

Gamifying English Learning: Development and Evaluation of “Engblox” as a Supplementary Tool for English 5

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Abstract

This study created and assessed EngBlox, a Roblox-based supplementary resource aimed at addressing the English learning requirements of Grade 5 pupils at Don Bosco Technical Institute of Makati. The study, informed by a developmental research methodology, comprised three phases: needs analysis, development, and teacher evaluation. The needs study comprised a 40-item English pretest along with interviews with students and teachers. Findings indicated that learners exhibited challenges in summarizing narrative events, drawing inferences, applying subject-verb agreement, and recalling terminology. Students demonstrated a pronounced preference for interactive, technology-enhanced activities and reported increased confidence while engaging in games or collaborative work.

EngBlox was developed with curriculum-aligned learning objectives, gamified elements, interactive English activities, and integrated feedback mechanisms. The game featured

missions focused on vocabulary, reading comprehension, grammar, and visual-text analysis. Teacher assessment findings demonstrated that EngBlox was exceptionally effective in its use of gamification, adhered to school privacy and safety regulations, and proficiently promoted English language development in an entertaining and age-appropriate fashion. Educators have observed its beneficial social and emotional effects, especially in fostering teamwork, communication, and student self-assurance.

The study concludes that EngBlox is a pedagogically effective and technically secure additional tool that promotes motivation, engagement, and learning possibilities for Grade 5 students in English. The study advocates for its incorporation into enrichment and remediation activities, as well as the development of implementation guidelines to guarantee safe and effective classroom application.

Keywords: *gamification, English language learning, educational technology, Roblox, elementary education*

INTRODUCTION

In the Philippines, like in numerous other nations, English is a fundamental topic taught at the basic education level. Grade 5 learners must cultivate vocabulary, grammar, reading, writing, speaking, and listening competencies to understand English. Traditional educational approaches frequently depend on exercises, workbooks, textbooks, and teacher-led lectures, which may inadequately interest all students or

accommodate diverse learning styles. Simultaneously, digital technology and game-based learning have become increasingly accessible and engaging for learners. Gamification, the incorporation of game aspects into non-game environments, has demonstrated enhancements in motivation, engagement, and learning outcomes in language acquisition (vocabulary, reading, and speaking), particularly within elementary and secondary schools.

The concept for “EngBlox” originated from a straightforward yet significant classroom experience. The researcher once overheard a group of Grade 5 pupils from Don Bosco Technical Institute of Makati fervently discussing their acquisition of various skills and concepts using Roblox, a widely used online gaming platform. This conversation prompted the insight that if students exhibit outstanding engagement and motivation in virtual gaming settings, these platforms may be reconceptualized as venues for significant learning. The term “EngBlox” was a portmanteau by amalgamating “English” with “Roblox,” symbolizing a synthesis of language acquisition and gamified engagement. The idea encapsulates the notion that English competence may be improved not just via textbooks and exercises, but also via immersive, innovative, and cooperative digital settings.

In the context of Philippine education, gamification has previously shown beneficial impacts on language acquisition. Samartin (2023) indicated that gamified learning activities markedly improved vocabulary retention among junior high school students, highlighting the efficacy of game-based settings in enhancing English learning results. Nevertheless, the majority of local studies concentrate on advanced grade levels, resulting in a study void regarding the application of gamified and Roblox-based solutions for elementary students, particularly in Grade 5. Moreover, current research frequently focuses on student views instead of real academic success or skill acquisition. This study seeks to address the gap by assessing the use of EngBlox as an ancillary educational resource to enhance English proficiency and engagement among Grade 5 students within a specified teaching timeframe.

The research objectives are (1) to conduct a needs analysis to identify the learning needs of Grade 5 students that can be addressed through “EngBlox”; (2) to create “EngBlox” by meeting specified learning requirements and incorporating appropriate English materials, game mechanics, and content and an intuitive design that aligns with Grade 5 standards; and (3) to evaluate EngBlox based on its alignment with the MATATAG curriculum, the effectiveness of its gamified tools, privacy settings in accordance with the school’s online platform policies, language development facilitated by its activities, and social and emotional components guided by collaboration and communication principles.

This study seeks to produce and assess “EngBlox,” a Roblox-based instructional game intended as an adjunct resource for English language acquisition among Grade 5 students at Don Bosco Technical Institute of Makati. It aims to address the subsequent inquiries:

1. What are the English learning needs of Grade 5 students that “EngBlox” can address in terms of:
 - 1.1 Pretest for Needs Analysis as a baseline for Reading, Vocabulary, and Writing;
 - 1.2 Learners’ English Learning Experience;
 - 1.3 Students’ Learning Preferences and Technology Use;
 - 1.4 Social and Emotional Needs Analysis; and
 - 1.5 Teachers’ Perspectives on Needs Analysis?
2. How was EngBlox developed in terms of the following:
 - 2.1 Learning Objectives;
 - 2.2 Game Mechanics;

- 2.3 Learning Activities; and
- 2.4 Assessment and Feedback Mechanism?
3. What is the evaluation of teacher-respondents on the following:
 - 3.1 Gamified Tools;
 - 3.2 Privacy Settings in accordance with the School's Online Platform Policies;
 - 3.3 Language Development Facilitated by its Activities; and
 - 3.4 Social and Emotional Components guided by Collaboration and Communication?

This study is associated with Social Constructivism by Vygotsky (1987) as written by Van Hoose (2020) and Gamification Theory by Werbach and Hunter (2014). "EngBlox" for Grade 5 Social Constructivism posits that students acquire knowledge most effectively through peer interaction and structured tasks in a relevant context. The EngBlox game environment facilitates peer engagement, collaborative missions, and educator assistance, thereby conforming to the constructivist perspective that knowledge is constructed socially and contextually. Through EngBlox, students are active creators of English knowledge through socially mediated assignments. In another light, the development of EngBlox aligns with Gamification Theory by incorporating game elements such as missions, rewards, and levels into English learning tasks, aiming to boost learners' motivation, sustain engagement, and consequently enhance English learning outcomes. Grade 5 students frequently require engaging and stimulating surroundings; thus, gamified English tasks in EngBlox convert conventional drills into demanding, enjoyable, game-like experiences, effectively addressing the motivational principles identified in gamification research.

This study's targeted beneficiaries encompass several educational stakeholders. Grade 5 pupils will primarily benefit from a more interesting and participatory approach to learning English, enhancing their motivation, social engagement, emotional components, and recall of lessons. Educators will acquire an extra pedagogical tool that enhances conventional teaching, allowing for the successful integration of digital game-based learning into their instructional delivery. The management of Don Bosco Technical Institute of Makati may gain from this invention since it corresponds with the institution's objective of fostering holistic, technology-enhanced education. Moreover, subsequent academics and educational technologists may glean lessons from this work to create and execute analogous gamified learning systems customized for particular disciplines and educational levels.

Literature Review

Comprehending learners' requirements is crucial for developing efficient additional resources for English training. Research indicates that elementary students frequently encounter challenges in higher-order comprehension skills, including drawing inferences, summarizing events, and identifying important ideas, alongside grammatical principles such as subject-verb agreement (Yunus et al., 2020). Diagnostic evaluations and learner feedback are essential for identifying learning gaps (Alsubaie, 2016). Research underscores the need of analyzing students' learning experiences, preferences, and emotional requirements, as these elements affect engagement and academic achievement. Zhang and Hu (2024) assert that encouraging and collaborative environments mitigate anxiety in language acquisition, hence enhancing students' confidence in participation.

The use of gamification and game-based learning has garnered considerable interest for its ability to improve language acquisition. Gamification entails the incorporation of game elements, like points,

levels, and challenges, to enhance student engagement (Deterding et al., 2011). Recent research indicate that students exhibit enhanced motivation and superior learning results when educational content is integrated into interactive digital environments (Lampropoulos & Sidiropoulos, 2024). Platforms such as Roblox, well-known to numerous pupils, provide avenues for crafting engaging learning experiences that render English assignments interesting and significant. Game-based technologies facilitate vocabulary enhancement, comprehension, and grammar through exploratory missions, narrative-driven tasks, and problem-solving scenarios.

The creation of educational games necessitates meticulous alignment of learning objectives, gameplay mechanics, and curricular standards. Lazareva (2023) asserts that educational games should be deliberately crafted to harmonize pedagogical precision with technical functionality, guaranteeing that learning experiences are intuitive and developmentally suitable. Design-based research approaches propose that instructional designs should be perpetually guided by user requirements and expert evaluations (Wang & Hannafin, 2023). This iterative method guarantees that educational tools stay pertinent, precise, and adaptable to learners' environments.

Teacher evaluation is essential for analyzing the quality and classroom appropriateness of game-based learning aids. Petri et al. (2018) assert that the assessment of educational games should encompass usability, pedagogical alignment, and user experience. Educators, as specialists in curriculum execution, can evaluate if resources such as EngBlox promote precise language acquisition, adhere to institutional regulations, and enhance students' social-emotional health. Creswell and Creswell (2023) assert that the inclusion of expert review enhances the legitimacy of educational innovations and guarantees ethical and instructional coherence.

The evidence examined substantiates the efficacy of gamified technologies like EngBlox in bridging learners' English skill deficiencies, enhancing motivation, and promoting collaborative learning. The incorporation of game dynamics, curriculum-aligned material, and teacher assessment guarantees that these tools are both pedagogically valid and developmentally suitable. This research underpins the creation and assessment of EngBlox as an ancillary English learning resource for fifth-grade students.

METHODOLOGY

Research Design

This research employed a developmental approach to create, develop, and assess instructional products and processes (Ibrahim, 2016; Wang & Hannafin, 2023). The project concentrated on the creation and professional assessment of EngBlox, an educational game on Roblox intended as an adjunct English learning resource for fifth-grade pupils.

The research employed a streamlined Analyze–Design–Develop–Evaluate (ADDE) framework, modified from the ADDIE paradigm (Branch, 2009), appropriate for a one-month execution. The phases comprised: (1) Needs Analysis, to ascertain deficiencies in English learning and establish design specifications; (2) Development, to construct EngBlox in accordance with identified needs and English curriculum standards; and (3) Evaluation, to assess EngBlox's Gamified Tools, Privacy Settings in accordance with the School's Online Platform Policies, Language Development Facilitated by its Activities, and Social and Emotional Components guided by Collaboration and Communication based on educator feedback.

Locale and Participants

The research was carried out at Don Bosco Technical Institute of Makati, a private educational establishment providing academic and technical programs at the basic education tier. The study participants included Grade 5 students and teachers directly engaged in English instruction during the second academic term of the 2025 school year. A total of 30 Grade 5 learners were selected via purposive sampling from the five existing sections, with six students each section chosen to represent varied levels of English ability and learning engagement. The students engaged in the need's analysis phase, aimed at identifying their issues, experiences, and preparedness for the integration of game-based learning in English education.

During the evaluation phase, two English instructors and one ICT educator from Don Bosco Technical Institute of Makati acted as the principal respondents. The English instructors offered specialized comments on the pedagogical and linguistic elements of EngBlox, whereas the ICT instructor assessed the game's technical performance and adherence to the school's online platform regulations. Purposive sampling was considered suitable, as it enables the researcher to choose participants based on their direct relation to the study's aims (Etikan, Musa, & Alkassim, 2016). This composition guaranteed the inclusion of both pedagogical and technological viewpoints in the assessment of the produced Roblox-based instructional tool.

Research Instrument

Three instruments, created by researchers, were designed, validated, and employed to gather data during the three phases of the study: Needs Analysis, Development, and Evaluation. Each instrument was meticulously crafted to meet the study's objectives and correspond with the Grade 5 English curriculum of Don Bosco Technical Institute in Makati.

Before administration, the instruments were subjected to content validation to confirm their clarity, relevance, and compatibility with the study's objectives. The validation was performed by two scholarly experts: the first validator was a Professor of a course subject at the University of Makati, who evaluated the instruments for research alignment, construct clarity, and data collection appropriateness; and the second one was the Communication Arts Cluster Head at Don Bosco Technical Institute of Makati responsible for evaluating the instruments for content accuracy, linguistic appropriateness, and conformity with the Grade 5 English curriculum.

As mentioned, three instruments developed by researchers were constructed, validated, and employed in this study to collect pertinent data in alignment with the Statement of the Problem (SOPs). Each instrument was designed to align with one of the three principal phases of the research—Needs Analysis, Development, and Evaluation—which combined informed the construction and expert evaluation of EngBlox, a Roblox-based supplementary educational aid for Grade 5 English.

A. Needs Analysis

The researcher made a pretest and 2 survey questionnaires: 1 for the students and 1 for the teacher-respondents. A researcher-developed pretest of 40 multiple-choice and short-response items was conducted to assess the baseline English competence of Grade 5 pupils before the implementation of EngBlox. The assessment was created in accordance with the MATATAG curriculum in English and reviewed by the

Communication Arts Cluster Head. The goals were to establish a benchmark for pupils' English competency in reading, grammar, and writing, and to identify certain learning deficiencies that could be remedied through EngBlox game missions and activities.

For the students' survey, this tool was created to assess the English learning requirements, interests, and preferences of fifth-grade pupils. It comprised three principal components: (a) Experiences in English Learning — open-ended inquiries regarding challenges in reading, vocabulary acquisition, and writing proficiency. (b) Technology and Game Exposure - inquiries regarding the frequency of students' engagement with Roblox or other educational games. (c) Learning Preferences and Motivation - elements that delineate students' preferred learning modalities (e.g., visual, interactive, collaborative work). This tool directly facilitates SOP 1, which aims to ascertain the English learning requirements of Grade 5 students. The information obtained from this interview formed the foundation for the development of the learning content and gaming mechanics of EngBlox. The constructed game effectively met genuine learner demands, as advocated by Wang and Hannafin (2023) in developmental research design.

For teachers' survey questionnaire, Grade 5 English and ICT Lay Mission Partners (teachers) concerning classroom difficulties, curricular coherence, and student involvement obstacles. It was segmented into the subsequent sections: (a) Instructional Challenges - educators' findings of prevalent obstacles in English acquisition. (b) Contemporary Approaches and Resources Utilized – recognition of conventional techniques and digital instruments applied in the classroom. (c) Perceived Efficacy of Game-Based Learning — educators' perspectives on incorporating gamification into pedagogy. The responses corroborated and enhanced student data, enabling the researcher to triangulate the findings of the need's analysis. Teacher input guaranteed that EngBlox would be both user-friendly for learners and pedagogically consistent with the Grade 5 English curriculum and instructional objectives.

B. Game Design Blueprint

The Game Design Blueprint functioned as a planning document that linked defined learning requirements to specific EngBlox features. It comprised the subsequent components: (a) Learning Objectives – linked with English abilities in vocabulary, reading, and composition. (b) Game mechanics include points, badges, challenges, and missions, which exemplify Gamification Theory (Deterding et al., 2011). (c) Learning Activities - a description of interactive tasks such as "Word Hunt," "Story Maze," and "Sentence Builder." (c) Assessment and Feedback Mechanism — in-game scoring and incentives. This blueprint implemented SOP 2, directing the development of EngBlox. It guaranteed that every learning aim was embodied through significant in-game activities. Lazareva (2023) asserts that explicit design blueprints are essential for synchronizing educational content with digital gaming mechanics.

C. Evaluation Instrument

This was the primary assessment instrument employed by teacher-respondents to evaluate EngBlox. The rubric was segmented into four primary sections aligned with SOP 3: (Part I) Gamified Tools - evaluates the suitability and engagement intensity of the employed game mechanics (e.g., points, challenges, prizes). (Part II) Privacy and Policy Compliance — assesses the game's conformity to Don Bosco's ICT and child safety regulations. (Part III) Language Development Facilitation - evaluates the capacity of EngBlox to

enhance reading, vocabulary, and writing competencies. (Part IV) Components of Social and Emotional Learning - analyzes the existence of cooperative, communicative, and motivational factors that foster confidence and collaboration.

Each criterion was evaluated on a 4-point scale: 4 – Highly Effective, 3 – Effective, 2 – Needs Improvement, and 1 – Not Evident. Qualitative responses were solicited through open-ended items. This tool established the foundation for the technical and pedagogical assessment of EngBlox. It examined the third statement of the problem, concentrating on educators' evaluations of the game's instructional validity, usefulness, and pertinence. This rubric's design is based on the MEEGA+ Evaluation Framework (Petri et al., 2018), which incorporates usability and pedagogical impact as essential factors in the assessment of educational games.

Data Gathering Procedure

The data collection for this study adhered to three consecutive phases aligned with the developmental research design: Needs Analysis, Development, and Evaluation. Before initiating data collecting, the researcher obtained consent from the Research Committee of the University of Makati and the Principal of Don Bosco Technical Institute of Makati. A formal letter of consent was sent, succeeded by an orientation with teacher-participants to elucidate the study's aims, processes, and ethical protections. Informed agreement was acquired from all instructor responders, while assent was requested from student participants, and parental consent was obtained for their involvement in the needs analysis phase. Confidentiality and voluntary participation were underscored throughout the procedure.

In the Needs Analysis Phase, the researcher conducted a 40-item English pretest with a deliberately chosen cohort of 30 Grade 5 students to assess their baseline competency in the skills outlined in MATATAG. The assessment encompassed essential competencies including making predictions, drawing inferences, subject-verb agreement, identifying main ideas, and summarizing narrative events. Subsequent to the pretest, semi-structured interviews were administered to a chosen group of students to obtain insights on their English learning experiences, technology utilization, and social-emotional requirements. Teacher interviews were undertaken to confirm learning gaps, highlight instructional problems, and assess their willingness to integrate game-based learning.

During the Development Phase, the researcher utilized the data obtained from the needs analysis to design and construct EngBlox in Roblox Studio. The Game Design Blueprint and Prototype Development Checklist facilitated the incorporation of English learning content with gamified components, assuring both operational effectiveness and educational coherence. The prototype was refined through successive enhancements informed by expert feedback prior to its final review.

The researcher was able to maintain adherence to ethical research guidelines at all phases. No personal identifiers were obtained, and all data were maintained confidentially and utilized exclusively for academic purposes. Participation by students was voluntary, and they had the liberty to leave from the study at any time without repercussions. Teacher comments was anonymized to guarantee impartial reporting. The study complied with the Data Privacy Act of 2012 (Republic Act 10173) and the Ethical Research Guidelines of Don Bosco Technical Institute of Makati, ensuring that all activities were maintained the respect, integrity, and participant welfare.

Data Analysis Procedure

The research employed descriptive and qualitative analysis to interpret the evaluation outcomes.

- a. Quantitative Data: Teacher rubric scores were aggregated using weighted averages and descriptive categories (e.g., Highly Effective, Effective, Needs Improvement).
- b. Qualitative Data: Thematic analysis was conducted on open-ended responses from instructors (Braun & Clarke, 2021) to discern patterns in perceived strengths, limits, and recommendations.
- c. Triangulation was employed to validate findings among many assessors (Creswell & Creswell, 2023).

Ethical Considerations

The study adhered to ethical norms by securing informed consent from teacher-participants. No personal student information was gathered. Privacy assessments according to educational ICT protocols to guarantee the secure incorporation of online platforms (Lampropoulos & Sidiropoulos, 2024).

RESULTS AND DISCUSSIONS (*Project Presentation and Findings*)

The study's findings identified several English learning requirements based on students' pretest results, interviews, and teacher observations. The 40-item English pretest revealed that Grade 5 students excelled in recognizing multimedia elements but significantly faltered in summarizing narrative events, drawing conclusions, and applying subject-verb agreement, highlighting the necessity for scaffolded, contextualized practice in these higher-order skills. The findings align with Yunus et al. (2020), who noted that upper elementary students frequently necessitate interactive reinforcement to enhance understanding and grammatical precision. Interviews with students indicated that numerous individuals perceived reading and vocabulary instruction as arduous when presented through conventional techniques and articulated dissatisfaction with monotonous drills. They exhibited significant interest in game-based activities and displayed considerable familiarity with digital platforms, especially Roblox, indicating the viability of incorporating technology into English training. This corresponds with Lampropoulos and Sidiropoulos (2024), who highlighted that learners' motivation markedly rises when academic content is incorporated into familiar and stimulating digital contexts.

Students recognized social and emotional demands associated with learning English, including feelings of shyness during speaking activities and reluctance to engage in whole-class conversations. They observed enhanced comfort in collaborative settings or low-pressure conditions, aligning with Social Constructivism, which emphasizes the significance of cooperation and supportive interactions in alleviating affective barriers (Zhang & Hu, 2024). Educators corroborated these findings, observing ongoing challenges in vocabulary memory, summarization, and understanding, alongside diminished engagement during extended reading tasks. The amalgamation of pretest outcomes, student inclinations, and educator perspectives guided the particular competencies that EngBlox would address as an ancillary resource.

EngBlox was built in accordance with design-based principles that prioritize the alignment of learning objectives, content, and user experience, as stated by Wang and Hannafin (2023). The game integrated educational objectives aimed at augmenting vocabulary, strengthening grammatical principles, promoting reading comprehension, and facilitating summarizing skills. To enhance student engagement,

EngBlox incorporated gamification elements including points, badges, levels, and time-sensitive objectives. Deterding et al. (2011) assert that these mechanisms enhance motivation by converting activities into goal-directed challenges. The learning activities in EngBlox, including Word Hunt Quests, Story Maze Adventures, Sentence Builder Workshops, and Visual Clue Analyzers, were crafted to integrate English abilities into interactive projects, offering contextualized practice within an adventurous and collaborative setting. This development strategy reflects Lazareva's (2023) conclusion that educational games must harmonize teaching objectives with intuitive, age-suitable design. Prompt in-game feedback via score indicators and prompts facilitated learner reflection and motivation, corroborating Petri et al. (2018), who contend that immediate feedback improves skill retention and mitigates cognitive discomfort in digital learning contexts.

Teacher assessments of EngBlox provide insights into its pedagogical efficacy and user-friendliness. Educators assessed the gamified tools as exceptionally effective, observing that the interactive missions and reward systems effectively engaged student attention and promoted consistent practice. This corresponds with the conclusions of Lampropoulos and Sidiropoulos (2024), who underscore that gamified environments foster prolonged learner engagement. The ICT instructor verified that the game adhered to school privacy policies, as access was limited to private servers and no personal data was gathered—an imperative criterion for the ethical deployment of instructional technology, as highlighted by Creswell and Creswell (2023). Teachers noted that EngBlox enhanced reading comprehension, vocabulary acquisition, and grammatical precision through integrated, purposeful assignments that supported classroom instruction. This corroborates Alsubaie's (2016) assertion that game-based environments enhance vocabulary and understanding through the integration of practice within narrative and exploratory frameworks. Ultimately, educators emphasized the game's beneficial social-emotional effects, observing that collaborative activities fostered communication, teamwork, and confidence, in alignment with the Social Constructivist learning principles articulated by Zhang and Hu (2024).

In light of the assessment outcomes and educator input, the study acknowledged the necessity of formulating Guidelines for the Use of EngBlox to guarantee a secure, successful, and pedagogically sound application in the Grade 5 English classroom. Educators underscored the significance of establishing guidelines for screen time, game tempo, connection with educational objectives, and overseeing student interactions during gameplay. This aligns with the recommendations of Petri et al. (2018), who emphasize that educational games necessitate systematic implementation guidelines to optimize learning outcomes. Creswell & Creswell (2023) assert that explicit usage norms enhance the ethical and instructional integrity of novel tools in educational environments. These observations informed the development of pragmatic standards for instructional application, technical configuration, privacy adherence, and socio-emotional assistance to guarantee that EngBlox is utilized responsibly and successfully as an ancillary educational resource.

CONCLUSIONS AND RECOMMENDATIONS

This study created and assessed EngBlox, a Roblox-based supplementary resource aimed at meeting the English learning requirements of Grade 5 pupils at Don Bosco Technical Institute of Makati. The needs analysis indicated that students consistently struggled with summarizing narrative events, drawing inferences, applying subject-verb agreement, and retaining terminology. Students had a pronounced preference for interactive, technology-enhanced activities and displayed significant familiarity with game-based environments, notably Roblox. Informed by these findings, EngBlox was created with

data-driven learning objectives, age-appropriate game mechanics, and curriculum-aligned activities that provide contextualized practice, quick feedback, and collaborative opportunities. Teacher evaluation affirmed that EngBlox is a pedagogically robust, engaging, and technically secure tool that facilitates vocabulary enhancement, reading comprehension, and grammatical reinforcement, while fostering social engagement and alleviating learner fear. The study finds that EngBlox possesses significant promise as an innovative additional resource that enriches classroom instruction and boosts learner enthusiasm, confidence, and participation in English learning.

Based on the findings, several recommendations are suggested to enhance the utilization and advancement of EngBlox. English educators are urged to incorporate EngBlox as an ancillary activity, especially during remediation phases, enrichment assignments, or blended learning sessions, when interactive engagement can bolster intricate English competencies. Educators should contemplate utilizing EngBlox to facilitate differentiated instruction, enabling students to advance through tasks at their individual pace. Secondly, school administrators should contemplate offering technological assistance, including reliable internet connectivity, device accessibility, and professional development in game-based pedagogy, to facilitate effective classroom deployment. Third, prospective developers and researchers are urged to enhance EngBlox's functionalities by integrating listening and speaking modules, incorporating supplementary missions for advanced cognitive skills, or modifying the game for alternative subject domains. Longitudinal studies can be performed to assess genuine learning improvements using pretest–posttest comparisons. The study advocates for the establishment of explicit guidelines governing the safe and ethical utilization of EngBlox, encompassing privacy protocols, usage time restrictions, and organized teacher facilitation, to guarantee responsible use in accordance with institutional policies.

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