learners' motivation and engagement.

Gamification and Interactive Platforms

The incorporation of gamification ideas into interactive language learning platforms is a new strategy for improving language education's motivation, engagement, and competency. Teachers can design dynamic and immersive learning experiences that meet the various requirements and preferences of language learners by fusing the interactive characteristics of digital platforms with the motivational aspects of games (Arnab et al., 2014). To encourage participation and advancement and give learners a sense of success, gamified language learning exercises frequently include game features like points, badges, levels, and awards (Hamari & Koivisto, 2015). Additionally, interactive platforms give students the chance to use their language abilities in real-life situations, communicate meaningfully with teachers and peers, and get fast feedback on their work (Reinders & Wattana, 2015).

Studies indicate that incorporating gamification and interactive platforms in language teaching can result in favorable learning outcomes. Research has demonstrated, for instance, that gamified language learning exercises can enhance students' motivation, engagement, and language retention (Barata et al., 2013). Teachers can create engaging and fun learning experiences that encourage active involvement and skill development by introducing game components, such as challenges, competition, and teamwork, into language learning activities (Kiili et al., 2012). Additionally, interactive platforms give students access to real language resources, let them practice communication skills, and give them instant feedback—all of which are essential elements of language learning (Thorne et al., 2009). Interactivity and gamification work together to increase learners' motivation and engagement, which produces more successful language learning results (Arnab et al., 2014).

Additionally, using interactive platforms and gamification promotes learner autonomy and self-regulated learning. These platforms enable learners to take charge of their education and freely pursue their language learning objectives by giving them the chance to experiment, investigate, and reflect on their progress (Reinders & Wattana, 2015). Students have the option to select from a range of gamified tasks, determine their learning speed, and track their advancement over time. According to Thorne et al. (2009), autonomy fosters lifetime learning abilities that go beyond the language classroom and boosts learners' motivation and engagement.

If everything is considered, gamification combined with interactive platforms is a very promising pedagogical approach to improve student motivation, engagement, and language competency. Teachers can develop dynamic and engaging learning environments that motivate students to actively engage with the language and meet their learning objectives by utilizing the interactive aspects of digital platforms and the motivational power of games (Hamari et al., 2014).

To guarantee successful learning outcomes, educators must, therefore, carefully plan gamified learning activities that complement learning objectives, scaffold the learning progression, and offer insightful feedback (Barata et al., 2013).

METHODOLOGY

This research revolves around employing the survey as a method that furnishes prompt and authentic data. Furthermore, its examination enables us to grasp the genuine challenges inherent in this procedure, while also allowing us to juxtapose it against alternative methodologies and extract invaluable insights that may serve as benchmarks for subsequent endeavors.

The study employs a cross-sectional research design, enabling the collection of data at one specific moment. This approach is particularly suitable for understanding the current attitudes, behaviors, and challenges faced by foreign language students. By using both quantitative and qualitative data, the research ensures a comprehensive analysis of the participants' experiences and perceptions.

The sample consists of 59 foreign language students (English and German) enrolled in Bachelor and Master degree programs at Aleksandër Moisiu University, Durrës. The selection criteria were based on the students' availability and willingness to participate during the period from January to March 2024. This method ensures the inclusion of a diverse group of students within the specified timeframe.

Data was collected through a structured questionnaire. It included both closed-ended questions to gather quantitative data and open-ended questions to capture qualitative insights. The questionnaires were distributed in two formats: face-to-face interviews and online surveys via the Google Forms platform. This dual approach ensured a higher response rate and allowed for the quick gathering of information. The face-to-face interviews provided an opportunity for in-depth responses, while the online platform facilitated ease of access for students who could not participate in person.

The data collected from the questionnaire were analyzed with SPSS 25 for a thorough and professional examination. This analysis included descriptive statistics like means, frequencies, and standard deviations to summarize the data, as well as inferential analyses to test the hypotheses. In particular, the Chi-Square Test of Independence was utilized to examine relationships between categorical variables, and Analysis of Variance (ANOVA) was used to compare the means across different groups. These analytical techniques provided a robust framework for understanding the data and drawing meaningful conclusions.

Ultimately, the sample provides information from 59 students. The analysis conducted in this study includes both descriptive statistics and inferential analyses, such as the Chi-Square Test of Independence and Analysis of Variance (ANOVA).

Research instrument

Besides the literature review analysis, this study also includes an examination of a questionnaire composed of four sections.

Section I: offers details about respondents' gender, age, education level, and English proficiency level;

Section II: measures students' engagement with gamified and interactive learning in the learning process, which is assessed through two questions using a Likert scale (1. Strongly Disagree to 5. Strongly Agree);

Section III: evaluates how respondents perceive the impact on their language proficiency, using five Likert scale questions;

Section IV: assesses respondents' preference and usage of gamified activities and interactive language learning platforms and it is assessed through six Likert scale questions and two open-ended questions, which provide a more direct view of the respondents' opinions.

Participants

Our study sample consists of 59 foreign language students (English and German) from both bachelor's and master's programs at Aleksandër Moisiu University in Durrës, surveyed between January and March 2024.

Students' distribution by gender

The data for this study comes from interviews with 59 foreign language students in bachelor's and master's programs at Aleksandër Moisiu University in Durrës. Of these students, 95% or 56 are females and 5% or 3 are males (see Table 1).

Table 1
Frequency

	Frequency
Male	3
Female	56
Total	59

Source: Own research

Students' distribution by age

The data in the table indicate that the respondents' ages range from a minimum of 22 to a maximum of 37, with an average age of 27 years (see Table 2).

Table 2
Descriptive Statistics of Age

| Age	Number	Minimum	Maximum	Mean	Std. Deviation
	59	22	37	27	5,043

Source: Own research

Students' distribution by level of education

Regarding educational attainment, the data reveal that among all the respondents who participated in this study, 28 of them are still pursuing their education and have not yet graduated, while the remaining 31 others have completed their studies and are considered graduates (see Figure 1).

Figure 1
Level of education
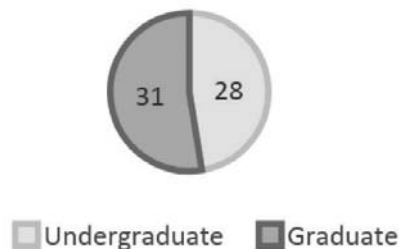
Source: Own research

Statistical model

The analysis for this study is based on the following statistical model:
Independent Variables:
- Engagement with gamification and interactive learning (Q5, Q6)
- Preference and usage of gamified activities and interactive language learning platforms (Q13, Q16)

Dependent Variables:
- Impact on language proficiency (Q7, Q8, Q9, Q10, Q11)
- Enjoy using of gamified activities and interactive language learning platforms (Q12, Q14, Q15)

The main hypotheses of the study

To examine the hypotheses and research questions, the first step is to check if there is a correlation between the two independent variables or whether multicollinearity exists. Ideally, this correlation should fall within the range of -0.7 to 0.7 to ensure that one independent variable does not unduly influence its relationship with the dependent variables. According to this criterion, the data in the table below indicate that multicollinearity is not an issue, as the Pearson correlation coefficient has a value of 0.294, which falls within the specified range.

Table 3
Multicollinearity between independent variables

		Engagement with gamified and interactive learning	**Preference and usage of gamified activities and interactive language learning platforms**
Engagement with gamified and interactive learning	Pearson Correlation	1	
Preference and usage of gamified activities and interactive language learning platforms	Pearson Correlation	.294*	1

*Correlation is significant at the 0.05 level (2-tailed).
Source: Own research

Hypotheses no.1: Specific features of interactive language learning platforms and gamified contribute directly to improving in English language proficiency. To test this hypothesis, we utilize the Chi-Square Test of Independence for the analysis.

Table 4
Chi-Square Tests

	Value	**Df**	**Asymptotic Significance (2-sided)**
Pearson Chi-Square	.000[a]	1	0.988
Continuity Correction	0.000	1	1.000
Likelihood Ratio	0.000	1	0.988
Fisher's Exact Test			
Linear-by-Linear Association	0.000	1	0.988
N of Valid Cases	59		

Source: Own research

The results of this test indicate that the correlation value, as measured by the Pearson coefficient, has an Asymptotic Significance (2-sided) of 0.988, which exceeds the standard threshold of 0.05. This finding suggests that specific characteristics of in-

teractive language learning platforms and gamification do not significantly impact the improvement of English language proficiency. Instead, the analysis indicates that other educational factors play a more crucial role in enhancing the learning process. These factors include but are not limited to, the duration of English language instruction in educational institutions, the optimization of teaching methodologies, and the overall quality of educational practices.

Hypotheses no.2: The degree of satisfaction experienced when learning a foreign language is significantly contingent upon the specific instructional methodologies employed during the learning process.

We further evaluate this hypothesis by employing the Chi-Square Test of Independence, with results indicating that the Pearson coefficient yields an Asymptotic Significance (2-sided) of 0.001, which is less than the threshold of 0.05. This leads us to conclude that the relationship between these two variables is statistically significant, reinforcing the notion that satisfaction in language learning is closely tied to the selection of the methods employed in this process.

Table 5
Chi Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.324[a]	1	0.001
Continuity Correction[b]	9.032	1	0.003
Likelihood Ratio	10.194	1	0.001
Fisher's Exact Test			
Linear-by-Linear Association	11.132	1	0.001
N of Valid Cases	59		

Source: Own research

Variables for Hypothesis 2: Satisfaction and preferences measured through respective responses (moderately, very much, and neutral, prefer gamified methods). None of the cells have a frequency below 5 (as expected).

Satisfaction	Preferences		Total
	Neutral	Prefer gamified methods	
Moderately	8	6	14
Very much	6	39	45
Total	14	45	59

Source: Own research

Research question

Research question no. 1: To what extent does learner satisfaction in acquiring English as a second language vary according to the age of the students?

Regarding normal distribution, the relevant literature that we have studied during years indicates that several tests determine whether the distribution is normal.

The first test primarily refers to the coefficients of Skewness and Kurtosis, where the ratio of these values to the Standard Error (Std. Error) must fall between -1.96 and +1.96 for the distribution to be considered normal.

Table 6

Coefficients of Skewness and Kurtosis

Statistics					Usage	Impact	Pleasure	Preferences
	Usage	Impact	Pleasure	Preferences	Skewness/Std. Error of Skewness			
N Valid	59	59	59	59				
Missing	0	0	0	0				
Skewness	-2.421	-0.960	-1.268	-1.268	-7.78	-3.09	-4.07	-4.07
Std. Error of Skewness	0.311	0.311	0.311	0.311	Kurtosis/Std. Error of Kurtosis			
Kurtosis	3.994	-1.117	-0.408	-0.408	6.51	-1.82	-0.67	-0.67
Std. Error of Kurtosis	0.613	0.613	0.613	0.613				

Source: Own research

As evidenced by the data in the Skewness and Kurtosis values table, in relation to their respective Standard Errors, due to the limited sample size (because the intention was to take into reference students in Aleksandër Moisiu), not all values of these ratios for each variable fall within the established thresholds for a normal distribution. However, some of these coefficients do fall within these limits.

The second test refers to the significance values (Sig.) in the Shapiro-Wilk test, which should be greater than p = 0.05 to confirm normality.

The third test involves the visual examination of the Histogram and the Q-Q Plot. Based on our variables and primarily the first and third tests, the distribution appears to be nearly normal. As noted in the literature, a perfectly normal distribution is rarely observed.

The presentation of histograms and distribution polygons for each of the variables listed below indicates that their distributions are not entirely normal. As previously mentioned, this is attributable to the small sample size (reasons mentioned above).
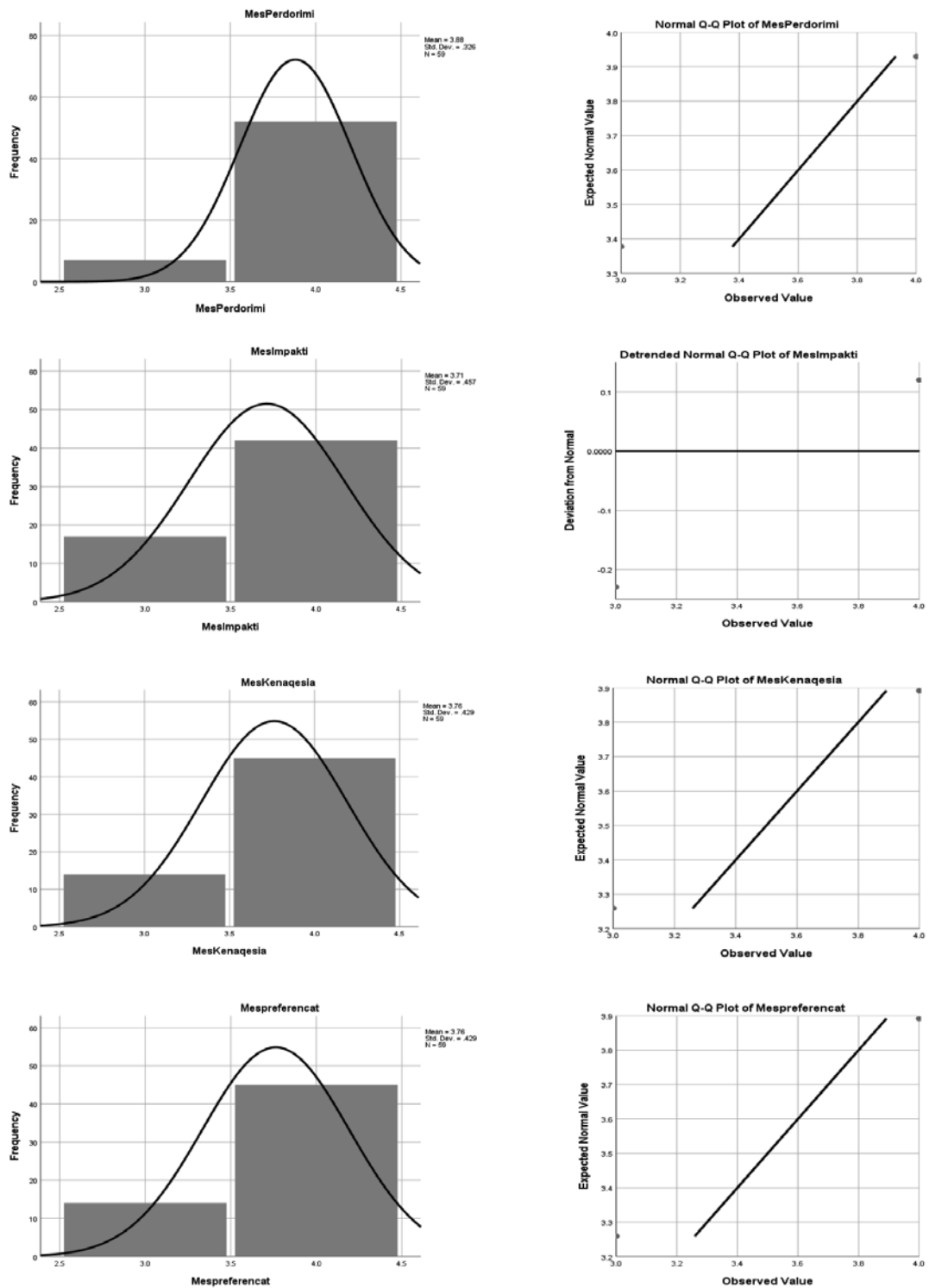
Table 7

Estimated Distribution Parameters

		Use	Impact	Satisfaction	Preferences
Normal Distribution	Location	3.88	3.71	3.76	3.76
	Scale	.326	.457	.429	.429

* The cases are unweighted

Source: Own research

Figure 2
Tests of normal distribution for each variable (histograms and the distribution polygon)

Source: Own research

The reliability test for all variables (In total 12 questions) combined, measured using Cronbach's Alpha, is 0.881, a value relatively high.

Table 8

Reliability Statistics in total

Reliability Statitics	
Cronbach's Alpha	**N of Items**
.881	12

Source: Own research

We examine each coefficient for each variable individually, where it is observed that each variable has significant reliability coefficient values, ranging from 0.647 to 0.897.

Table 9

Coefficients Cronbach's Alpha for each reliable

	Reliability Stitics	
	Cronbach's Alpha	**N of Items**
Engagement with gamified and interactive learning	.647	2
Preferences	0.758	2
Impact	0.897	5
Enjoy using of gamified activities and interactive language learning platforms	0.759	3

Source: Own research

To address this research question, we started by using Analysis of Variance (ANO-VA) and then conducted multiple comparisons of Post Hoc means with the Tukey Procedure. The data presented in the table below indicate that for degrees of freedom (Df) of 3:55 and an F-value of 0.801, the significance (Sig.) is 0.498, which is greater than the 0.05 threshold. This result suggests that there is no statistically significant relationship between these two variables. Consequently, it can be determined that the level of satisfaction or the desire to learn English at optimal levels is not necessarily associated with the learner's age, but is likely influenced by other factors, predominantly personal ones, and not solely due to requirements within educational curricula, employment demands, or social circumstances.

Table 10

ANOVA

Satisfaction	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.447	3	0.149	0.801	0.498
Within Groups	10.231	55	0.186		
Total	10.678	58			

Source: Own research

On the other hand, the multiple comparisons test of averages using the Tukey Procedure indicates that there is no statistically significant connection between different age groups and the level of satisfaction, as the corresponding values for significance (Sig.) are all above the 0.05 threshold.

Table 11

Multiple Comparisons

Dependent Variable Tukey HSD (I) Q2. Age:		Satisfaction		
		Mean Difference (I-J)	Std. Error	Sig.
18-25 years old	26-35 years old	-0.269	0.256	0.720
	36-45 years old	-0.269	0.311	0.822
	46-55 years old	-0.269	0.311	0.822
26-35 years old	18-25 years old	0.269	0.256	0.720
	36-45 years old	0.000	0.394	1.000
	46-55 years old	0.000	0.394	1.000
36-45 years old	18-25 years old	0.269	0.311	0.822
	26-35 years old	0.000	0.394	1.000
	46-55 years old	0.000	0.431	1.000
46-55 years old	18-25 years old	0.269	0.311	0.822
	26-35 years old	0.000	0.394	1.000
	36-45 years old	0.000	0.431	1.000

Source: Own research

The homogeneity test for these groups (subsets) also reveals that their means are nearly identical, indicating no statistically significant differences regarding the level of satisfaction experienced by students during the process of learning English using platforms or other contemporary tools.

Table 12

Homogeneous Subsets

Tukey HSD$_{a,b}$ Q2. Age:	N	Subset for alpha = 0.05
		1
18-25 years old	52	3.73
26-35 years old	3	4.00
36-45 years old	2	4.00
46-55 years old	2	4.00
Sig.		0.872

Source: Own research

Discussion of the findings

When asked about their level of English proficiency, 61% of respondents identified as having an advanced understanding and command of the English language, while the remaining 39% classified their proficiency as intermediate.

Regarding their level of engagement with gamified language learning activities, a majority of 66% either agreed or strongly agreed with the effectiveness of these activities, while 34% chose a neutral stance.

Furthermore, about interactive language learning platforms, 76% of respondents expressed clear agreement with their usefulness, while the remaining 24% remained neutral in their assessment.

Responding to the question, "To what extent do you think gamified language learning activities have enhanced your English language skills?", 39% of participants indicated that the impact was moderate, while 31% reported that gamified activities had a significant effect on their English language proficiency. Furthermore, 24% noted that these activities had a very high impact on their English language skills. Conversely, 7% stated that gamified language learning activities had minimal or negligible influence on their English language proficiency.

In assessing the question, "To what extent do you feel that interactive language learning platforms have positively influenced your language proficiency?", the distribution of answers was as follows: 41% of respondents indicated that their English language proficiency improved notably through the use of learning platforms, while another 36% reported a significant enhancement due to these platforms. Additionally, 12% stated that the impact of these platforms and this learning methodology was moderate, suggesting an average level of influence, while the same proportion of respondents indicated that these platforms had a low impact on their language proficiency.

The responses to the question, "How confident are you in your English language abilities as a result of using gamified language learning techniques?" were evaluated as follows: 49% of participants indicated that they feel confident, with approximately one-third expressing that they feel somewhat confident in their English skills after using gamified language learning techniques. Additionally, 14% of respondents acknowledged that they feel very confident in their abilities, while the remaining 7% clearly stated that feeling confident through gamified techniques is almost unattainable for them.

In response to the question, "To what extent do you attribute your improvement in language proficiency to the use of interactive language learning platforms?", the survey results indicated that 65% of respondents acknowledged a significant correlation between their enhanced English language proficiency and the use of these platforms. Conversely, 15% reported that the impact of interactive learning platforms on their language skills was minimal or almost negligible, while the remaining 20% assessed the impact as moderate.

The respondents' opinions on the question, "How effective do you believe gamification and interactive language learning platforms have been in helping you progress

in your English language skills?" were as follows: 63% indicated that these platforms are undeniably effective in aiding their English language learning. Additionally, 8% expressed scepticism about the effectiveness of learning English through such platforms, suggesting that they are somewhat or minimally effective. The remaining 29% believed that the effectiveness of these platforms is moderate.

According to the responses to the following question: How much do you enjoy engaging in gamified language learning activities? it comes out that 73% of participants expressed high and unquestionable satisfaction, while a small proportion, specifically 7%, reported low satisfaction. The remaining 20% indicated a moderate or average level of satisfaction.

To what extent do you prefer gamified language learning activities over traditional language learning methods? The responses to this question indicate that a significant majority, 75%, primarily favor gamified methods over traditional approaches. In contrast, only 3% continue to prefer traditional methods, adhering to conventional language learning techniques in general and English in particular. The remaining 22% chose to remain neutral, opting not to provide a definitive preference.

According to the responses to this question: How often do you integrate gamified language learning activities into your English language learning routine?, one-third of the participants acknowledged frequently incorporating gamified activities into their English language learning routine. In contrast, 61% stated that they use gamified activities sporadically or infrequently. Meanwhile, a smaller portion, comprising 8%, reported consistently utilizing gamified language learning activities.

How enjoyable do you find interactive language learning platforms? According to the survey results, 75% of respondents reported feeling satisfied or very satisfied with interactive language learning platforms. This was followed by 19% who indicated a moderate level of satisfaction, while the remaining 7% stated that their satisfaction was minimal or negligible.

To what extent do you prefer interactive language learning platforms over traditional language learning methods? According to the responses, 72% of participants indicated a strong and clear preference for interactive learning platforms. In contrast, only 7% valued traditional methods, while the remaining 22% chose to remain neutral, not expressing a definitive preference between the two methodologies.

How frequently do you use interactive language learning platforms in your English language learning routine? According to the responses, 40% of participants indicated that they often or always use interactive learning platforms, while another 47% reported that they use these platforms occasionally. The remaining 12% stated that they either do not use them at all or use them only very rarely.

When the respondents were asked about the key challenges of gamification and interactive language learning platforms in the educational process, they identified the following disadvantages:

Table 13

The main disadvantages of gamification and interactive language learning platforms

Disadvantages	
Overemphasis on rewards can overshadow intrinsic motivation	Lack of personalization
Superficial Engagement	Might distract students
Students become too dependent	Limited content depth
The gaming concept may not be understood by everyone	Fast learning

Source: Own research

Furthermore, the analysis reveals that there are also benefits of gamification and/or interactive language learning platforms in education.

Table 14

The main advantages of gamification and interactive language learning platforms

Advantages	
Increased engagement fosters active participation	Immediate feedback enhances learning efficiency
Promotion of autonomy and self-regulation	Makes a change from traditional learning forms
Personalized learning collaboration competition	Makes lessons more fun and enjoyable
Help students to learn new things	Help students to be creative
Develop problem-solving skills	Having fun while learning

Source: Own research

Conclusion and recommendations

- The distinct characteristics of interactive language learning platforms and gamified approaches do not necessarily have a direct impact on enhancing English language proficiency.
- Satisfaction in language learning is largely dependent on the choice of the method or approach employed in the learning process.
- The selection of specific methods designed to optimize the process of learning English is influenced by the environment provided by the educational institution and the duration of the learning process.
- The level of satisfaction or motivation to achieve proficiency in English may not necessarily correlate with age but is more influenced by various personal factors, not solely by educational requirements, employment demands, or social conditions.
- While new and modern learning approaches might offer simplicity and speed, they are not always guaranteed to be effective.

Recommendations

- We recommend integrating traditional and contemporary teaching methodologies to optimize the efficiency and quality of the English language learning process within a defined timeframe.
- We recommend that future studies conducted in other countries utilize a larger sample size, as in Albania, the limited number of students is considered a constraint.

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