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Gamification by Design: Methodological Foundations of the GAMESPro Speaking Model for Primary Education

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Abstract - This study presents the development and validation of the GAMESPro model, a structured gamification model designed to enhance English-speaking proficiency among Malaysian primary school students. Despite national reforms and policy initiatives aimed at improving communicative competence, oral English skills remain underdeveloped, particularly in rural and resource-constrained schools. Existing gamification practices in Malaysian classrooms often rely on isolated digital tools and lack pedagogical coherence. Addressing this gap, the study employed the Design and Development Research (DDR) methodology, encompassing three phases: Needs Analysis, Design and Development, and Evaluation. A Systematic Literature Review identified key gamification principles, while validation of ten experts confirmed the clarity and relevance of six core components: Education, Challenges, Engagement, Collaboration, Feedback, and Rewards. Content Validity Index (CVI) analysis yielded strong expert agreement (S-CVI = 0.95), validating the model's theoretical and contextual integrity. GAMESPro is designed for both digital and non-digital classroom contexts and aligns with the CEFR-aligned KSSR English curriculum. The model offers a comprehensive structure that integrates motivational design with pedagogical goals, aiming to foster student confidence, reduce speaking anxiety, and encourage active verbal participation. The next phase involves classroom implementation to assess the model's practical impact on student engagement, teacher usability, and speaking outcomes. The GAMESPro model contributes a validated instructional model that bridges theory and practice, offering educators a systematic approach to integrating gamification in ESL instruction.

Keywords: Gamification, English Proficiency, English Second Language, Gamification Model, Design and Development Methodology

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1. INTRODUCTION

In a progressively globalized and technologically interconnected world, English has become the preeminent medium for international communication, scientific interchange, and professional discourse. Consequently, numerous governments have prioritized English language instruction from an early age to guarantee future worker preparedness and global competitiveness. In Malaysia, English serves as a second language and is designated as a fundamental subject in the national curriculum, namely through the Kurikulum Standard Sekolah Rendah (KSSR), which corresponds with the Common European Framework of Reference for Languages (CEFR). The Ministry of Education Malaysia (MOE) has consistently emphasized the significance of English proficiency for Malaysian students to engage effectively in both national and international arenas [1].

Notwithstanding substantial policy interventions like the MBMMBI (Upholding the Malay Language and Strengthening the English Language) effort and the Dual Language Program (DLP), numerous Malaysian primary school students persist in facing challenges with oral competency. Studies demonstrate that students frequently display diminished speaking confidence, restricted vocabulary, and elevated anxiety levels when tasked with communicating in English [2], [3]. These challenges are especially pronounced in rural schools, where students face less English exposure outside of class and have resource constraints that inhibit quality language teaching. Despite strong performance by students in paper-based literacy tests, their spontaneous oral skills are "seriously under-developed" because of the persistent "examination-oriented culture in education" and little attention being paid to teaching speaking skills in day-to-day instruction [4].

Conventional teaching methods often rely on teacher-centred strategies, little involvement, and scripted conversation, which do not leave much space for actual verbal interaction among students. Additional factors contributing to this include increased class sizes, time constraints and poor teacher training on communication methods. In addition, the speaking activities are rarely integrated into the assessment framework, this makes the practitioners focus more on those written assignments that are more academic oriented compared to the assignments that are more towards the development of oral language [2], [5].

To resolve these concerns, educators and academics have progressively used novel tactics such as gamification, which is characterized by the incorporation of game-based components such as points, levels, challenges, and narratives in non-game educational contexts. Rooted in motivational psychology, namely Self-Determination Theory (SDT), gamification promotes learner autonomy, competence, and relatedness essential factors of intrinsic motivation [6]. Empirical research indicates that gamified language learning settings can alleviate learner anxiety, enhance engagement, and encourage spontaneous language use, particularly in speaking tasks [3], [6]. Young learners are developmentally predisposed to exploratory, interactive learning modalities that gamification facilitates.

Nonetheless, existing applications of gamification in Malaysian primary education frequently remain confined to shallow, tool-centric platforms like Kahoot! or Quizizz, which are predominantly utilized for review rather than fostering communicative ability. Such approaches often do not match curriculum goals and do not provide ongoing and structured opportunities for oral practice [4], [5]. There is a profound shortage of verified gamification methods specifically designed for speaking training, corresponding to local needs, infrastructural conduction, and curricular requirements. There is therefore an urgent need for a theoretically well structured, pedagogically sound model-based approach to gamification. The Design and Development Research (DDR) methodology is used as a guide in the development, and validation and validation processes of educational models [7]. DDR blends literature reviews, empirical validation, and refining through iterations of design to ensure that the instructional innovations are research-based and grounded in classroom realities.

This paper introduces the GAMESPro model, Gamification Model for English Speaking Proficiency, which provides a systematic and evidence-based gamification model for improving primary school children's English-speaking skills in Malaysia. The model, established through the DDR approach and confirmed through expert review and Content Validity Index (CVI) analysis [8], endeavours to offer educators a research-informed, curriculum-relevant, and contextually adaptable tool for game-based speaking training. The subsequent phases of our study involve field testing and usability testing to measure the model's effectiveness on increasing learner motivation, engagement, and oral communication outcomes. The current study contributes to the extant scholarship on gamification in language teaching through a comprehensive, evidence-based approach tailored to the Malaysian primary school setting. It bridges the chasm between policy and practice in legislation and language learning and offers a pragmatic response to some of the perennial problems of English in education.

2. LITERATURE REVIEW

2.1 English-Speaking Proficiency Challenges in Malaysian Primary Schools

The level of English proficiency at the primary school level in Malaysia is a pertinent issue in the national education system given the MOE's agenda on 21st-century skills and global communication competence. Despite systematic programs such as the KSSR and the DLP, oral proficiency in English is still in a bad state, even perhaps in more schools, in rural and semi urban schools. Teachers continue to use traditional instructional approach where an emphasis is placed on reading and writing rather than on the oral side of the language. The consequence of this is a wide gap between the two language competencies, ranging from strong performance on literacy tasks to that of oral communication [9], [10].

There is many research indicating that a serious factor leads to incompetence in speaking in language among learners is the lack of authentic practice in using the language in real life situation. [11] found that creative interventions such as spoken word poetry supported spontaneous communication and increased the learners' confidence. Yet, classroom instruction remains traditional and speaking in English is often confined only to a set dialogue and a scripted activity. [12] reported that many students have difficulty in recalling the vocabulary and pronunciation of words, which causes them to feel less confident and become more passive in speaking. [10] furthermore add that those circumstances existed since learners' experience speaking anxiety due to the fear of negative evaluation in contexts where Bahasa Melayu is the medium of instruction.

The context of education and evaluation culture exacerbates the problem. The oral language classroom culture in many of the Malaysian classrooms tends to be less instructional and evaluatively orientated than the reading and writing classroom. Educators frequently refrain from implementing speaking activities due to their perceived time consumption, noise levels, and management challenges, especially in overcrowded classrooms [13]. [14] highlighted that the use of digital storytelling to enhance oral abilities is impeded by insufficient training and a lack of confidence among educators. Furthermore, the national assessment system predominantly emphasizes summative written examinations, providing minimal motivation for educators to develop programs that foster verbal fluency.

From the learners' viewpoint, both exposure to English and the drive to utilize it effectively are constrained. [10] discovered that students in rural schools have limited exposure to English beyond formal education, and teachers' code-switching tactics, while frequently essential, diminish immersion in the target language. In DLP schools, despite the instruction of subjects such as Science and Mathematics in English, the intended exposure is compromised when educators revert to Bahasa Melayu to facilitate understanding [12]. [15] proposed that authentic materials and contextualized activities can enhance learners' motivation and speaking chances; nevertheless, their implementation in Malaysian classrooms is inconsistent.

Infrastructure constraints and digital disparities further impede initiatives to enhance English-speaking training. In under-resourced schools, particularly in rural regions, inconsistent internet connectivity and obsolete equipment hinder educators from utilizing interactive multimedia resources such as movies, online discussions, or pronouncing applications [13]. Despite the availability of ICT tools, numerous educators encounter challenges in their effective utilization owing to insufficient professional development [14]. Consequently, students are deprived of interactive models of spoken English and opportunity for practice in digital or hybrid settings.

In short, problems of curriculum focus, the dynamics of classrooms, teacher preparedness, student exposure, and limitations in technology are some of the factors which limit the development of proficiency in English oracy in Malaysian primary schools. While the policy guidelines of KSSR and DLP intend to promote communicative skills, the actual extent of their implementation in the classrooms differs. Thus, the treatment calls for innovative, involving, and appropriate strategies such as gamification, which can set up structured, low-anxiety surroundings in which learners may be able to practice their oral skills more efficiently.

2.2 Gamification in Education: Theory, Design, and Evidence

The concept of game-based learning in education has gained a lot of popularity of late due to the rise of technology and renewed interest in emergency in learners. Gamification is the use of game mechanics, for example, points, levels, badges, leaderboards, and challenges, outside of a game environment with the intent of increasing user

attentiveness and initiating new behaviour [16], [17]. In education, this manifests as learning experiences that replicate the motivating framework of games, incorporating feedback and reward systems that enhance learner engagement and performance [18]. The theoretical basis of gamification is fundamentally anchored in motivational psychology, specifically SDT, which asserts that motivation is influenced by the satisfaction of three psychological needs: autonomy, competence, and relatedness [17], [19].

Recent empirical research highlights the beneficial educational effects of gamification when it adheres to these criteria. [19] performed a meta-analysis of 35 trials, revealing that gamified treatments aligned with SDT yielded small yet statistically significant effects on learner motivation, particularly in short-term modules. [16] examined 22 experimental investigations and determined that gamification exerted a reasonably high influence on academic achievement ($g = 0.78$), especially when combined with explicit learning objectives and prompt feedback. [18] assessed the efficacy of Duolingo-based gamification among Malaysian Year 4 students and discovered favourable student acceptance across the four English language skills, including speaking. [20] similarly shown that extensive gamification tactics enhanced primary students' speaking proficiency, while [21] validated that game-based ESL speaking classes markedly elevated student interest and performance.

Nonetheless, gamification is not devoid of its drawbacks. [22] cautioned that excessively simplified implementations dependent exclusively on points and leaderboards may undermine motivation and self-efficacy, especially among lower-performing students. The "novelty effect" may lead to a decline in initial enthusiasm over time, lacking substantial instructional benefit [17]. Researchers propose the implementation of narrative-driven gaming components, adaptive feedback, and collaborative quests to promote mastery and inclusion [23]. The preparedness of educators is important to the success of gamified learning. A 2024 study published in Educational Technology Research and Development revealed that educators' approval of gamified EFL tools is significantly influenced by their perceived utility and user-friendliness [24]. Inadequate training may hinder instructors' ability to integrate gamification with curriculum objectives, resulting in superficial implementations. From a design standpoint, best practices differentiate between structural gamification (points, badges, leaderboards) and content gamification (narratives, missions, adaptive tasks). While structural mechanics might inspire, content gamification enhances cognitive engagement and contextual language application crucial elements for fluency advancement [17], [23].

In conclusion, gamification possesses considerable potential to revolutionize educational methodologies, particularly in improving English-speaking competency in Malaysian primary schools. The impact depends on the deliberate integration of SDT based game design, instructor proficiency, and pedagogical coherence. When these characteristics are present, gamified environments can offer low stress, engaging platforms for learners to effectively practice and enhance oral communication.

2.3 Gamification in Primary ESL/EFL Contexts

Through the creation of engaging and interactive learning environments, gamification has emerged as a very effective strategy for language acquisition in English as a Second Language (ESL) and English as a Foreign Language (EFL) context, particularly among students in primary school. It is natural for elementary school pupils to interact more effectively in surroundings that are like games than in classrooms that are more focused on examinations. According to [17], gamification is a method of incorporating game principles into classroom activities. These game principles include points, badges, time-limited tasks, and narrative components. The goal of gamification is to enhance the playing experience, memorability, and confidence of the learning experience.

There is evidence from empirical studies that supports these benefits. The use of gamification in the form of Duolingo was implemented with elementary school kids in Malaysia by [18], who observed an increase in students' engagement in all four sections of English, including speaking. When [25] conducted oral tasks in China that were based on narrative and were gamified, they found that the participants had significant gains in fluency, lexical diversity, and spontaneous speech. [24] developed a hybrid method that combined online speaking assessments with in-class team activities. As a result, there was uplift of motivation and reduction of fear in learners with this method. Potential is shown through peer-supported, gamified activities. Findings from a scoping of practice that originated from one institution in Southeast Asia indicate interactive tasks with content provided by other students in gaming formats developed a sense of peer connection and reduced the fear of public speaking, supplying motivation to unsure speakers [26]. Based on the results of a study conducted in S. Korea [27], it was determined that team

challenge gamification led to more energetic development of oral production, and more positive classroom participation among learners of lower competence.

On the flip side, gamification is not all roses. According to [28], the overuse of extrinsic rewards such as point, and badges can lead to shift in focus to the gamification elements themselves and away from learning in a phenomenon known as superficial involvement or over-reliance on rewards. Misuse of gamification such as excessive focus on points and streaks can lead to distractions and impede actual learning, a phenomenon termed gamification misuse [29]. In conclusion gamification might be a helpful tool in the development of the ESL/EFL speaking skills in the primary school education. It achieves so through engaging, destressing, and practicing orally. Though it should be noticed that gamification should be carefully designed, pedagogically consistent and not just a means to an end related to meaningful linguistic outcomes.

2.4 The Need for a Gamification Model in Enhancing English Proficiency in Primary Education

A significant disparity persists between policy objectives and classroom realities in Malaysia, especially concerning English speaking proficiency, despite the implementation of various educational reforms and language policy initiatives, including the DLP, MBMMBI, and NELR. [30] assert that educational institutions in rural and semi-urban regions often see English as a foreign language, resulting in minimal genuine exposure to the language. As a result, speech remains the most overlooked skill in elementary schools due to time limitations, high-stakes assessments, and the lack of communicative teaching methodologies [31]. Most gamification strategies now employed in Malaysian classrooms are driven by tools. These activities depend on applications like Kahoot! and Quizizz for review rather than for essential speaking abilities. These exercises often lack pedagogical consistency and do not facilitate conversational interaction in alignment with the curriculum [24]. Furthermore, they do not focus on spoken communication. Educators may be open to new concepts; yet most lack access to research-based models and comprehensive training, especially in under-resourced schools that depend on hybrid or low-tech methods [17].

Model driven design-for-learning, like those developed through DDR, are necessary in Malaysia for the development of a successful speaking intervention through gamification [18]. Such frames contribute to the development, advancement, and evaluation of language teaching. These models, by providing guidance, provide support for teacher preparation and confidence in their scholarship. Study by [30] indicate that rural students are surrounded by factors like socio-economic, cultural and resource constraints that negatively influences on their oral communication skills. [31] and others who claim that gamification can help to reduce affective barriers (such as fear and anxiety of public speaking) for students, if used with the necessary level of sensitivity when being added to the curriculum. In contrast, isolated gamified little tools as for individuals may encourage superficial engagement and do little to address the systemic problems of the classroom. Finally, with communicative ability as the focus of the country's language policy, the absence of contextualized, model-based gamification strategies weakens their real-life applicability. An intelligently designed schema for speaking education is necessary to merge policy, pedagogy, and learner requirements.

2.5 Theoretical Foundations of The GAMESPro Model

The development of the GAMESPro model was influenced by agglomerating, well-recognized learning theories that provide a comprehensive education structure, hence elevating gamification from just ornamental to deliberate. The idea rests on three interrelated theoretical foundations: SDT, Flow Theory, and Constructivist Learning Theory. These rules determine the architectural structure of the model and serve as the foundation for aligning gaming dynamics with real learning experience in English learning.

The SDT of Deci and Ryan highlights the importance of underscores the three innate psychological needs: autonomy, competence, and relatedness [32]. The SDT is a theory that is widely used in educational gamification to explain how game mechanics can foster intrinsic motivation. This theory is part of the GAMESPro model via the Feedback, Engagement, and Reward constructs. Feedback procedures are used as a form of corrective and empowering work, where learners are recognized for progress and effort, and their need for competence is addressed. The reward system emphasizes intrinsic over extrinsic rewards, aiming to enhance learner motivation rather than simply compliance with activity criteria, such as praising or peer approval. Recent investigations

Validate the importance of the SDT on gamified language learning where learner engagement is enhanced when activities propose agency, possibility to progress, and people-based experiences [33], [34].

The concept of Flow Theory, as developed by Csikszentmihalyi, emphasizes the optimal learning experience that people have when they become totally absorbed in an activity that has a perfect balance between its level of challenge and an individual's skill level [35]. Flow is essential in language learning, particularly speaking, because it permits speakers to use the language fluently without fear or over-thinking. The approach towards that is enabled by the curriculum where the themes of GAMESPro are implemented via the Challenge and Engagement components which are designed to graduate the level of competence of learners by increasingly adding complexity. Personalized game activities, such as situational speaking tasks and role-plays for pair work, ensure that learners are involved in engaging activities that offer a rewarding language experience. Recent empirical findings show that flow-triggering game strategies can greatly enhance speaking confidence and fluency, especially young learners [36].

The social constructivist sub-part of Constructivist Learning Theory by Vygotsky is a further basis of the GAMESPro model. Constructivism suggests that learning is not a process of passive reception in which information is received and stored but is an active process in which learners construct new ideas or concepts that are built on their current/past knowledge and life experiences [37]. This model underpins the Collaboration and Education dimensions of the strategy. Speech inside GAMESPro is organized to move players toward opportunities for collaborative learning, and in a position to speak to another player, take turns, and provide feedback. These gestures allow students to jointly construct knowledge and reinforce language patterns in authentic communicative contexts. Research uniformly supports the view that the use of the gamified learning environment grounded on constructivist principles can achieve better critical thinking outcome, more autonomous learning, and retention of language [38], [39].

Together, these theories constitute an integrated instructional model for GAMESPro. Their impact, however, conditions the structure of the model, regarding game features as well as learning experiences to be promoted. The application of SDT ensures that motivation is deep, Flow Theory guides the design of tasks that maintain learners' involvedness, and Constructivism anchors the paradigm in real, socially contextualized language use. In this context, GAMESPro seeks to address the commonly flawed approach of gamification frameworks that offer points and badges that have no educational purpose [40]. The idea is to cater theory-based, vibrant educational experiences that will support long-term language development in our young learners in Malaysian primary classroom. When we compare the theoretical bases of GAMESPro model, i.e., SDT, Flow Theory and Constructivism with those underlying other educational models that are generally used in instructional settings, it is clear to see what each contribute. The Reinforcement and Repetition oriented Models of learning, like the Behaviourism, Operant Conditioning have been important in language teaching. However, they may not be capturing all the new requirements related to learners of today in stimulating motivation and autonomy [40]. Likewise, popular instructional design models such as Keller's ARCS model and Bloom's Taxonomy offer useful frameworks of support but tend to focus less on psychological flow engagement with the presence of emotion when performing a task.

In comparison, SDT offers a more specific view of learners' central psychological needs autonomy, competence and relatedness that have been increasingly understood as important for Willingness To Communicate (WTC) in second language (L2) classrooms [33]. Flow Theory offers a complementary view, explaining how meaningfully challenging activities can foster engagement and reduce anxiety an important consideration in the development of oral proficiency which is often inhibited by fear of making mistakes [41]. Theoretical underpinning of the GAMESPro model Furthermore, aligns with a constructivist account advanced by Brown and echoed in more recent studies such as [42], which portray language learning as fundamentally social and collaborative in nature, hence promoting interactive speaking tasks exchange and peer feedback both features are highlighted by the GAMESPro model.

Together, these theories contribute to a more complex and learner-focused grounding that goes beyond past paradigms. These are not meant to substitute current practices, but they offer an interesting perspective on how gameplaying elements can be created and deployed pedagogically. Instead of focusing strictly on extrinsic motivation, GAMESPro attempts to include game mechanics that match with cognitive, emotional, and social needs of students to enjoy using meaningful language use rather than just free speech. This theoretically based benchmark of alignment may be a stronger alternative to more superficial gamification models that use points, badges, and rewards rather than well integrated instruction [41].

2.6 Gamification Design Principles and Pitfalls

Whether gamification is beneficial can depend in large part on the quality of the design, which may itself hinge on how accurately the game mechanics are targeted at educational goals. [31], gamification should not be limited to the integration of game elements into the teachings, but should involve motivational mechanisms, inviting to practicing, improving qualitatively as well as quantitatively. The concept of progression is one of the most essential principles. According to [43], levels, milestones, and information that may be unlocked all suggest gradual growth and encourage a growth mindset. When it comes to teaching English to primary school students, progression can help students go from word-level exercises to comprehensive dialogues. There is a critical need for timely and specific feedback. Students can evaluate their own performance and engage in self-correction when they are given immediate formative feedback in the form of points, digital badges, or on-screen meters [44]. To strengthen students' sense of control and to be in line with the principles of SDT [45], it is important to actively incorporate learner autonomy. This is because allowing students to choose kind of tasks or levels of difficulty is consistent with the theory.

Engagement is considerably increased using narrative and social interaction. Quests that are based on stories and missions that need collaboration encourage emotional engagement and make it easier for peers to learn. A study that was conducted by [46] and was quasi-experimental indicated that narrative-driven gamification led to significantly higher levels of cognitive engagement when compared to gamification that was exclusively based on structural mechanics. A meaningful form of oral communication can be achieved using speaking courses that integrate situations such as "mystery detective" talks or role-playing activities at theme parks. Additionally, according to [47], the use of team points and cooperative difficulties serves to cultivate a sense of relatedness while simultaneously reducing individual worry.

There are design pitfalls that are warned about in the literature. The phenomenon known as pontification, which is marked by an excessive dependence on points, badges, or leaderboards, has the potential to impede meaningful learning when rewards are not linked with specific academic goals. [48] conducted an analysis of 47 classroom studies and found that designs that focused only on extrinsic motivation resulted in superficial engagement and a fall in motivation after four to six weeks. This was suggested by the findings of the review conducted by EDUCAUSE. Since competitive public leaderboards tend to reward high performers while deterring those who are less willing to engage, inclusivity presents a significant problem. On the other hand, [49] observed that Malaysian students with lower levels of proficiency had a tendency to withdraw from activities that focused on leaderboards. The implementation of mastery-oriented indicators, such as personal progress bars or anonymous rankings, is something that they recommend.

At the end of the day, the extent to which good designs are effective is dependent on the preparation of teachers and the infrastructure that they have. Due to a lack of opportunities for professional development, a nationwide study conducted in Malaysia [50] found that fewer than one-third of English instructors felt confidence in aligning game mechanics with curricular objectives. This was attributed to having insufficient opportunities for professional development. Low-tech or hybrid methods, such as physical board games, card quests, or poster-based progress charts, can effectively sustain the same principles when such methods are employed with intention in educational environments that have limited bandwidth [45].

2.7 Applicability of the GAMESPro Model to Low-Tech and High-Tech Learning Contexts

Given the uneven access to educational technology across Malaysian schools, particularly between urban and rural areas, it is imperative that the GAMESPro model is adaptable to both digital (high-tech) and non-digital (low-tech) classroom environments. This ensures that its application remains equitable, sustainable, and responsive to the diverse teaching contexts in Malaysia. The GAMESPro model was designed with flexibility in mind, allowing each of its six core components Education, Challenge, Engagement, Collaboration, Feedback, and Rewards to be implemented using either digital tools or traditional classroom methods. This adaptability ensures that gamification can be integrated meaningfully regardless of the school's infrastructure or internet connectivity.

In high-tech classrooms, especially those located in urban areas or involved in government initiatives like Digital Educational Learning Initiative Malaysia (DELIMa), teachers often utilize platforms such as Kahoot, Quizizz, and Wordwall, which are widely used in Malaysian classrooms. These platforms support real-time quizzes, interactive

challenges, and classroom games aligned with curriculum goals. In speaking lessons, tools like Flip (formerly Flipgrid) commonly promoted through MOE trainings allow pupils to record and share oral responses in a safe digital space. These tools also support asynchronous learning and student autonomy.

Conversely, in low-tech classrooms, particularly in rural or underserved regions with limited internet access, GAMESPro remains fully implementable through analogue approaches. Teachers can use printed speaking prompts, DIY game boards, or laminated challenge cards to run activities that mirror digital games. For instance, a "spin-the-wheel" vocabulary challenge can be conducted using cardboard wheels or dice. Peer collaboration can be fostered through group storytelling, choral speaking, or role-play dialogues, which require no devices but align with the Engagement and Collaboration components of the model. Feedback and rewards may be given via sticker charts, physical tokens, or handwritten certificates, which have been shown to be effective in many Malaysian schools under the LINUS or KSSR programs.

To ensure clarity and provide practical reference, Table 1 illustrate the operationalization of the GAMESPro model across low-tech and high-tech classroom environments, with real examples tailored to the Malaysian context. These resources aim to assist teachers in selecting suitable tools and methods based on their unique classroom realities. This dual-mode design underscores the GAMESPro model's inclusivity and readiness for nationwide application, ensuring that gamification is not limited to well-resourced schools but can support English-speaking proficiency development for all Malaysian pupils.

Table 1. Operationalization of the GAMESPro Model Across Low-Tech and High-Tech Malaysian Classrooms

GAMESPro Component	**Low-Tech Implementation (Rural / Limited Tech)**	**High-Tech Implementation (Urban / Tech-Ready)**
Education	Printed worksheets (KSSR-aligned), teacher-guided story reading, speaking flashcards	DELIMa resources (e.g., EduBestari), narrated Google Slides, YouTube Edu
Challenge	Vocabulary card games, cardboard-based "Spin-the-Wheel," oral Q&A quizzes	Quizizz, Wordwall, Kahoot speaking quizzes
Engagement	Group storytelling, puppet shows, classroom treasure hunts	Flip (Flipgrid), ClassDojo missions, gamified storytelling apps
Collaboration	Role-play using cue cards, peer interviews, story circles	Google Docs dialogue building, Padlet idea boards, Microsoft Teams tasks
Feedback	Teacher praise, peer correction slips, sticker charts	Auto-scored quizzes, teacher video feedback via Flip, digital badges (e.g., ClassDojo)
Rewards	Star point system on whiteboard, printed certificates, paper trophies	Leaderboards in Kahoot, XP points, e-certificates via Canva

2.8 Summary of Literature Gaps and the Way Forward

The prior review indicates notable advancements in gamification within education, especially concerning learner motivation, engagement, and instructional design. Multiple studies have demonstrated the advantages of gamified learning environments, particularly in improving learner autonomy, engagement, and enjoyment across diverse subjects [51]. Research in primary ESL/EFL contexts underscores the effectiveness of game-based strategies in enhancing young learners' oral communication, alleviating speaking anxiety, and promoting risk-taking in language use [47], [49], [52]. Despite these promising outcomes, several gaps remain, particularly within the Malaysian primary education context, underscoring the necessity for a more structured and context-sensitive approach to gamification aimed at enhancing English-speaking proficiency.

A notable lacuna in literature is the unavailability of a validated gamification model that added value towards improving English speaking due to the Malaysian primary students. There is, however, far too much game-playing and little consideration of any existing models to guide their use, resulting in a rather superficial, erratic usage of gametime which is also heavily teacher led. The decontextualized use of gamified tools does not correspond to

curricular goals nor support consistent development of skills, especially in speaking tasks that require progression, scaffolding, and context sensitive interpretation [50], [53]. The lack of a model making explicit the targets of learning outcomes, motivational strategies, and performance indicators inadvertently leads to a fragmented gamified approach of speaking instruction, where much depends on the individual teacher agency or the availability of external technology.

Furthermore, the existing studies mainly focus on gamification of reading, writing or vocabulary development, while less attention has been paid to this speaking, which is the most interactive and anxiety-arousing skill. Speaking practices are neglected in classrooms in Malaysia, as teachers' focus is oriented towards exam and the large class size. Additionally, research on gamification do not generally investigate sound and well-structured systematic methods to improve oral production, based on culturally relevant, gradual activities. [54], found that many Malaysian schoolchildren, especially those in rural settings, experience high levels of speaking anxiety and low contact/hours of exposure to English. The researchers also note the need for pedagogical models to address the affective factors involved in speaking tasks, such as confidence and interaction, during the speaking tasks.

In addition, while general tenets of gamification such as progress, feedback, and autonomy have been empirically and theoretically well-established, the specific design challenges related to learner diversity, content coherence, and sustainability remain under-studied overall. [48] stress that poor gamification design can lead to both learner disengagement and competitive anxiety, resulting in superficial learning effects. These are particularly serious issues in the Malaysian classroom, which is one of linguistic and socio-economic diversity. As a result, any model for gamification must incorporate universal teaching practices, differentiated instruction, and transfer in and out of digital spaces.

A significant deficiency exists in the professional development and pedagogical support available to teachers for the implementation of gamified instruction. Teachers show interest in gamification; however, many lack training in instructional design, game mechanics, or strategies for classroom integration. [50] observed that teachers frequently engage in gamification practices without structured guidelines or evidence-based models, leading to inconsistent implementation and diminished effectiveness. This indicates the necessity for gamification frameworks that both direct classroom practice and function as instruments for teacher professional development. A model-based approach can provide essential support for instructional and capacity-building purposes [55].

Much of the current research on gamification is deficient in longitudinal and contextual validation, particularly concerning language learning outcomes. Numerous studies employ short-term interventions or concentrate exclusively on learner perceptions and engagement. Limited research systematically investigates the impact of gamified instruction on skill mastery over time, especially in intricate areas like oral communication. In Malaysia, where enhancing English proficiency remains a national educational priority, the creation of a validated and practical gamification model specifically designed for speaking instruction constitutes a significant contribution to both research and practice.

3. RESEARCH METHODOLOGY

3.1 Research Design

This study adopts the DDR methodology as its core framework for systematically creating, validating, and refining the GAMESPro model a gamification-based instructional model designed to enhance English-speaking proficiency among Malaysian primary school pupils. DDR is particularly well-suited to educational innovation because it allows iterative development, integrates theory with practical needs, and emphasizes both formative and summative evaluations to improve product quality [56].

The DDR methodology implemented in this study is structured around three interdependent phases, as depicted in Figure 1 (Research Framework):

1. Phase I – Needs Analysis
2. Phase II – Design and Development
3. Phase III – Evaluation

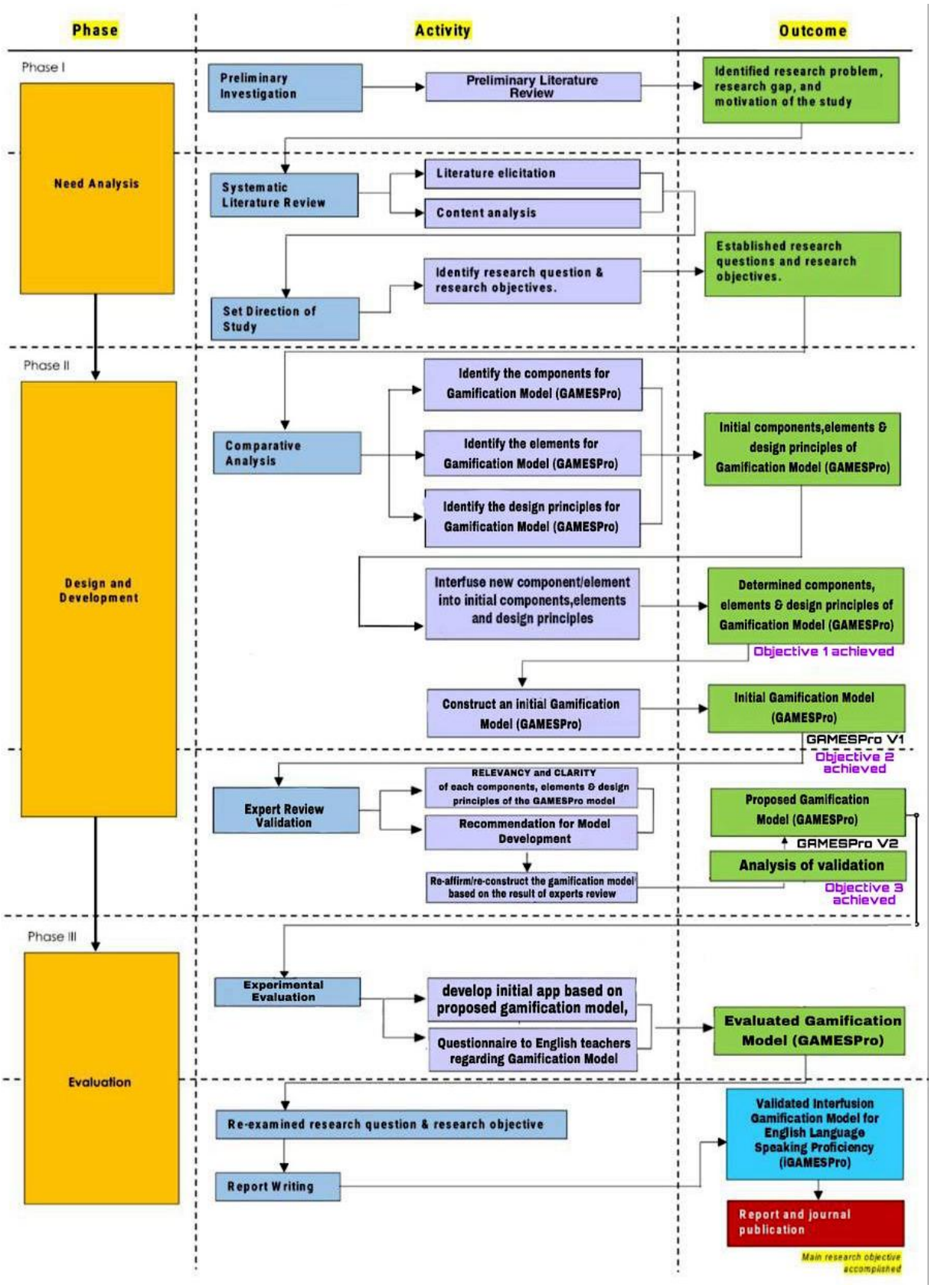


Figure 1. Author's Own Research Framework

Each phase incorporates iterative cycles of planning, development, and revision to ensure the resulting model is both pedagogically sound and contextually appropriate for primary ESL classrooms in Malaysia. *The Needs Analysis* phase centres on identifying instructional gaps and relevant gamification elements. *The Design and Development* phase involves synthesizing theoretical constructs from motivational psychology and second language acquisition to construct the GAMESPro model. *The Evaluation* phase includes testing and refinement through expert reviews and feedback from English language educators. This tripartite framework ensures that the GAMESPro model is grounded in theory, validated through empirical data, and refined via practical classroom considerations. The detailed activities, timelines, and procedures under each phase are elaborated in Section 3.2 Research Chronology.

3.2 Research Chronology

The development of the GAMESPro model followed a structured timeline under the DDR framework. The study progressed through three key phases over a period of approximately 20 months, aligning with the study's objectives to design, validate, and evaluate a gamification model to enhance English-speaking proficiency in Malaysian primary schools. A visual representation of this chronology is presented in the research summary timeline (Table 2).

Table 2. Summary Timeline of Research Chronology

Phase	Activities	Duration
Phase I: Need Analysis	Preliminary literature review, SLR, setting direction	Month 1–6
Phase II: Design and Development	Comparative analysis, GAMESPro V1 → V3, expert validation	Month 7–14
Phase III: Evaluation	Prototype development, teacher feedback, reporting	Month 15–20+

Phase I: Needs Analysis (Months 1–6)

The first phase focused on identifying core challenges in current English-speaking instruction and exploring the potential of gamification to address them. This stage included a systematic review of literature and preliminary investigation to inform the problem definition and lay the theoretical foundation for model development.

Phase II: Design and Development (Months 7–14)

During this phase, the initial version of the GAMESPro model was conceptualized and iteratively refined. The design was grounded in established learning and motivational theories and improved through multiple rounds of expert validation and feedback, resulting in the final version (GAMESPro V3).

Phase III: Evaluation (Months 15–20; ongoing)

The third phase involves prototype development and preliminary evaluation of the model's usability, feasibility, and instructional value in authentic school contexts. Data collection is underway, focusing on insights from English teachers regarding the model's practical application and potential for broader implementation.

3.3 Research Procedure

This study adopted the DDR methodology, which comprises three main phases: (i) Needs Analysis; (ii) Design and Development; and (iii) Evaluation. Each phase incorporated systematic and iterative processes involving literature analysis, expert validation, and model refinement to ensure the creation of a pedagogically sound and scientifically validated gamification model to enhance English-speaking proficiency. The research activities were guided by the GAMESPro model architecture (Figure 1) and substantiated through both qualitative feedback and quantitative analysis using the CVI.

Phase 1: Needs Analysis

Step 1: Comparative Analysis of Existing Models and Frameworks

In this step, a comparative analysis was conducted to examine and synthesize relevant gamification models and instructional frameworks in language learning. The objective was to identify shared patterns, strengths, limitations,

and contextual alignment with primary-level English language instruction in Malaysia. This process involved a critical review of existing gamified language learning frameworks, drawing on core principles from educational psychology and instructional design theories.

Through this synthesis, recurring components such as motivational elements (e.g., rewards, levels), learning goals, feedback mechanisms, and collaborative strategies were identified. This step marked the first conceptualization of the GAMESPro model, referred to as GAMESPro V1. The initial version served as a visual and theoretical representation of the model's potential structure and key components, grounded in theoretical logic and pedagogical relevance.

GAMESPro V1 as shown in Figure 2 was not yet empirically verified but acted as a working prototype to be refined through subsequent research activities, especially the Systematic Literature Review (SLR). This version laid the foundation for the model's evolution by framing its basic architecture and functional elements in the context of gamified English-speaking instruction for young learners

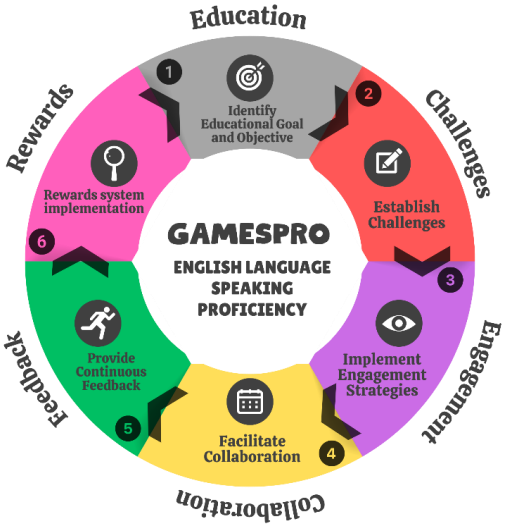


Figure 2. Author's GAMESPro V1 Model Architecture

Phase 2: Design and Development

Step 2: Model Design and Architecture Formation

Following the initial conceptualization in GAMESPro V1, a SLR was conducted to deepen the understanding of gamification elements, components, and design principles specifically applied in language learning. This review covered empirical studies published between 2019 and 2023 from major academic databases such as *Scopus* and *Web of Science* (WoS). The review followed the PRISMA protocol and included processes such as keyword identification, setting of inclusion and exclusion criteria, quality screening, and content analysis.

The SLR uncovered specific instructional strategies, gamified features, learner engagement patterns, and effectiveness indicators that were relevant and adaptable to the Malaysian primary school context. The insights gathered were used to refine the structure, subcomponents, and theoretical integration of the model. Based on these findings, GAMESPro V2 was developed a more robust and evidence-aligned version that incorporated validated gamification strategies tailored for speaking proficiency in ESL classrooms. This refined version represented a theoretically grounded and literature-supported design that bridged the gap between initial conceptual ideas and practical, pedagogical applications. GAMESPro V2 thus served as a key transitional version before moving into expert validation and field evaluation phases. GAMESPro V2 was designed based on findings from the SLR and supported by key theoretical frameworks, including SDT**,** Flow Theory, and Constructivism. Each of the six components was operationally defined and associated with instructional strategies as follows:

- Education**:** Structured speaking tasks aligned with DSKP and CEFR.

- Challenges: Hierarchical tasks promoting gradual fluency.
- Engagement: Points, badges, and visible progression.
- Collaboration: Peer discussions, role-playing, and group communication.
- Feedback: Immediate formative feedback from teachers or systems.
- Rewards: Motivational tools (e.g., tokens, verbal praise, unlocking levels).

The GAMESPro V2 model architecture (Figure 3) illustrates the interaction between components, depicting a flow from input (instruction), through active learning (challenges, collaboration), to feedback and reward cycles, ensuring motivational continuity and iterative improvement.

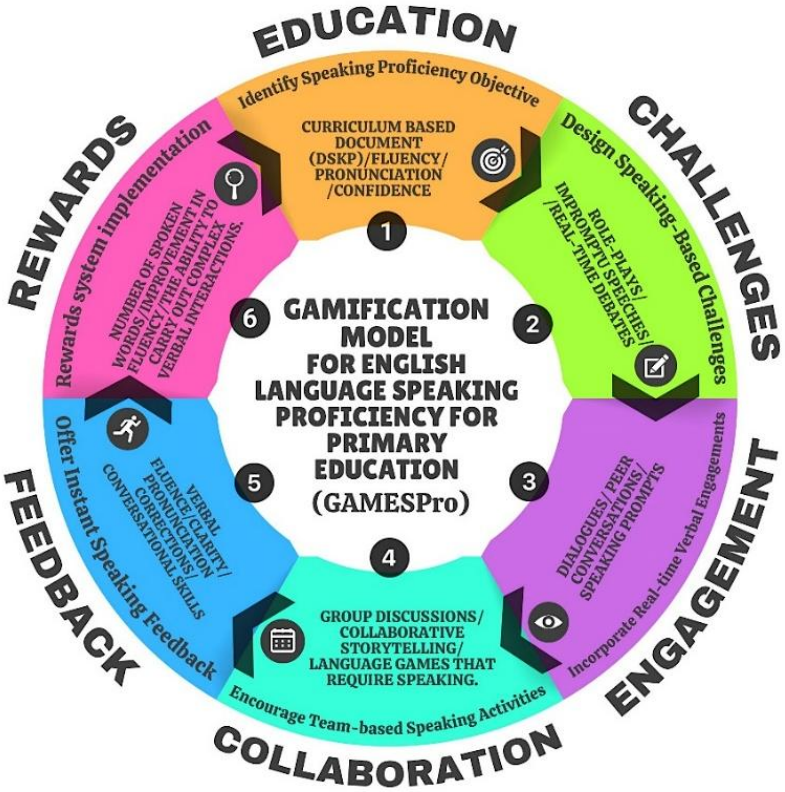


Figure 3. Author's Gamespro V2 Model Architecture

Step 3: Experts Validation and Feedback Synthesis

A structured validation process was conducted involving ten purposely selected experts in TESL, instructional design, gamification, and English language education. A 12-item validation instrument was developed, reflecting the six model components across two dimensions:

- Relevancy: How well each component supports speaking proficiency in primary ESL.
- Clarity: How understandable and applicable each component is for educators.

Experts rated each item using a 4-point Likert scale (1 = Not Relevant, 4 = Highly Relevant). Their written feedback and numerical ratings were systematically analysed to identify common themes and improvement areas.

Based on the synthesis of expert responses, several targeted refinements were made to the model. These included:

- Non-linear model pathways to support flexible implementation.
- Inclusion of reflection components and time-based metrics for fluency.
- Differentiation between intrinsic and extrinsic motivation elements.
- Additional visual mapping for better conceptual understanding.

These feedback-driven modifications led to the development of its final version, GAMESPro V3. A detailed breakdown of the themes, feedback, and actions taken is presented in Table 3.

Table 3. Synthesized Feedback from Ten Anonymous Expert Reviewers on the GAMESPro Model.

Expert	Theme	Feedback Summary	Action Taken/Ongoing
Expert 1	Model Clarity	The GAMESPro model is structured and clear, with potential to enhance speaking skills. Recommend integration with digital platforms and deeper pedagogy.	Add classroom-based examples, digital elements, and embed deeper learning principles.
Expert 2	Flexibility	The model should allow teachers to revisit, repeat, or skip steps for contextual adaptation.	Modify the model to support non-linear and adaptive use in different classroom settings.
Expert 3	Scalability	Scalability should be addressed for various class sizes, resources, and curriculum standards.	Introduce adaptable pathways for model implementation based on school context.
Expert 4	Component Interaction	Clarify how model components support each other in achieving learning outcomes.	Emphasize inter-component relationships and provide examples of their combined use.
Expert 5	Motivation Design	Suggest dividing motivation into intrinsic and extrinsic categories.	Refine the motivation element into two separate constructs within the model.
Expert 6	Time-Based Measurement	Including a timer to measure speaking fluency (e.g., words per minute) could improve tracking.	Add timing mechanisms or tools for evaluating speaking rate and fluency.
Expert 7	Reflection Element	Recommend including a Reflection component to promote learner self-assessment.	Integrate a structured Reflection phase for students to evaluate learning experiences.
Expert 8	Practical Usability	Practical tools (e.g., gamified lesson plans or challenge sheets) would aid teacher implementation.	Create optional classroom-ready materials to support model deployment.
Expert 9	Empirical Support & Evaluation	Suggest strengthening the model with updated literature and long-term evaluation tools.	Update references to recent studies and design a built-in monitoring framework.
Expert 10	Clarity & Completeness	Model is appropriate and complete, but a visual mapping or diagram would enhance understanding.	Add a visual map or flow diagram at the beginning to improve conceptual clarity.

Source: Compiled by the author based on expert review during the model development and validation phase. The experts have been anonymized to maintain confidentiality.

Step 4: Analysis of CVI

The responses from the validation instruments were evaluated utilizing the CVI method. Two tiers of CVI were computed:

- Item-Level Content Validity Index (I-CVI): The percentage of experts that evaluate each item as 3 or 4 (relevant/very relevant or clear/very clear).
- Scale-Level Content Validity Index (S-CVI): The mean of all Item-Level Content Validity Index (I-CVI) scores throughout the instrument.

All 12 items achieved I-CVI values over the minimum acceptable level of 0.78, signifying robust individual item validity [1]. The aggregate S-CVI for relevancy was 0.99, and the aggregate S-CVI for clarity was 0.93 affirming that the model satisfied the content validity standards for both clarity and relevance [2].

Modifications were implemented in response to expert criticism, particularly to elucidate task progression (Education and Challenge) and to reformulate the reward system (e.g., using verbal commendation or tokens in lieu

of competing points). The enhancements culminated in GAMESPro V2, which was subsequently finalized as GAMESPro V3 following an internal evaluation.

Step 5: Conclusion and Readiness for Evaluation

GAMESPro V3 is in process of being implemented and incorporates all validated improvements in an actual practice which will be developed in a tangible form or a digital version for actual schoolrooms. The final model will be subjected to usability, teacher acceptance and classroom experience testing during the evaluation phase using questionnaires and interviews. The graduation application will focus on testing impact to evaluate improved speaking ability.

4. RESULTS AND DISCUSSIONS

Validation of the GAMESPro gamification model through expert evaluation is a crucial step in ensuring the quality, relevance and scientific soundness of the model proposed. Expert validation provides opportunities to clarify the theoretical consistency and practical relevance of the model and serves as a methodological control to ensure the whole model is exhaustively described, contextually fitting, and pedagogically substantive. This section presents the full analysis of the expert validation, read in the light of the CVI, which is discussed together with the importance of these findings in the development and completion of the GAMESPro model.

4.1 Objective of the Expert Validation

The validation process attempted to measure two main aspects of the model: Relevancy and Clarity of the six basic elements. Relevancy here refers to the degree in which each component is of the main concern involving the development of English-Speaking skills for primary school students. Clarity refers to how easy the components and subcomponents could be interpreted, short, and to the point, and easily applicable by practitioners. The expert validation served as a diagnostic tool as well as an assurance of quality with respect to refining the model with informed feedback before being used in the classroom.

4.2 Validation Tool and Expert Panel

The validation tool was constructed as a rubric composed of 12 items, two for each GAMESPro component, designed to measure Relevancy and Clarity. Each item was evaluated utilizing a 4-point Likert scale:
(1) Not relevant
(2) Somewhat relevant
(3) Quite relevant
(4) Highly relevant

The validation panel comprised ten specialists deliberately chosen for their expertise in TESL, instructional design, gamification, and language curriculum development. The panel's variety provided a comprehensive criticism of the paradigm from theoretical, educational, and technological viewpoints.

4.3 Analysis of CVI

The method for measuring the validation results was based on the CVI, I-CVI and S-CVI analysis. Item-CVI was calculated for each item as the proportion of experts who ranked the item either 3 or 4. Ideally a higher threshold should be set; [57] argues that you can accept an I-CVI of 0.78 or above when using a validation panel of 10 experts. An S-CVI was calculated by taking the mean of all the I-CVIs across the instrument.

4.3.1 Item-Level CVI Results

All 12 statements of the validation tool had I-CVI values higher than 0.78, indicating strong consensus among the experts about the clarity and relevance of the model components. The results are summarized as in Table 4.

Table 4. I-CVI Scores for Relevancy and Clarity of The Content

Component	Relevancy (I-CVI)	Clarity (I-CVI)
Education	0.99	0.99
Challenges	1.0	1.0
Engagement	1.0	1.0
Collaboration	1.0	1.0
Feedback	1.0	1.0
Rewards	1.0	1.0

Source: Author's own analysis based on gathered expert validation (2025)

Findings reveal broad agreement on the validity of the GAMESPro subscales. Both *Education* and *Feedback* were reported as being highly relevant and extremely clear for all. Both were rated as very clear and very relevant for all, highlighting how important it is that instruction and guidance are aligned to learning and that feedback is formative in a gamified context.

4.3.2 Scale-Level CVI Results

The 12 I-CVI values were averaged for Scale-Level CVI (S-CVI) of 0.99 and 0.93, which was much higher than the minimum value of 0.78 recommended for model-level validation. This result indicates that the GAMESPro model has a strong content validity from the perspective of subject-matter experts.

4.4 Analysis of Validation Outcomes

The validation data robustly substantiates the model's theoretical foundation, practical lucidity, and instructional significance. Multiple significant insights arise from the data:

i) The generally high clarity ratings in all dimensions indicate that the model is easily understandable for instructors. This is a crucial advantage, as models that are conceptually robust yet inadequately expressed frequently encounter obstacles to execution. The transparency of each element guarantees that educators, despite no gamification training, may assuredly implement and modify the model in their classes.

ii) The elevated relevancy scores across all six components indicate that the model thoroughly meets the instructional requirements for English-speaking ability enhancement. The incorporation of *Collaboration* and *Engagement* corresponds with studies indicating that speech competency enhances when learners engage in supportive, interactive environments.

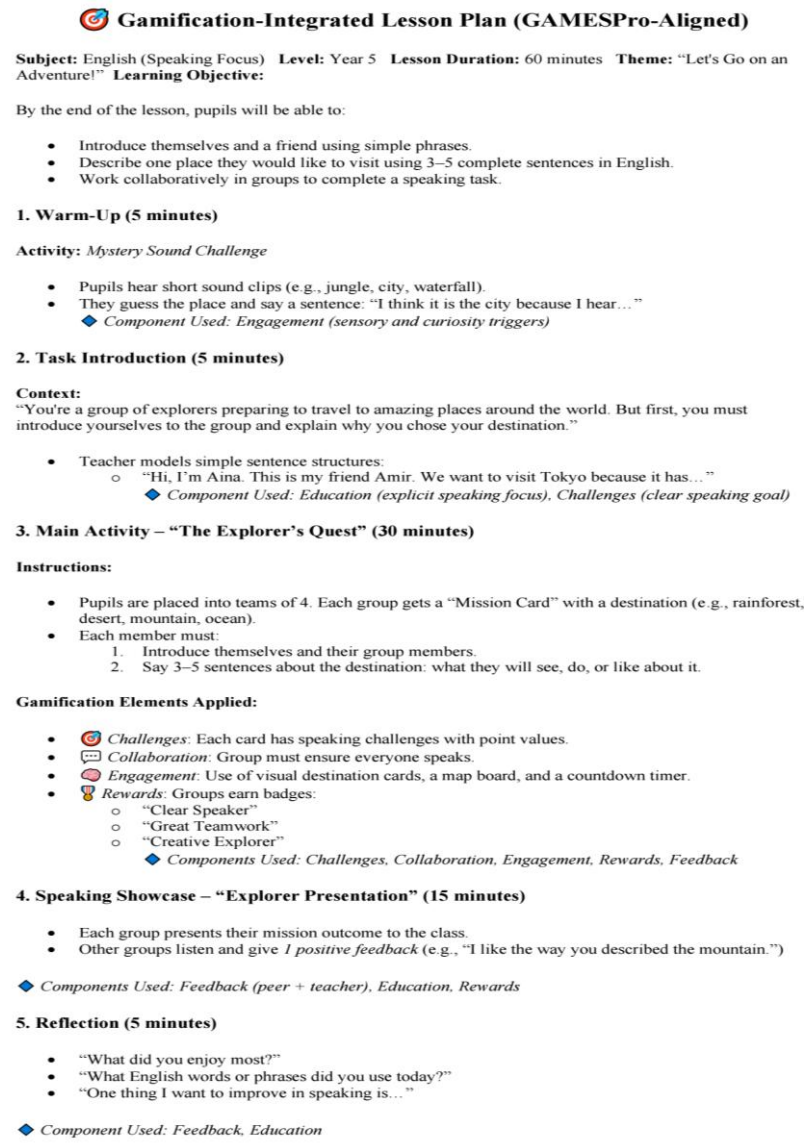
iii) The feedback reveals that GAMESPro effectively harmonizes extrinsic motivators (e.g., Rewards, Challenges) with intrinsic motivators (e.g., Feedback, Collaboration), a crucial equilibrium necessary to prevent the typical drawbacks of shallow gamification or excessive rivalry. Experts concurred that this system was educationally sustainable.

Minor recommendations for enhancement: although no component attained I-CVI scores below 0.80, experts feedback indicated areas for improvement, especially with the rewards component. Experts emphasized the necessity of extending rewards beyond digital tokens or points to encompass significant verbal affirmations, peer acknowledgement, and possibilities for learner autonomy. The final revision of the model (GAMESPro V3) integrated these suggestions. Alignment with Malaysian classroom realities, numerous experts highlighted that the model's versatility in both digital and non-digital contexts was a significant advantage. The model's ability to operate in hybrid or entirely analogue formats was commended for its accessibility and practicality, considering the disparate levels of ICT infrastructure in Malaysian schools, particularly in rural areas.

4.5 Consequences for Future Execution

The favourable validation results demonstrate that GAMESPro V3 is prepared for usability testing and classroom implementation, scheduled for the Evaluation phase of the research. Subsequent evaluations will examine teachers' interpretations and implementations of the model, as well as learners' reactions to its elements. Special emphasis will be placed on the impact of each component on learner motivation, engagement, and speaking proficiency. Furthermore, the validation outcomes establish GAMESPro as a potentially scalable and repeatable model for additional Malaysian states or international ESL environments facing analogous difficulties. The model validation procedure, supported by empirical scoring and expert evaluation, contributes to the evidence base for organized gamification model in education. It also corresponds with national objectives to improve English proficiency through innovative, student-centred approaches.

To further illustrate the practical integration of the model in a classroom setting, a simulated lesson plan was developed. This use-case scenario demonstrates how teachers can apply GAMESPro's components in a real instructional context using both digital and non-digital strategies. The simulated classroom lesson plan as illustrated in Figure 4 serves as a pedagogical blueprint, showcasing how gamified elements can be aligned with national curriculum standards to enhance speaking proficiency among Year 5 pupils.



🎯 **Gamification-Integrated Lesson Plan (GAMESPro-Aligned)**

Subject: English (Speaking Focus) **Level:** Year 5 **Lesson Duration:** 60 minutes **Theme:** "Let's Go on an Adventure!" **Learning Objective:**

By the end of the lesson, pupils will be able to:

- Introduce themselves and a friend using simple phrases.
- Describe one place they would like to visit using 3–5 complete sentences in English.
- Work collaboratively in groups to complete a speaking task.

1. Warm-Up (5 minutes)

Activity: *Mystery Sound Challenge*

- Pupils hear short sound clips (e.g., jungle, city, waterfall).
- They guess the place and say a sentence: "I think it is the city because I hear…"
  - 🔷 *Component Used: Engagement (sensory and curiosity triggers)*

2. Task Introduction (5 minutes)

Context:
"You're a group of explorers preparing to travel to amazing places around the world. But first, you must introduce yourselves to the group and explain why you chose your destination."

- Teacher models simple sentence structures:
  - "Hi, I'm Aina. This is my friend Amir. We want to visit Tokyo because it has…"
    - 🔷 *Component Used: Education (explicit speaking focus), Challenges (clear speaking goal)*

3. Main Activity – "The Explorer's Quest" (30 minutes)

Instructions:

- Pupils are placed into teams of 4. Each group gets a "Mission Card" with a destination (e.g., rainforest, desert, mountain, ocean).
- Each member must:
  1. Introduce themselves and their group members.
  2. Say 3–5 sentences about the destination: what they will see, do, or like about it.

Gamification Elements Applied:

- 🎯 *Challenges*: Each card has speaking challenges with point values.
- 💬 *Collaboration*: Group must ensure everyone speaks.
- 🧠 *Engagement*: Use of visual destination cards, a map board, and a countdown timer.
- 🎖️ *Rewards*: Groups earn badges:
  - "Clear Speaker"
  - "Great Teamwork"
  - "Creative Explorer"
    - 🔷 *Components Used: Challenges, Collaboration, Engagement, Rewards, Feedback*

4. Speaking Showcase – "Explorer Presentation" (15 minutes)

- Each group presents their mission outcome to the class.
- Other groups listen and give *1 positive feedback* (e.g., "I like the way you described the mountain.")

🔷 *Components Used: Feedback (peer + teacher), Education, Rewards*

5. Reflection (5 minutes)

- "What did you enjoy most?"
- "What English words or phrases did you use today?"
- "One thing I want to improve in speaking is…"

🔷 *Component Used: Feedback, Education*

Figure 4. Researcher's own simulated classroom design based on the GAMESPro model (2025).

5. CONCLUSION

This paper describes the development and expert validation of GAMESPro model, a systematic gamification approach to improve English language proficiency for Malaysian primary school students. The model has been developed based on theories and literature, enriched by the insights of experts, and is composed of six interrelated elements: Education, Challenges, Engagement, Collaboration, Feedback, and Rewards. It was created to address pedagogical issues that continuously appear in this area, even in those scenarios in which students present apathy and lack of confidence when perceiving the need to communicate in English. The approach underwent validation via a systematic instrument evaluated by ten professionals in TESL, gamification, and instructional design. The validation results, assessed by the CVI, demonstrated robust consensus about the relevance and intelligibility of all model components. The results indicate that, conceptually and in design, GAMESPro exhibits internal coherence, contextual alignment, and potential usefulness. While this validation is a significant step forward, it is important to note that the model has not yet been implemented or tested in real classroom environments. Consequently, its efficacy in enhancing learners' speaking abilities or impacting pedagogical methods is an area for further empirical research.

This study is intended to make the substantial contribution enabling the developments of pedagogical driven gamification model to the Malaysian schools for language teaching. This model emphasizes the need for intentional design that ensures an alignment with curriculum goals and student needs as opposed to simply relying on some gamification technology or platform. This is designed to help educators who want to try some things out, but who do not know where to start when it comes to gamifying instruction. As the GAMESPro still did not test in the field and lack of pilot study, the next step will be the classroom trial of GAMESPro. Future studies should examine the model's usability, adaptability, and effects on learner engagement, motivation, and speaking proficiency through pilot implementations in authentic school settings. Input from educators and students will be crucial to enhance the model and guarantee its practical viability and educational significance. Furthermore, longitudinal studies could investigate whether the approach facilitates enduring language acquisition over time or requires adaptation for diverse learner profiles and linguistic origins.

In conclusion, although the GAMESPro model provides a systematic model for integrating gamification into English instruction, its practical efficacy will ultimately hinge on its performance in actual classroom settings. This study establishes a foundation for the inquiry and provides a pertinent paradigm for academics, educators, and policymakers aiming to utilize gamification for significant language learning results in primary school.

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AUTHOR CONTRIBUTIONS

Mohd Zulhairi bin Che Abd Rahman: Conceptualization, Data Curation, Methodology, Validation, Writing – Original Draft Preparation;
Hasiah binti Mohamed: Supervision, Review & Editing;
Siti Zulaiha binti Ahmad: Supervision, Review & Editing;
Aurelio P. Vilbar: Supervision & Review.

CONFLICT OF INTERESTS

No conflict of interests were disclosed.

ETHICS STATEMENTS

Our publication ethics follow The Committee of Publication Ethics (COPE) guideline. https://publicationethics.org/

This study involved human subjects in the form of expert reviewers for the purpose of instrument and model validation. Ethical approval was obtained from the Research Ethics Committee, Universiti Teknologi MARA (UiTM) prior to data collection. All participating experts were informed of the study's objectives, procedures, and their rights as participants. Informed consent was obtained from all participants prior to their involvement, and their responses were anonymized to maintain confidentiality and privacy.

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