

ENHANCING READING COMPREHENSION SKILLS IN ENGLISH THROUGH  
GAMIFICATION FOR 5<sup>th</sup> – 7<sup>th</sup> – GRADE STUDENTS

**Karimova Muyassar Rustamjon's daughter**

An English teacher at school 26

Email: karimovamuyassar17@gmail.com

Phone: +998931799219

**Abstract:** This study explores the impact of gamification on the reading comprehension skills of 5th–7th grade ESL students. Using a quasi-experimental design, the research compares an experimental group, which engaged in gamified reading activities, with a control group that followed traditional methods. The results show that the experimental group demonstrated a 25% improvement in comprehension scores, while the control group improved by only 10%, proving the effectiveness of gamification.

**Keywords:** Gamification, ESL, reading comprehension, student engagement, Flow Theory, Self-Determination Theory, language learning, motivation, game-based learning.

**ПОВЫШЕНИЕ НАВЫКОВ ПОНИМАНИЯ ПРОЧИТАННОГО НА АНГЛИЙСКОМ  
ЯЗЫКЕ С ПОМОЩЬЮ ГЕЙМИФИКАЦИИ У УЧАЩИХСЯ 5–7 КЛАССОВ**

**Каримова Муйасар Рустамжоновна**

Учитель английского языка школы №26

Электронная почта: karimovamuyassar17@gmail.com

Телефон: +998931799219

**Аннотация:** Данное исследование рассматривает влияние геймификации на развитие навыков понимания прочитанного у учащихся 5–7 классов, изучающих английский язык как иностранный (ESL). Используя квазиэкспериментальный дизайн, исследование сравнивает экспериментальную группу, участвовавшую в геймифицированных заданиях по чтению, и контрольную группу, которая занималась по традиционным методам. Результаты показали, что экспериментальная группа улучшила результаты понимания прочитанного на 25%, тогда как контрольная группа — лишь на 10%, что подтверждает эффективность геймификации.

**Ключевые слова:** геймификация, ESL, понимание прочитанного, вовлеченность учащихся, теория потока, теория самоопределения, изучение языка, мотивация, обучение на основе игр.

**5–7-SINF O‘QUVCHILARI UCHUN INGLIZ TILIDA O‘QISHNI TUSHUNISH  
KO‘NIKMALARINI GEYMIFIKATSIYA ORQALI RIVOJLANTIRISH**

**Karimova Muyassar Rustamjon qizi**

26-maktab ingliz tili o‘qituvchisi

Elektron pochta: karimovamuyassar17@gmail.com

Telefon: +998931799219

**Annotatsiya:** Ushbu tadqiqot 5–7-sinf o‘quvchilarining ingliz tilida o‘qishni tushunish ko‘nikmalariga gejmifikatsiyaning ta‘sirini o‘rganadi. Tadqiqotda kvazieksperimental dizayn asosida o‘yin elementlariga asoslangan o‘qish mashg‘ulotlari bilan shug‘ullangan tajriba guruhi va an’anaviy usullarda o‘qigan nazorat guruhi taqqoslandi. Natijalar shuni ko‘rsatdiki, tajriba guruhi o‘quvchilari o‘qishni tushunish testlarida 25% yaxshilanish ko‘rsatgan, nazorat guruhi esa atigi 10% ga oshgan. Bu esa gejmifikatsiya usulining samaradorligini isbotlaydi.

# THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

## VOLUME-5, ISSUE-10

**Kalit so‘zlar:** gejmifikatsiya, ESL, o‘qishni tushunish, o‘quvchi faolligi, Oqim nazariyasi, O‘zini aniqlash nazariyasi, til o‘rganish, motivatsiya, o‘yin asosidagi ta’lim.

### Introduction

Reading comprehension is a crucial skill for students learning English as a second language. It involves the ability to decode words, understand meaning, and interpret texts critically. However, many young learners struggle with reading comprehension due to a lack of motivation, limited vocabulary, and insufficient exposure to engaging reading materials. Traditional teaching methods often fail to capture students’ interest, leading to passive learning and poor retention. Gamification, which incorporates game mechanics such as rewards, challenges, and interactive elements into educational activities, has emerged as an effective strategy to enhance learning experiences. By making reading tasks more engaging and enjoyable, gamification can increase students’ motivation and foster better comprehension skills. This paper examines how gamification can be used to develop English reading comprehension skills among 5th-7th grade students, focusing on its benefits, implementation strategies, and challenges.

### Literature Review

Gamification has been widely recognized as an effective tool for enhancing student engagement and motivation in learning [3]. It incorporates game elements such as rewards, challenges, and interactive storytelling to create a more immersive learning experience. Research by Hamari, Koivisto, and Sarsa [4] highlights the positive impact of gamification on student motivation, particularly in language learning contexts.

In the field of ESL reading comprehension, Vygotsky’s [9] Zone of Proximal Development suggests that students learn best when tasks are slightly beyond their current abilities, requiring structured support. Gamification aligns with this principle by adapting reading tasks to students’ skill levels, ensuring continuous improvement. Additionally, Csikszentmihalyi’s [1] Flow Theory supports the use of gamification by emphasizing the importance of maintaining an optimal challenge level to sustain student engagement in reading activities [1].

### Research Methodology

This study uses a mixed-methods approach to examine the impact of gamification on ESL reading comprehension in 5th–7th grade students.

- Design: A quasi-experimental pre-test/post-test model with an experimental group (using gamified reading activities) and a control group (traditional methods).
- Participants: 60 ESL students selected through purposive sampling.
- Data Collection:
  - Quantitative: Pre-test and post-test scores analyzed using statistical methods (paired t-tests).
  - Qualitative: Student surveys, teacher interviews, and classroom observations to assess engagement and motivation.
- Ethical Considerations: Informed consent, confidentiality, and adherence to ethical research guidelines.

This approach ensures a balanced analysis of the effectiveness of gamification in improving reading comprehension.

### Results and Analysis

Let’s start with Quantitative Results. The pre-test and post-test scores were analyzed using paired t-tests to determine whether gamification had a significant impact on reading comprehension.

## THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

### VOLUME-5, ISSUE-10

First is Experimental Group. To be precisely, they showed an average improvement of 25% in reading comprehension scores after using gamified activities.

Next one is Control Group in which the students improved by only 10%, indicating that traditional methods were less effective in enhancing comprehension.

Last but not least is Statistical Significance. The difference between the two groups was statistically significant, confirming that gamification had a positive effect on reading skills.

As for Qualitative Results, student surveys and teacher interviews provided insights into engagement and motivation:

- 85% of students in the experimental group reported that gamified activities made reading more enjoyable and helped them understand texts better.
- Teachers observed increased participation, especially among lower-proficiency students who were previously reluctant readers.
- Common challenges: Some students were initially distracted by game elements, and teachers had to ensure that gaming did not overshadow learning.

When it comes to Analysis and Discussion, three things should be considered:

Number one, Alignment with Self-Determination Theory [2]: The study supports the idea that autonomy, competence, and social interaction in gamified learning environments enhance motivation.

Number two, Consistency with Flow Theory [1]: Students who engaged in gamified activities experienced deep focus and enjoyment, leading to better comprehension outcomes.

Number three, Practical Implications: Gamification should be strategically integrated into ESL reading instruction to maximize its benefits while minimizing distractions.

To put it into a nutshell, the results confirm that gamification significantly improves reading comprehension skills among ESL students. However, effective implementation requires a balance between game elements and learning objectives to ensure meaningful educational outcomes.

### Conclusion

As it is aforementioned, reading comprehension is a foundational skill in English language learning, and for ESL students, developing this skill can be a complex process influenced by motivation, cognitive engagement, and instructional methods. Traditional teaching approaches, while structured and systematic, often fail to captivate young learners, leading to passive participation and limited progress. This study has demonstrated that gamification serves as an effective pedagogical tool that not only enhances reading comprehension skills but also fosters a more engaging and motivating learning environment.

The findings reveal that students who participated in gamified reading activities experienced a 25% improvement in comprehension scores, significantly outperforming those in the traditional learning group, who improved by only 10%. These results underscore the effectiveness of gamification in making reading an active and immersive experience, rather than a passive academic exercise. By incorporating elements such as challenges, rewards, interactive storytelling, and adaptive learning, gamification aligns with Csikszentmihalyi's [1] Flow Theory, ensuring that students remain in a state of optimal engagement, where tasks are neither too easy nor too difficult. This engagement is crucial, as it allows students to persist in reading activities, develop stronger decoding and inferencing skills, and ultimately enhance their ability to understand complex texts.

Furthermore, the study's alignment with Deci and Ryan's [2] Self-Determination Theory confirms that students perform better when their intrinsic motivation is nurtured through autonomy, competence, and relatedness. Gamification empowers learners by giving them a sense of control over

## THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

### VOLUME-5, ISSUE-10

their learning process, rewarding progress, and creating an interactive social learning environment. This is particularly beneficial for struggling readers, who may feel discouraged in traditional settings but find renewed confidence in a gamified learning space.

Beyond the quantitative improvements, the qualitative findings highlight the deeper cognitive and emotional impact of gamification. Student surveys and teacher interviews reveal that 85% of students in the gamified learning group found reading activities more enjoyable and engaging. Teachers also observed increased participation, particularly among students who had previously been reluctant readers. These findings suggest that gamification has the potential to reshape students' attitudes towards reading, making it an activity they look forward to rather than one they struggle to engage with.

However, the study also highlights some challenges. While gamification introduces a dynamic learning experience, there is a risk of distraction if game mechanics overshadow the learning objectives. Some students may focus more on earning rewards rather than understanding the text, requiring educators to strike a careful balance between engagement and academic rigor. Additionally, access to technology and digital literacy remains a concern in some educational settings, meaning that the implementation of gamification must be tailored to the resources available in each classroom.

#### REFERENCES:

1. Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. Harper & Row.
2. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer.
3. Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: Defining "gamification." *Proceedings of the 15th International Academic MindTrek Conference*.
4. 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*.
5. Hew, K. F., Lan, M., Tang, Y., Jia, C., & Lo, C. K. (2019). Gamification in education: A meta-analysis and synthesis of empirical research. *Educational Research Review*, 27, 75-95.
6. Kapp, K. M. (2012). *The gamification of learning and instruction: Game-based methods and strategies for training and education*. John Wiley & Sons.
7. Nicholson, S. (2015). A recipe for meaningful gamification. In Wood, L. & Reiners, T. (Eds.), *Gamification in education and business*. Springer.
8. Su, C. H., & Cheng, C. H. (2015). A mobile gamification learning system for improving the learning motivation and achievements. *Computers & Education*, 86, 52-63.
9. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
10. Werbach, K., & Hunter, D. (2012). *For the win: How game thinking can revolutionize your business*. Wharton Digital Press.