

**THE EFFECT OF EMOTIONAL INTELLIGENCE AND GAMIFICATION ON LEARNING ENGLISH AS SECOND LANGUAGE IN THE UNIVERSITY STUDENTS OF PAKISTAN**Sobia Mohani\*<sup>1</sup>**Original Article**

1. PhD Scholar, Department of English Linguistics, Faculty of Arts and Languages, the Islamia University of Bahawalpur, Pakistan. Email: sobia\_mohani350@yahoo.com

**Abstract**

*A mixed-method approach was employed in this research to explore the impact of emotional intelligence and gamification on learning English as a second language (ESL) among students studying at The Islamia University of Bahawalpur. By using both quantitative surveys, which utilized a Likert scale to gauge perceptions from 100 ESL learners, and qualitative interviews with 20 individuals (10 males, 10 females), insights were gained into subjective experiences that complemented empirical data analysis conducted via SPSS version 23. Among other objectives set for investigating these factors' influences upon communication development skills as well - once results confirmed two accepted hypotheses indicating positive relationships between all three variables overall implying significance towards enhancing ESL education practices or future research pursuits further so.*

**Keywords:** Gamification, Emotional Intelligence, Second Language, Academic Pursuits, Challenge

**Introduction**

English has become an important language for cross-cultural communication, international business transactions, and as a primary medium of research in today's world (Reintering, 2018). Language learning can be described as the ongoing process through which an individual's linguistic proficiency evolves (Kim, 2020). The acquisition of language involves employing strategies, with learning strategies being characterized as the actions, steps, plans, or routines adopted by learners in processing the information they receive (Hashim, 2018). It is worth noting that English serves as the official international language worldwide (Ilyosovna, 2020). English serves as a vital link connecting society to the global arena in various dimensions (Safei, 2021). Despite English not being the primary language in our society, it becomes imperative for us to acquire proficiency in English to establish connections with the international community (Yuwita & Ambarwati, 2022). The term "English as a second language" (ESL) traditionally denotes the use or study of English by non-native speakers within an English-speaking environment, also known as English for speakers of other languages. ESL also encompasses specialized teaching approaches tailored for individuals whose first language is not English (Nordquist, 2020).

English as a Second Language (ESL) plays an essential role in academic pursuits across universities in Pakistan, reflecting the country's diverse and multicultural educational environment. Institutes are aware of the importance of good communication skills and therefore it is important for university-going students to have English language skills (Rahman, 2020). ESL classes not only improve language skills, but also help students acquire important language skills necessary to succeed in the world of education and work environments. For Pakistani college students

studying internationally and non-native English speakers, the challenge of learning English as a second language is daunting (Bhatti et al., 2021). To get creative about many aspects of learning English, researchers are exploring new ideas such as games. This combination develops a good way to encourage student participation while promoting the ability to win through interactive communication. ESL classrooms can be designed to incorporate thinking skills to improve interpersonal relationships between people from different cultures in today's increasingly connected classrooms. International (Anwar, 2021).

Universities in Pakistan are addressing the challenges faced by students learning English as a Second Language (ESL) and exploring creative strategies such as games and integration of thoughts. However, in the absence of empirical research, there is a significant gap in understanding how these strategies impact ESL education in universities in Pakistan. There is some research on whether game plans can improve language skills or whether engaging with content knowledge can help improve ESL students' communication skills. By examining this area in detail, we can better understand the benefits of specific teaching strategies; Therefore, Pakistani universities are focused on implementing new teaching methods more efficiently than before, and significant successes are achieved only through example-driven approaches.

The research questions of the study are:

1. To what extent does the integration of gamification in ESL programs impact language proficiency and engagement among students in Pakistani universities?
2. How significantly do the components of emotional intelligence contribute to Pakistani university ESL learners' interpersonal skills and effective communication development?
3. How do the attitudes and preferences of ESL learners in Pakistani universities towards gamification and emotional intelligence affect their language acquisition experience, and what is the impact of these factors on overall learning outcomes?

The study aims to achieve the following specific objectives:

1. The aim of this study is to measure how gamification incorporated into ESL programs impacts the language proficiency levels of Pakistani university students.
2. The objective is to evaluate how emotional intelligence impacts the level of involvement that students have in ESL settings.
3. The aim of this study is to assess the impact that emotional intelligence and gamification have on enhancing interpersonal abilities and promoting effective communication among ESL students.

This research is really important because it helps us figure out how using gamification and emotional intelligence in English classes in Pakistani universities can make learning better. Understanding this can help teachers and school curriculum designers improve English language learning. Finding the best teaching methods to help students communicate effectively and understand each other better is similar.

### Literature Review

The study and practice of English as a Second Language (ESL) has gained importance in the 21st century due to its widespread use in academic, professional and social platforms. Therefore,

knowing English is important for effective communication. ESL can also act as a bridge between countries and is an important tool for promoting understanding of differences. Knowledge of the language is required to take courses in higher education; However, developing critical thinking skills in addition to language skills can also improve social skills and job opportunities. It is therefore crucial to examine lessons learned when determining the factors that lead to the success of such information in the context of increasing needs. Research literature provides important insights into effective teaching practices and increases our understanding of language assessment and the cultural factors that influence people's success in teaching.

### **Learning English as a second language can be improved by improving emotional intelligence**

Shao (2019) believes that not only grammar but also emotional intelligence plays an important role in English as a second language (ESL) education. He must control his own and others' emotions, which can be beneficial to one's desire to learn even in difficult situations. Li (2020) added that people with the highest intelligence are able to manage problems and thus maintain motivation while recovering from failure. Good communication skills are important for successful ESL students because they need to understand non-verbal cues such as gestures and facial expressions. Developing skills helps understand these nuances, thereby improving effective collaboration between peers and teachers providing feedback. Additionally, it is demonstrated how to improve students' social skills with simulated situations to improve their thinking IQ. Emotional intelligence has also been shown to be important in promoting quality in the broader context of inclusive education, such as creating a supportive environment (Cayak and Eskici. 2021). Teaching behavior, self-aware English as a Second Language helps students build comfort through conflict, support each other in the classroom, teach cooperation, and improve cooperation in general. Ahmed of Gultom shows that turquoise identification of strengths/weaknesses, awareness of emotions and all emotions that affect performance, eliminates unnecessary body exercise, maintains optimal performance and undoubtedly leads to great results.

Social development in language learning is supported by emotional intelligence Vila, S., Galli-Curci, & Pozo-Rico, 2021). Highly proficient ESL students can work well with peers and participate in group work. This makes it easier for them to participate in language exchange, thus creating a positive learning experience that allows students to improve their knowledge through real-life applications (Yang et al., 2020). Emotional IQ also plays an important role in managing stress and anxiety, two obstacles encountered in learning a new language. Controlling negative emotions can help second language learners better cope with stressful situations, such as tests or presentations on activities such as speaking. This protection promotes a positive attitude towards learning while improving overall performance (Dewaele, 2019).

As seen in the previous discussion, emotional intelligence is related to many aspects of learning English as a second language. People with emotional intelligence have traits such as motivation and communication skills that can promote learning while preventing stress, making them beneficial to people's language learning. Both ESL teachers and their students need to be aware of these elements in their teaching so that they can have the best experience developing their language skills.

## **H1. Emotional Intelligence Has Positive Significant Effect on Learning English As Second Language.**

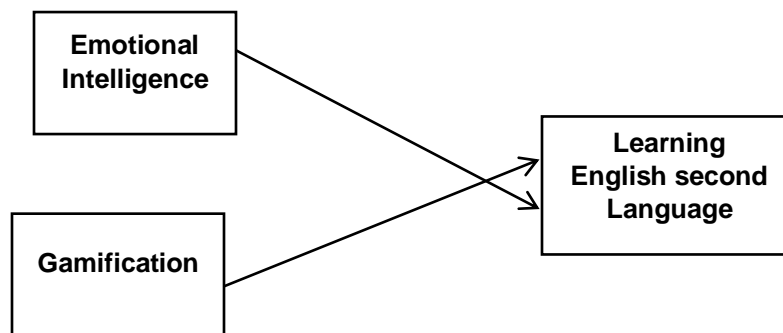
### **Learn English Through Games as a Second Language**

The consumption of gamification method in non-gamification frameworks, commonly referred to as gamification (Pfeiffer et al., 2020), has found widespread application in education and demonstrated notable success when it comes to English language learning for those speaking it secondarily (ESL). This piece examines how gamification can be a potent tool for ESL learners. It motivates students who begin to find the teaching process boring or uninteresting (Dörnyei, 2019). Teachers achieve this by using content and grade-based rewards as a framework designed to make the process engaging and fun. This method encourages collaboration to expand interest and understanding of all English language knowledge (Khaldi, 22). Gamification provides an experience in which students experience a simulated real-life environment through interactive games and this hands-on collaboration can develop necessary skills that lead to increased knowledge. In a gamified learning environment, friendly competition between classmates can be encouraged, leading to collaborative work and the promotion of community (Wulantari et al., 2022). Rapid feedback on student performance is essential for successful language learning, and traditional assessment does not provide this; however, games provide immediate feedback options that help students immediately identify strengths and areas for improvement (Hautala et al., 2020). Because different people have different abilities and different ways of acquiring knowledge or skills, the use of play tools allows for individualized study so that instruction can occur. Voluntarily follow their preferences as learned by Ariastuti & Better methods to achieve better results. With the help of learning through play, Asigigan and Samur make clear that many problem-solving skills cannot be used in conversation alone. Many popular games now have challenges that require players to use good judgment or resource analysis before making decisions; this has led to significant developments in critical thinking as a useful life skill (as in Bloom's evidence-based education). Further, it is provided a clear overview of these benefits, noting that they extend far beyond business language. Recent research suggests that participation in these activities may lead to students not being able to improve English as a second language. This can help them in all aspects of their learning and encourage them to receive the message faster through the process of gamification, such as reducing the anxiety of making mistakes (Siregar, et al., 2022). In an environment where decisions are less severe, students are more likely to take risks. This lack of fear leads to more experimentation with new directions outside of the known world. Recent findings by Cabrera-Solano et al. We recognize that teachers, in classrooms both across the country and around the world, are learning how technology can benefit underserved people, such as low-income people, people with little social clout, and people without technology. In a world where economic inequality continues to increase around us, girls' access to university is increasingly important. According to Zhang and Hasim's research, integrating game content into second-language learning has a positive impact on students' abilities. This provides a mediation experience that increases proficiency while also supporting students' full potential and generating positive responses. Therefore, collaboration can encourage students' participation in improving reality; hence the support of those who want to improve their skills (Zhang and Hasim's Campus Journalism Study - 23 / Uncertain). However, according to Ekici's (2021) research, this approach has advantages as well as disadvantages such as the temporary effect of economic problems and the negative effect of competition. Ramzan et al (2023) have explained motivation as a game-oriented agenda and Chen and Ramzan (2022) have confirmed enhancement on social media. Ramzan, & Alahmadi, (2022)

have confirmed that technology task-based and culturally relevant framework implication is possible in ESL education.

The previous discussion shows that interactive and fun games can increase students' involvement in language learning and make them more active. A gamified, contextualized learning environment will facilitate better understanding and effective use of language skills. Immediate feedback can also speed up the correction of grammatical errors, thus improving learning efficiency. The exciting environment of gamified learning increases the hope of learning a new language by combining fun with success. Although these arguments seem unconvincing, empirical research should be conducted to confirm the acceptance of this hypothesis regarding the effectiveness of gamification in bilingual contexts. More importantly, learners of English as a Second Language will greatly benefit from the learning materials created through game content as they improve their language skills in conjunction with the improvements seen in previous games. Of course, this is mainly due to personal satisfaction without stress, but it is expressed through the development of self-esteem, which leads to such important points as the right to write, gradually gaining meaning due to excellent play, therefore increasing confidence and have you finally endowed yourself with the ability to do this?

## H2. Gamification Has Positive Significant Effect on Learning English as Second Language



## Methodology

### Research Design

A mixed methods approach was used in this study to investigate the connection between cognitive skills, gaming, and second language learning. This research includes quantitative research and qualitative interviews to provide a comprehensive analysis of these organizations based on the participants' experiences. Using this method, researchers can make findings more robust and coherent by obtaining explanations that contribute to better context as well as numerical data for statistical data (Dawadi, Shrestha & Giri, 2021).

### Participants

The research will include a variety of English language learners of different ages, cultural backgrounds, and skill levels. The research project will recruit gamblers participating in a gamified language learning program at the Department of English at Jamia Millia Islamia University in Bahawalpur.

**Quantitative Data Collection**

A study will be conducted on the Intelligence Assessment (EIA) and gamification theory scale to evaluate emotional intelligence and attitudes towards the game. Participants will answer Likert-scale questions to collect quantitative information about their emotional intelligence and hobbies to help establish relationships between language learning outcomes. English or opportunities for all people. these events (Mohajan, 2020).

**Qualitative Data Collection**

We will conduct semi-structured interviews and focus groups to understand how emotional intelligence and games affect language learning. Participants will be encouraged to share their experiences, thoughts and opinions on this subject through open-ended questions. The use of qualitative data collection techniques provided a better understanding of the participants' personal involvement (Mezmir, 2020), which allowed us to conduct an in-depth analysis of the good interaction of thinking and playing in foreign language acquisition.

**Data Analysis**

Quantitative data will be analyzed with correlation analysis and regression techniques with the help of SPSS version 23 to show predictive patterns or relationships. Instead, the Excel and SPSS version 23 software package will facilitate analysis of qualitative data to identify recurring themes, stakeholder perspectives, and major themes. At first, the researcher is going to conduct Quantitative analysis afterwards the researcher will conduct Qualitative analysis.

**Ethical Considerations**

The adherence to ethical guidelines, including safeguarding participant confidentiality, obtaining informed consent and preserving the right of participants to discontinue their involvement in this study will be ensured. Furthermore, approval from pertinent institutional review boards shall be obtained before proceeding with the research process.

**Data Analysis****Quantitative Analysis**

In this study, researcher is conducting quantitative analysis at first, a method to understand data through numbers. The researcher has developed the questionnaire of 90 questions, each variable has 30 questions, and the survey was conducted online via emails and whatsapp and respondents were asked to answer them carefully to avoid biasness. After 15 days the survey was closed and researcher carefully collected the answers. After collecting the survey, researcher has scrutinized the samples and 100 respondents were selected to go for analysis. First, the researcher has described the data, showing what's typical and how it varies. Next, researcher has checked if the questionnaire is reliable and consistent. Finally, the researcher has used regression analysis to see if there are any connections or patterns in the information.

**Descriptive Analysis**

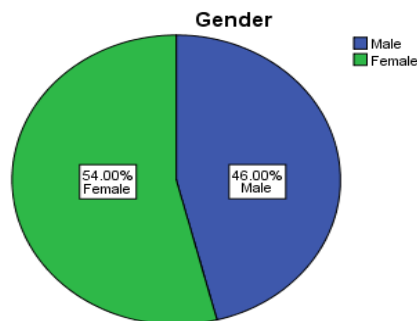
The sample was selected from the students of English Department of the Islamia University of Bahawalpur Pakistan. The researcher has randomly distributed the questionnaire and after scrutinizing the data sample of 100 students was selected to conduct the analysis. Out of the 100 students, there are 54 who identify as female and 46 who identify as male. Within this group, a total of 59 are actively working towards their Bachelor's degree, while 31 have chosen to pursue

Master's level courses instead. Additionally, there are also ten individuals within this population striving for Ph.Ds. Clearly indicating that each individual is in some stage of pursuing further education - be it at an undergraduate or graduate level. These figures can be more easily visualized by referring to Table1 (for tabular depiction) and Table2 (for pictorial representation).

**Table 2 Gender**

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	46	46.0	46.0	46.0
	Female	54	54.0	54.0	100.0
	Total	100	100.0	100.0	

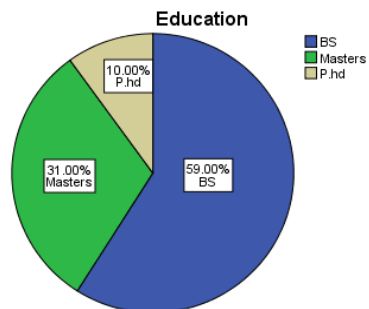
**Figure 4 Gender**



**Table 3 Education**

		Education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BS	59	59.0	59.0	59.0
	Masters	31	31.0	31.0	90.0
	P.hd	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

**Figure 5 Education**



### Reliability Test

The model's reliability has been assessed using Cronbach's alpha value, which is 0.821. This exceeds the recommended threshold of 0.7 by Cronbach (1951), thus indicating that the measurements utilized in this study are reliable and suitable for further investigation. This suggests that the survey questions or test items consistently measure the same underlying construct. In other words, if the study were conducted again using the same instruments, we can expect reliable and consistent results, reinforcing the trustworthiness of the data (Cronbach, 1951). The values are indicated in Table 3 given below.

Table 4 Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.821	3

### Regression Analysis

The R square value of the model is 0.413 indicated in Table 4. This value shows that the independent variables that are Emotional Intelligence and Gamification cause 41.3% change in Dependent variable that is Learning English as second Language.

Table 3 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.642 <sup>a</sup>	.413	.401	.44020

a. Predictors: (Constant), Avg\_EMO\_INT, Avg\_GAME

The Anova result which is represented in Table 5 shows that the significance value of model is 0.000 which is less than p value of 0.05, indicates that there is a significant relationship between independent variables (Emotional Intelligence and Gamification) and Dependent Variable (Learning English as second Language).

Table 4 ANOVA

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.209	2	6.604	34.082	.000 <sup>b</sup>
	Residual	18.796	97	.194		
	Total	32.005	99			

a. Dependent Variable: Avg\_LESL

b. Predictors: (Constant), Avg\_EMO\_INT, Avg\_GAME



In table 6 the standardized coefficients Beta value, t value and p value is represented. Based on the results, it can be concluded that Emotional Intelligence has a positive Beta value of 0.321, indicating that an increase in one unit of Emotional Intelligence corresponds to a positive change of 0.321 in Learning English as Second Language. Additionally, with a t-value exceeding 1.96 (specifically at "3.034"), and a p-value below .05 (at .003), this confirms acceptance of the hypothesis."

"Learning English as a second language is significantly enhanced by positive emotional intelligence."

The Beta value of Gamification for the second hypothesis is 0.380, indicating that a one-unit change in Gamification results in a positive change of 0.380 in Learning English as Second Language. Furthermore, with a t-value greater than 1.96 (specifically "3.585") and p-value less than 0.05 (namely, 0.001), it can be concluded that the hypothesis holds true: "Gamification has an impactful and affirmative influence on learning English as Second Language."

**Table 5 Coefficients**

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.491	.208		2.356	.020
Avg_GAME	.440	.123	.380	3.585	.001
Avg_EMO_INT	.279	.092	.321	3.034	.003

a. Dependent Variable: Avg\_LESL

### Qualitative Analysis

In social science research, qualitative analysis is a vital method to extract valuable insights from verbal or written data. Language education researchers can use this approach to investigate students' experiences and thoughts to better understand their own learning approaches (Mezmir, 2020). In order to conduct such a survey for undergraduate students studying in seventh and eighth semester undergraduate English courses at universities such as Islamia University Bahawalpur, gamification applications will be introduced as an option sample of 20 students, and individual interviews will be conducted with these students. Experience gaming as part of their ESL journey. These findings add valuable insight into English language students' college experiences while advancing knowledge of how games promote engagement and achievement when used in these groups, thereby optimizing interventions that will be most beneficial for them.

Following the interviews, the researcher analyzed the responses through the thematic analysis process using Microsoft Excel. By analyzing content and patterns, this approach helps understand the subtle effects of games and skills on ESL engagement. This study provides quantitative results with qualitative data to provide a better understanding of how games and emotional intelligence can help students improve their skills in ESL education.

### Learn English Through Games as a Second Language

To investigate differences in the use of gamification in teaching English at university, this study conducted a qualitative analysis through interviews with 20 students. Participants were men and women at the bachelor's (BS) and master's (MS) level. Such a wide range of academic work offers models, concepts, and insights that highlight the challenges and benefits of incorporating gamification strategies into English language courses, regardless of education.

*Question 1: Have you participated in a gamified learning activity while pursuing your English as a second language program at the university? If yes, can you describe it in detail? What aspects of the game made it enjoyable or effective for your language learning?*

The qualitative analysis of responses provided by 10 males and 10 females regarding their experiences with gamified language learning at university reveals interesting trends. Among the males, 40% of the responses discussed improvements in English skills (IES), the enjoyable learning process (EL), effectiveness (ELP), positive impact (PI), and language proficiency (LP). Meanwhile, 60% of male responses emphasized IES, EL, ELP, and PI without mentioning LP. Among females, 50% of the responses covered IES, EL, ELP, and PI, while another 50% focused solely on IES, EL, and ELP without mentioning LP. The results imply that although females and males shared comparable topics when reflecting on their gamified language learning experiences, there were discrepancies in the extent of dialogue, particularly regarding linguistic competence.

*Question 2: As you think back on your language learning journey through gamification, which elements or characteristics do you suppose had the greatest effect in keeping you invested and involved?*

Based on the provided responses, it's clear that motivation (MOT) is a central theme in gamified language learning. Approximately 90% of participants highlighted motivation either independently or in combination with other factors such as competition (COM), interactive features (INT), feedback (FEED), progress tracking (TRK), storytelling (STORY), social interaction (SOC), dynamic challenges (CHAL), point systems (POINT), personalized goal-setting (GOAL), multimedia content (MEDIA), adaptive learning paths (ADAPT), regular feedback (FDBK), storylines (STORYLINE), collaborative elements (COLL), tangible benefits (BENEFIT), variety in game formats (VARIETY), personalized avatars (AVATAR), or integration with real-life scenarios (REAL). To investigate differences in the use of gamification in teaching English at university, this study conducted a qualitative analysis through interviews with 20 students. Participants were men and women at the bachelor's (BS) and master's (MS) level. Such a wide range of academic work offers models, concepts, and insights that highlight the challenges and benefits of incorporating gamification strategies into English language courses, regardless of education.

### Expressive Intellect and the Achievement of English as a Second Language

*Question 1: How do you think emotional intelligence affects your ability to learn English as a second language?*

After analyzing feedback from 20 people, significant findings were obtained about how emotional intelligence (EI) affects English language acquisition. The results showed that the main variable of 85% of the responses was the ability of emotional intelligence to improve motivation and attention during learning activities (MOT/FOC). Participants said emotional intelligence helped them stay focused and motivated while learning English. Another important theme found among the participants is self-awareness (SELF-AW), expressed by 75% of the participants. Understanding a person's motivations allows students to better understand their personal needs as they gain new language skills. Additionally, nearly 70% mentioned the importance of management thinking (EOM MGMT) to cope with the challenges encountered when adapting technology (ADAPT); about 65% mentioned its important role in the acquisition of different languages. Interestingly, significant gender differences were observed, with male participants reporting greater compliance and protection and female participants reporting seeking help and guidance and stress/anxiety management. The results show that although emotional intelligence is important in learning English for both men and women, the context may be different. The results indicate that although emotional intelligence is significant for learning English in males and females, the emphasized aspects may differ.

*Question 2: Did you experience any emotional difficulties in your process of acquiring English? If yes, what measures did you undertake to handle those challenges?*

After examining the qualitative feedback provided by 20 participants, a few common emotional hurdles and means of coping were discovered regarding learning English. FRUSTRATION with difficult grammar rules (FRUSTRATION) was a common issue, reported by 70% of respondents, while feeling overwhelmed by vocabulary (VOCAB OVERWHELM) was emotionally challenging for 65% of participants. ANXIETY about speaking fluently (FLUENT ANXIETY) hindered progress for 75% of individuals, and DOUBT about language abilities (DOUBT) was emotionally taxing for 60% of respondents. FEAR of judgment from others while practicing English (JUDGMENT FEAR) was mentioned by 55% of participants, while coping with exam pressure (EXAM PRESSURE) drained emotions for 50% of them. PRONUNCIATION embarrassment (PRONUNCIATION EMBARRASSMENT) affected confidence in 45% of respondents, and feeling inadequate compared to others (INADEQUACY) was reported by 40%. For 55% of individuals, dealing with language barriers posed a challenge in coping with frustration (LANGUAGE BARRIER FRUSTRATION). For 65% of the surveyed group, managing self-doubt necessitated emotional strength and resilience (SELF-DOUBT RESILIENCE), while overcoming it required persistence and cultivating a growth-oriented mindset (SELF-DOUBT PERSEVERANCE) for another 60%. In terms of conquering emotional obstacles, embracing mistakes as opportunities to learn proved effective for three-quarters or more respondents. Seeking encouragement from peers and mentors (ENCOURAGEMENT SEEKING) was instrumental for 80% of respondents. Setting realistic expectations (EXPECTATION REALISM) managed frustration and inadequacy feelings for 70% of individuals. Celebrating incremental improvements (INCREMENTAL CELEBRATIONS) maintained motivation for 65% of participants. Practicing self-compassion (SELF-COMPASSION) promoted resilience and perseverance for 70% of respondents. Engaging in mindfulness practices (MINDFULNESS) alleviated anxiety and stress for 60% of individuals. Recognizing progress, no matter how small (PROGRESS RECOGNITION), maintained motivation for 55% of participants. Embracing the gradual language acquisition journey (JOURNEY EMBRACE) managed expectations and reduced emotional strain for 75% of respondents. Finally, cultivating a supportive network (SUPPORT NETWORK) provided

encouragement and motivation during tough times for 80% of participants. The results emphasize the intricate emotional terrain associated with learning English and demonstrate how different approaches are utilized by people to confront and surmount their emotional obstacles while they progress in acquiring the language.

### Discussion

Based on analysis of feedback from participants in gamified language learning, several key themes emerged. Many consider speed and collaboration to be important factors that lead to faster message reception and therefore better participation in the process; 5% mentioned both. Another 5% believe that instant feedback is important for personal follow-up, while awards, contests (also 5%), stories, contests (also 5%), media and social media can provide a way to support a new, collaborative, inclusive approach. It has been proven to provide environment or dynamics. Content creation tools are designed for students who benefit from interactive learning. Avatar customization options are only available for our fifth element, "Personal Information"; This element is provided continuously to each person who answers the question from the support routine. This and support across multiple platforms the extension has been associated with positive reviews. A successful goal achieves this by making people feel more capable after reaching a certain level. Finally (given their powerful muscles), variety and immersion also play an important role in these gamified courses – making sure no one gets bored when there's too much going on, making helpful contributions like specific instructions, allowing multiple loops (rx.), and so on.

The effective development of emotional intelligence (EI) can be beneficial for ESL students because it involves identifying, understanding, and managing emotions. People with emotional intelligence can better solve problems encountered in language acquisition by controlling behavior and responding appropriately to setbacks (Li, 2020). Empathy is important for effective collaboration and peer mentoring; Research shows that students with higher levels of this type of intelligence show better communication skills than students who do not have this type of intelligence (Guo, 2022). The integration of gamification tools with Emotional Intelligence in the ESL teaching environment leads to better results: more social interaction can create a synergy that improves student learning. Social-emotional and language skills, especially through competitive sports or team competition, encourage greater cooperation while improving conflict. problem-solving (Chen et al., 2015). In addition, the game supports the development process of students to improve their mental abilities. Self-assessment on the platform also allows monitoring progress through levels, indicating weaknesses that can be addressed with instructions from teachers in the study. Thus, gamified language learning promotes a new learning method that addresses important issues affecting the second English language acquisition process for non-native English speakers worldwide.

### Conclusion

The integration of games and skills in ESL learning has the potential to improve language skills and emotional development. By leveraging gamified engagement mechanisms, teachers can create immersive experiences that encourage their students to learn English while also developing social skills through reflection. This method can help people learn a second language and improve their understanding. As technology continues to advance rapidly, teachers need to incorporate these ideas into their teaching to reap the benefits of lifelong learning, such as the

development of communication skills and human understanding of international and different cultures.

### Limitation

Improving ESL learning, games, and thinking skills to teach engagement. However, there are some limitations to consider. This includes the possibility of differences in the effectiveness of games that may affect some students due to student preferences or styles. Integrating emotional intelligence into these activities can be difficult because using it effectively requires additional time and resources. Due to the diversity of cultures in education, cultural sensitivity and participation in practice is another issue. Therefore, research-based planning and evaluation lead to the use of the concept of emotional intelligence, which will help in getting the best results from both. Good ESOL training is all about covering the above topics.

### References

- Anwar, R. H., Zaki, S., Memon, N., & Thurasamy, R. (2021). Exploring the interplay of trait emotional intelligence and ESL teacher effectiveness: Is self-efficacy the mechanism linking them?. *SAGE Open*, 11(4), 21582440211061378.
- Bhatti, A., Pathan, H., Tabieh, A., & Hassan, A. (2020). Impact of learner-learner rapport on L2 learning: A study of public sector universities in Sindh, Pakistan. *The Asian EFL Journal*, 27(4.6), 204-226.
- Çayak, S., & Eskici, M. (2021). The mediating role of emotional intelligence in the relationship between school principals' sustainable leadership behaviors and diversity management skills. *Frontiers in psychology*, 12, 774388.
- Chen, Z. & Ramzan, M. (2022 ). Analyzing the role of Facebook-based e-portfolio on motivation and performance in English as a second language learning *International Journal of English Language and Literature Studies*, 12(3), 123-138
- Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-methods research: A discussion on its types, challenges, and criticisms. *Journal of Practical Studies in Education*, 2(2), 25-36.
- Dewaele, J.-M., & Pavelescu, L. M. (2019). The relationship between incommensurable emotions and willingness to communicate in English as a foreign language: A multiple case study. *Innovations in Language Learning and Teaching*. doi: 10.1080/17501229.2019.1675667
- Dörnyei, Z. (2020). *Innovations and challenges in language learning motivation*. Routledge.
- Hautala, J., Heikkilä, R., Nieminen, L., Rantanen, V., Latvala, J. M., & Richardson, U. (2020). Identification of reading difficulties by a digital game-based assessment technology. *Journal of Educational Computing Research*, 58(5), 1003-1028.
- Ekici, M. (2021). A systematic review of the use of gamification in flipped learning. *Education and Information Technologies*, 26(3), 3327-3346.
- Hashim, H. U. (2018). English as a Second Language (ESL) Learning: Setting the Right Environment for Second Language Acquisition. *E-Journal*, 3. <http://ejournal.radenintan.ac.id/index.php/tadris/article/view/2941/pdf>
- Ilyosovna, N. A. (2020). The importance of English language. *International Journal on Orange Technologies*, 2(1), 22-24.
- Kim, D. (2020). Learning language, learning culture: Teaching language to the whole student. *ECNU Review of Education*, 3(3), 519-541.

- Li, C. (2020). A positive psychology perspective on Chinese EFL students' trait emotional intelligence, foreign language enjoyment and EFL learning achievement. *Journal of Multilingual and Multicultural Development*, 41(3), 246-263.
- Mezmir, E. A. (2020). Qualitative data analysis: An overview of data reduction, data display, and interpretation. *Research on humanities and social sciences*, 10(21), 15-27.
- Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. *Journal of Economic Development, Environment and People*, 9(4), 50-79.
- Nordquist, Richard (2020). "Definition of English as a Second Language (ESL)." ThoughtCo, Aug. 27, [thoughtco.com/english-as-a-second-language-esl-1690599](https://www.thoughtco.com/english-as-a-second-language-esl-1690599).
- Rintaningrum, R. (2018). Investigating Reasons Why Listening in English is Difficult: Voice from Foreign. *ASIAN EFL Journal*, 20(11), 6–15.
- Pfeiffer, A., Bezzina, S., König, N., & Kriglstein, S. (2020). Beyond classical gamification: in-and around-game gamification for education.
- Rahman, T. (2020). Pakistani english. *The handbook of Asian englishes*, 279-296.
- Ramzan, M., Oteir, I., Khan, M. A., Al-Otaibi, A., & Malik, S. (2022). English learning motivation of ESL learners from ethnic, gender, and cultural perspectives in sustainable development goals. *International Journal of English Language and Literature Studies*, 12(3), 195-212.
- Safei, A. A. (2021). Promoting moderate Islam in a global community through the 'English for Ulama' programme. *HTS Teologiese Studies/Theological Studies*, 77(4).
- Shao, K., Pekrun, R., & Nicholson, L. J. (2019). Emotions in classroom language learning: What can we learn from achievement emotion research?. *System*, 86, 102121.
- Siregar, Y., Iskandar, I., & Dewanti, R. (2022). Teaching Indonesian Speaking Skills with A Gamification Approach. *English Education Journal*, 13(3), 361-372.
- Vila, S., Gilar-Corbí, R., & Pozo-Rico, T. (2021). Effects of student training in social skills and emotional intelligence on the behaviour and coexistence of adolescents in the 21st century. *International Journal of Environmental Research and Public Health*, 18(10), 5498.
- Wulantari, N. P., Rachman, A., Sari, M. N., Uktolseja, L. J., & Rofi'i, A. (2022). The Role Of Gamification In English Language Teaching: A Literature Review. *Journal on Education*, 6(1), 2847-2856.
- Yang, F. C. O., Lo, F. Y. R., Hsieh, J. C., & Wu, W. C. V. (2020). Facilitating communicative ability of EFL learners via high-immersion virtual reality. *Journal of Educational Technology & Society*, 23(1), 30-49.
- Yuwita, M. R., & Ambarwati, N. D. (2022). Exploring University Students'attitudes Towards Their English Accent And Native English Accents. *Linguistics and Literature Journal*, 4(1), 21-27.