

Gamification and Electronic Project-Based Learning Integration in English Language Instruction in Jordan: Faculty Perceptions and Implementation Strategies

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Abstract—This research aims to identify how English language faculty members in Jordanian universities adopt gamification and electronic project-based learning (EPBL) approaches in their teaching practices, focusing particularly on alignment with twenty-first-century teaching competencies. This research takes a descriptive-analytical approach, using two structured questionnaires to investigate teaching practices among 60 English language faculty members in Jordanian universities specializing in curriculum development and teaching methods. The results show a moderate integration of both gamification and EPBL strategies in teaching practices among participants. The results also show that there are no significant differences among faculty members' integration of teaching strategies by gender and participation in faculty professional development programs. In view of the results, this research highlights not only the need to redefine faculty professional development programs, focusing particularly on twenty-first-century teaching competencies, but also on educating faculty members about information and communication technology, as well as incorporating innovative teaching methodologies. Supporting gamification and EPBL in institutions is a key step forward in ensuring effective English language teaching in higher education institutions.

Index Terms—English language, electronic project-based learning (EPBL), gamification, teaching, twenty-first-century skills

I. INTRODUCTION

Technological advancement in higher education has led to the emergence of new educational strategies that contribute to increasing learners' motivation towards learning and make learning more enjoyable and motivating. Among these recently emerged strategies is gamification. The integration of gamification has spread in numerous fields in multiple institutions, including universities. Studies confirm the significant impact gamification has on increasing learners'

motivation towards learning and enhancing their learning outcomes. Therefore, gamification should be considered a valuable tool for English language instructors, enabling them to seamlessly integrate game-like elements, customized and engaging computer games, into the educational process. By leveraging the inherent "fun" factor, gamification can effectively promote students' active participation in their learning, allowing them to focus on resolving practical issues in a stimulating and enjoyable environment (Simões et al., 2013).

It is noticeable today that the traditional teacher no longer has a place in the modern educational contexts (Prensky, 2001). Modern theories of education, such as Constructivism (Piaget, 1954), Connectivism (Siemens, 2005), Social Learning Theory (Bandura, 1971), and Transformative Learning Theory (Mezirow, 1991), have fundamentally altered the perception of the teacher's and student's roles, as well as the traditional interaction style that once dominated classrooms (Prensky, 2001). These theories have challenged the notion of the teacher as a mere dispenser of knowledge and instead emphasize their role as a facilitator who guides and supports learners as they actively construct their understanding (Bruner, 1990). Similarly, students are no longer seen as passive recipients of information but are perceived as actively involved in the learning process and engaged in meaningful connections and collaborations (Smith, 1996). This shift has led to a more learner-centered approach, transforming classrooms into dynamic environments that foster critical thinking, creative expression, and personal growth (Noddings, 2002).

This is very much related to the recent focus on twenty-first-century skills. As suggested by Zamal (2016), the Central Northern Educational Laboratory has identified that there are four main categories of twenty-first-century skills, namely the skills of productivity, creative thinking skills, digital literacy skills, and the skills of effective communication. Active learning is an important part of developing twenty-first-century skills, as this involves transitioning from receiving to doing. When specifically focusing on foreign language learning, such as learning English, it is prominent in an international setting. Knowing a foreign language is an important educational and occupational skill. As a result, the need for skilled English language teachers is rising as they implement learning processes that develop language proficiency, collaboration, creativity, and digital literacy skills (Lee, 2023). Developing skills and knowledge to achieve high English language competency has been central to English language learning (Suherdi, 2012). Following this line of reasoning, English language instructors are required to be able to meet the needs of twenty-first-century education requirements, including competency development, information and communication technology, and keeping up with contemporary education through attending cutting-edge advancements in the field.

A strategy that has also recently emerged is the use of electronic project-based learning (EPBL), which improves the standard of students' education in terms of enthusiasm, self-confidence, ingenuity, and the ability to learn independently and collaboratively. This study addresses the gap in sample demographics, research methods, and focus, while examining multiple active learning approaches at the same time, while teaching the English language. Previous studies tackled numerous aspects of active learning strategies, including gamification; it uses an innovative technique to enhance understanding in English language teaching and learning and offers practical implications for curriculum development, teacher training, and classroom practice. Firstly, the current study's sample was drawn from university faculty members, whereas Ni et al.'s (2017) sample aimed to assess the impact of project-based learning on the acquisition of productive English skills among preparatory-stage students. The sample of Lee's (2023) study aimed to investigate the effectiveness of a training program based on electronic educational games in developing some concepts of the English language among gifted female students. On the other hand, Al-Shammari's (2019) study targeted high school students.

Secondly, the current study follows a descriptive-analytical methodology, while some studies, such as Boudadi and Gutiérrez-Colón's (2020), used a historical-analytical methodology to review previous studies and intellectual output. Thirdly, this study is in line with several previous studies in addressing the electronic project-based learning strategy and the gamification strategy in light of twenty-first-century skills, such as the study by Beriswill et al. (2016), which emphasized the need to include some teaching strategies in English language teacher professional development programs.

Furthermore, some studies only focus on the gamification strategy, such as the studies by Al-Shammari (2019) and Tan (2018). Other research covers the electronic project-based learning strategy, as seen in the studies by Astawa (2017), Al-Zyoud (2016), and Beriswill et al. (2016). Thus, it is relevant to explore innovative techniques in understanding English language teaching and learning, and how they offer practical implications for curriculum development, teacher training, and classroom practice.

Since teachers throughout the world have realized how gamification may improve student motivation, engagement, and learning outcomes, the use of gamification in ELT has grown in popularity (Al-Bataineh & Al-Smadi, 2019; Al-Momani, 2020). However, the adoption of gamification in Jordanian universities remains limited, despite its promising potential for revitalizing ELT practices (Al-Jundi, 2017). This difference between the growing global recognition of gamification and its limited implementation in Jordanian ELT contexts highlights the need for further research to explore underlying factors in why adopting new methods is delayed.

One potential obstacle is the lack of awareness and understanding among faculty members regarding the integration of gamification at Jordanian universities and how to use pedagogical principles and practical applications (Abdelfattah & Mohammed, 2019). This knowledge gap leads to misconceptions and skepticism about the effectiveness of gamification, ultimately hindering its adoption in ELT classrooms. To address these challenges and support the use of gamification in Jordanian ELT contexts, this study examines faculty perceptions and identifies effective implementation strategies tailored to Jordanian universities and their students.

This study aims to examine English language instructors' use of gamification and electronic project-based learning strategies in light of twenty-first-century teaching skills. Specifically, it seeks to evaluate the extent to which instructors apply gamification and electronic project-based learning in their teaching and to identify whether differences in the degree of practice of these strategies exist based on gender and participation in training programs.

Research Questions

1. What is the extent of English language instructors' practice of the gamification strategy in light of 21st-century skills in their teaching?
2. What is the extent of English language instructors' practice of the electronic project-based learning strategy in light of 21st-century skills in their teaching?
3. Are there differences in English language instructors' practice of gamification and electronic project-based learning strategies in light of 21st-century skills in teaching based on gender?
4. Are there differences in English language instructors' practice of gamification and electronic project-based learning strategies in light of 21st-century skills in teaching based on the training programs they attended?

Within this context, the study has theoretical and practical significance. It aligns with current trends in higher education that emphasize e-learning design and the integration of educational technology to enhance student engagement. The study draws attention to the role of interactive strategies, such as gamification, in supporting student motivation and informs the development of innovative e-learning materials using active learning approaches. The study offers useful research tools for English language instructors and researchers in Arab contexts and guides educational policymakers in addressing instructors' professional development needs and improving teaching practice.

II. LITERATURE REVIEW

A. Gamification and Project-Based Learning

Gamification has a unique influence on learning and could be a useful teaching strategy to encourage learning. One of the numerous definitions of gamification is "the use of game elements and game-design techniques in non-game contexts" (Deterding et al., 2011), or "the process of making activities more game-like" (Werbach & Hunter, 2012). It is also defined as "the craft of deriving fun and engaging elements found typically in games and thoughtfully applying them to real-world or productive activities" (Chou, 2019). Nevin et al. (2014) defined gamification as the process of using aspects of game design to enhance user interaction. Although gamification is mostly connected to digital technologies, it does not always rely on them (Deterding et al., 2011). Gamification can also be defined as a kind of play that has specific educational goals. It includes using well-designed digital and non-digital games to stimulate language learning, critical thinking, problem-solving abilities, and promote engagement and interaction (Millsom, 2018).

Numerous studies have discovered that implementing gamification in language teaching has more positive effects than negative ones (Rachels & Rockinson-Szapkiw, 2018). They have mainly examined the impact of gamification on student achievement, motivation, and creativity in classrooms. When compared to traditional teaching techniques, academic achievement improved as a result of gamification (Rachels & Rockinson-Szapkiw, 2018). Results indicate that the use of gamification enhances students' academic performance (Hmoud et al., 2024). Ling (2018) finds that gamification had a positive impact on the development of language skills. Meanwhile, Perry (2015) suggests that gamification positively increased motivation for learning in students. Xu and Hamari (2023) reveal that gamification boosts students' creativity significantly as opposed to monetary prizes or penalties. Yet it's important to recognize the difficulties and constraints associated with gamification's integration.

Project-Based Learning (PBL) is a contemporary instructional strategy that enhances learning by promoting motivation, creativity, confidence, self-directed learning, and collaboration through project-based tasks, often supported by digital tools. Grounded in Piaget's constructivist theory, PBL emphasizes learning through experience as the foundation of knowledge construction (Zaitoun, 2013). It is also viewed as an approach centered on real-world tasks that engage students in meaningful challenges, requiring collaboration and the use of key skills such as communication, presentation, time management, research, and critical thinking (Stivers, 2010).

Simpson (2011) has defined the characteristics and features of Project-Based Learning (PBL) as complex explorations conducted over a specific period, when focusing on student performance, as students plan, complete, and present a task in the classroom. It promotes a cooperative rather than competitive learning environment, encourages the development of diverse skills such as social and management skills, supports the connection of ideas and the acquisition of new skills across different project stages, and leads to the production of meaningful learning outcomes that can be shared with peers, instructors, and experts through public presentations. Sadeghi et al. (2016) have also confirmed that PBL has helped students feel more independent in their learning, as it provides them with the opportunity to learn in an authentic way and in a challenging, interdisciplinary environment. Moreover, it is a chance for learners to develop their academic achievements and attitudes through interaction among peers in a social context necessary for learning, which is one of the propositions of the social constructivist and knowledge-building theory.

A review of previous studies, including Hastuti (2016), indicates that instructors' limited knowledge of appropriate teaching methods can hold back creativity in the teaching and learning process. In addition, insufficient awareness of alternative strategies aligned with twenty-first-century teaching may result in negative outcomes, as reliance on traditional,

textbook-centered approaches can reduce students' creativity and lower their motivation to learn. The findings of the studies mentioned earlier highlight the importance of innovative teaching methods like gamification and PBL in language teaching. Nevertheless, it necessitates the implementation of student-centered teaching methods. Not only can PBL foster critical thinking, teamwork, and communication skills, but it also addresses the demand for twenty-first-century skills, ultimately setting students up for success in today's rapidly evolving world.

B. Twenty-First Century Skills

Twenty-first-century skills are considered crucial in preparing future students, as emphasized in the study by Witte et al. (2015). It is necessary to review the extent to which the curriculum includes these skills in a clear way for both instructors and students, along with incorporating educational activities that are linked to developing each skill separately. This progression begins with the development of creative thinking, critical thinking, and problem-solving skills, followed by the effective use of technological applications and the acquisition of information and communication technology skills, and culminates in the integration of communication, collaboration, self-direction, leadership, adaptability, and responsibility. According to Aslan (2015), the development of Twenty-first-century skills revolves around effective teaching practices, which is the instructors' responsibility to adopt. These teaching practices encourage research and inquiry, foster cooperative learning, promote active participation and communication, enhance students' motivation and confidence, and support the development of flexible and diverse thinking skills.

Carolan (2018) identifies Twenty-first-century skills as a set of skills that include analytical reasoning, creativity, communication, information and communication technology, technical integration, flexibility and adaptability, self-direction/organization, collaboration, and cooperation. It should also focus on information and communication technology skills, including access to knowledge production, management, evaluation, and communication with others through media. These skills are equally important to life skills, such as leadership, accountability, ethics, productivity, adaptation, communication, self-guidance, and social responsibility. Many studies confirm the effectiveness of these strategies in the teaching process for English language learners. A study by Sadeghi et al. (2016) investigates the potential impact of PBL on paragraph writing skills of Iranian EFL learners. The results showed that students who received instruction through PBL outperformed students who were taught using traditional textbook-based instruction. These results lend credibility to the positive effects of PBL on improving learners' English writing skills.

Another study by Astawa (2017) highlights the impact of PBL on English productive skills among junior high school students in Bali, Indonesia. The results showed a significant impact of PBL on English learners' learning outcomes. In terms of instructors, PBL also enhanced motivation for teaching and satisfaction. This is affirmed in Putri's (2019) study on the efficacy of using video as an educational tool for students, especially in teaching English as a foreign language. Not only does it provide students with an enjoyable learning experience, but it can also make them more active and comfortable during the learning process. In addition, the teacher, as a role model, should be able to deliver excellent teaching material using online applications such as Kahoot. The results of the study have proven that teaching English using media tools like Kahoot is one of several effective strategies that make students enjoy the teaching and learning process.

Boudadi and Gutiérrez-Colón (2020) have conducted a comprehensive review of literature published in major journals between 2011 and 2019, totaling 68 scientific papers taken from the leading databases, Scopus and Web of Science. The purpose of the study was to determine the efficacy of game mechanics in traditional learning environments to enhance motivation and engagement in Second Language Acquisition (SLA) in higher education and computer-assisted language learning. In the end, there were no strong correlations between gamification, motivation, cognitive processes, and the impact of the instructor's gender in achieving better learning outcomes through this strategy. Regarding the gamification strategy, Al-Shammari's (2019) study pinpoints the effectiveness of using this strategy in developing motivation towards learning English among secondary school students in Hail city. The results showed statistically significant differences in the dimensional measure for the English language proficiency test and the motivation towards learning English scale in favor of the experimental group.

Looking at Tan's (2018) study, which aims to determine the impact of serious games on motivating students in a higher education setting in a program at the National University of Singapore's Language Communication Center, one could comprehend the potential of games in motivating and assisting students with their English reading materials. The study also identifies an increase in students' understanding due to the enhanced materials provided to them, as the pre-test served as evidence of errors in understanding basic reading concepts. These concepts are reflected in a study conducted by Beriswill et al. (2016). Sixteen English language instructors were trained in Twenty-first-century skills at a teacher training institute. The program included a knowledge framework of Twenty-first-century skills, along with teaching strategies related to their development, including active learning, blended learning, authentic learning, varied pedagogical approaches, flipped classrooms, educational games, group-centered learning, problem-based learning, and writing strategies. The program also included motivational building techniques, managing educational activities, and transitioning to performance-based assessment. The results of the study show that professional development programs were effective in improving teaching performance in developing twenty-first-century skills.

Al-Zyoud (2016) and Witte et al. (2015) together reveal a consistent gap between pedagogical expectations and classroom practice. Al-Zyoud (2016) found a low level of project-based learning implementation in public schools, indicating limited use of strategies that support twenty-first-century skills, despite their recognized value. Similarly, Witte

et al. (2015) reported that teacher preparation programs lack intentional integration of twenty-first-century skills, suggesting that teachers may not be adequately prepared to apply such approaches. Taken together, these studies indicate that the limited adoption of project-based learning is closely linked to shortcomings in teacher education and training, rather than individual teaching preferences alone.

Moving forward, this literature review emphasizes the necessity of research and innovation in educational approaches to meet the evolving requirements of English language learners. Using the insights gathered from this review, the following sections of the study aim to investigate the adoption and efficacy of gamification and EPBL among Jordanian university faculty members. This will help to develop English language teaching in the context of twenty-first-century teaching.

III. METHODOLOGY

This research used a descriptive-analytical design. The descriptive design was used in this research to explore the extent to which English language teachers apply gamification teaching methods and projects in electronic learning that fit teaching in the twenty-first century in Jordanian universities. An analytical design was used in this research to explore the possible differences in teaching applications with respect to certain variables.

As per the research design, the research questions for conducting this research are as follows:

1. What is the extent of English language instructors' practice of the gamification strategy in light of 21st-century skills in their teaching?
2. What is the extent of English language instructors' practice of the electronic project-based learning strategy in light of 21st-century skills in their teaching?
3. Are there differences in English language instructors' practice of gamification and electronic project-based learning strategies in light of 21st-century skills in teaching based on gender?
4. Are there differences in English language instructors' practice of gamification and electronic project-based learning strategies in light of 21st-century skills in teaching based on the training programs they attended?

These questions have shaped the research instruments and influenced the selection of procedures that would be used for conducting the data analysis statistically.

A. Participants

The study population includes all faculty members in the Department of English Language Curriculum and Teaching Methods at Jordanian universities. The study sample consists of 60 English language faculty members randomly selected from 10 Jordanian universities.

B. Data Collection

The researcher designed the first questionnaire to measure the distribution of the responses of the faculty members towards the Gamification strategy after reviewing the designs of Schmidt (2013) and Hsin-Yuan Huang and Somon (2013). The second questionnaire was designed to measure the distribution of the responses of the faculty members towards the Electronic Project-Based Learning strategy. After formulating the final sections in each questionnaire, a weight was given to each section, and the individual response averages were distributed into categories according to the following scale: (Important/ Agree) to a great extent (3.26-4); (Important/ Agree) to a moderate extent (2.51-3.25); (Important/ Agree) to some extent (2.50-1.76); Not (Important/ Agree) (1.75-1).

To ensure that the contents of the research instrument are valid, the instrument was pilot tested on an expert panel of eight persons with direct experience and knowledge of English Language teaching methodologies and curriculum design at various Jordanian universities. The instrument was modified based on their suggestions and input until both questionnaires took their final shape. Reliability analysis of the instrument was conducted using Cronbach's alpha coefficient to assess internal consistency. The reliability was 0.84, which is highly reliable and exceeds acceptable standards.

C. Data Analysis Processes

The quantitative data collected were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including means and standard deviations, were calculated to summarize the responses of the study sample to the questionnaire items. Inferential statistical tests, namely independent-samples t-tests and analysis of variance (ANOVA), were employed to examine differences in instructors' responses across the study variables.

IV. RESULTS AND DISCUSSION

To address the first research question: What is the extent of English language instructors' practice of the gamification strategy in light of twenty-first-century skills in their teaching? The analysis focused on measuring the average level of implementation among instructors. This was achieved by calculating both the mean and standard deviation of their responses, providing a clear indication of the overall extent of gamification practice as well as the degree of variation among participants. These statistical measures offer a foundational understanding of how widely and consistently

gamification is being applied in English language instruction within the framework of twenty-first-century educational competencies. The results of the analysis are shown in Table 1.

TABLE 1
MEANS AND STANDARD DEVIATIONS OF INSTRUCTORS' PRACTICE OF THE GAMIFICATION STRATEGY

Practice	Arithmetic mean	Standard deviation	Consent level
Understand the identity and interests of the student and the context	4.10	.82	High
Setting learning objectives	4.09	.85	High
Choose a game that helps the student achieve learning outcomes	3.22	.95	Medium
Provide supplementary materials that help learners focus on the language, such as the vocabulary list contained in the game, grammar notes, dictionaries, culture, and others	3.95	.88	High
Identify gamification elements and tools	3.38	.90	Medium
Identification of sources of gamification: any level that can be gamified, the criterion of success and achievement, and the rules of gamification	3.28	.93	Medium
Application of gamification elements: social elements such as cooperation and interaction, personal elements such as points	3.21	.95	Medium
Gamification experimentation in the learning environment	3.14	1.02	Medium
Gamification Effectiveness Assessment: Data Collection and Analysis to Measure Achievement of Objectives	2.66	1.21	Medium
Overall average practice	3.20	0.91	Medium

From the results presented in Table 1, it is evident that the overall average of the sample respondents' attitudes towards the degree of English language instructors' implementation of the play-based strategy reached 3.22, with a standard deviation of 0.91. This indicates a moderate level of agreement, according to the scale used to determine the degree of practices as outlined in the questionnaire's correction procedures. This finding is consistent with several studies, such as the study by Aslan (2015), which highlighted that the development of twenty-first-century skills revolves around effective teaching, and it is the responsibility of the teacher to employ effective teaching practices. These teaching practices are associated with adopting instructional strategies that promote research and inquiry processes. However, there is a growing need for instructors to acquire better technological skills to adapt to the advancements of the era and implement such strategies. This is due to the limited experience of some faculty members with certain programs, which may need to implement play-based programs in the prescribed curriculum, as well as the scarcity of training programs provided to them in the field of online education. Additionally, there is a lack of time for planning the use of these strategies and diversifying the choice of games.

This result is also consistent with the findings of a study by Boudadi and Gutiérrez-Colón (2020), which indicated a limited literature that emphasized the level of gamification activation in English language education. It also aligns with the findings of a study by Putri (2019), which emphasized the need for teachers to learn how to deliver excellent materials using the online application Kahoot. Additionally, there is a need for knowledge of online teaching strategies. Furthermore, this result is in agreement with a study by Beriswill et al. (2016), which highlighted the need for teachers to be trained in twenty-first-century skills and to implement associated teaching strategies. These strategies include active learning, blended learning, authentic learning, differentiated instruction, flipped classroom, and educational games. The study also emphasized the importance of professional development programs in enhancing teaching performance and developing twenty-first-century skills for instructors.

To answer the second question: What is the degree of English language instructors' implementation of electronic project-based learning strategy in light of twenty-first-century teaching skills? The arithmetic mean and standard deviation of the degree of English language instructors' implementation of the electronic project-based learning strategy in teaching were calculated. The results are presented in Table 2.

TABLE 2
MEANS AND STANDARD DEVIATIONS OF INSTRUCTORS' IMPLEMENTATION OF THE ELECTRONIC PROJECT-BASED LEARNING STRATEGY

Practice	Arithmetic mean	Standard deviation	Consent level
Analyze the course content to select the projects that can be implemented.	4.30	0.90	High
Project planning, organizing content elements, educational media, learning activities, interaction and communication tools, and appropriate Google applications.	3.69	0.99	Medium
Implementation, performance of the roles and tasks assigned to the requested, and making adjustments to the plan in light of the requirements of the situation	3.22	1.07	Medium
Evaluation and follow-up of the project.	3.95	0.96	High
Development: Apply what was identified at the design stage while overcoming any obstacles.	2.38	1.20	Medium
Overall average practice	2.58	1.28	Medium

The results shown in Table 2 indicate that the overall average of the arithmetic means for the sample respondents' responses towards the degree of English language instructors' implementation of the project-based learning strategy reached 258, with a standard deviation of 1.28. This falls within the average agreement level according to the scale used to determine the degree of practice, as stated in the corrective procedures of the questionnaire. This finding is supported by several studies, such as the study by Aslan (2015), which emphasized the teacher's responsibility in achieving effective learning through effective teaching practices and transitioning from traditional strategies to teaching strategies that promote research and inquiry, such as project-based learning. This can be interpreted as the electronic project-based learning strategy, being a modern strategy that aligns with the advancements of the era and changes in the educational process. This necessitates a reconsideration of the process of training faculty members specializing in English language teaching methods in light of these developments. Their implementation of this strategy often relies on their personal professional development and limited training programs provided to them in the field of online education. It is believed that this result can be attributed to the limited experience of faculty members with suitable electronic programs to activate the project-based learning strategy and their ability to make appropriate decisions in selecting a suitable project after analyzing the curriculum. Furthermore, it highlights the need for training faculty members on using electronic assessment tools in the teaching and learning process, as well as the time and effort required for electronic assessment tools, such as online tests or developing evaluation criteria for electronic educational projects.

Furthermore, Beriswill et al. (2016) emphasized the necessity of incorporating professional development programs for a group of English language teachers that focus on various teaching strategies, including active learning, blended learning, differentiated instruction, project-based learning, flipped classroom, and electronic educational games, to enhance their teaching performance and develop twenty-first-century skills.

Regarding the third question: Are there differences in the degree of practice among English language instructors in the strategies of gamification and project-based learning in light of twenty-first-century teaching skills, according to the gender variable? The independent sample t-test was used to examine the differences in the degree of practice among male and female English language instructors in the strategies of gamification and project-based learning in light of twenty-first-century teaching skills. The results are presented in Table 3.

TABLE 3
GENDER-BASED DIFFERENCES IN INSTRUCTORS' PRACTICE OF GAMIFICATION AND PROJECT-BASED LEARNING STRATEGIES (T-TEST RESULTS)

Strategies	Sex	Number	Arithmetic mean	Standard deviation	Value (v)	Degrees of freedom	Significance level
Gamification strategy	Male	31	3.36	0.57	-1.342	58	.185
	Female	29	3.54	0.46			
Project-based learning strategy	Male	31	3.48	0.66	-.408	58	.685
	Female	29	3.54	0.62			
Total	Male	31	3.42	0.51	-.999	58	.322
	Female	29	3.54	0.44			

*Statistically significant at a significance level of $\alpha=0.05$.

Based on the Independent Samples Test, the table above indicates that the sig value is greater than 0.05, indicating that it is not statistically significant. The overall mean of responses from the male participants in the study towards the degree of practice among English language instructors in the strategies of gamification and project-based learning in teaching

was 3.42. On the other hand, the overall mean of responses from the female participants was 3.54. This suggests that there are no apparent differences in the mean responses between the male and female participants regarding the degree of practice among English language instructors in the strategies of gamification and project-based learning in teaching.

Furthermore, this type of learning requires significant human, material, and technological resources, which instructors must provide to ensure the best teaching outcomes. The researcher also attributes this result to the efforts made by both male and female instructors to develop their professional skills, taking advantage of the available environment and participating in training programs offered by universities. These programs aim to equip all faculty members with contemporary teaching skills and effective ways to implement them and enable them to identify the obstacles encountered when implementing these strategies and how to avoid them.

Findings from the current study conform to those found in the work conducted by Boudadi and Gutiérrez-Colón in 2020, highlighting the lack of empirical evidence in identifying any significant connection between the gamification process in traditional higher learning environments and increased learner motivation, engagement, or outcomes in second language acquisition. The paper showed that most studies lack sufficient connections in identifying relationships between gamification, cognition, learner motivation, or teacher-related variables, such as gender, to increase learning outcomes. The existence of similar observations in different studies may imply that the issue of gamification inefficiency is not associated with teacher gender.

However, findings from this study did not align with the findings of another similar study by Al-Zyoud (2016), where there were statistically significant differences based on gender in implementing project-based learning approaches within government schools, and the results revealed that male teachers were implementing to a greater extent than female teachers. The finding in the study of Awamleh (2024) demonstrated that EPBL had a statistically significant impact on the female students' mean scores and academic progress.

This difference could be explained based on differences in context or settings, that is, school compared to higher education settings, and other differences in demographics and other characteristics of participants.

Building on these findings, the study proceeded to address the fourth question: Are there differences in the level of English language instructors' practice of gamification and project-based learning in light of twenty-first-century teaching skills based on the variable of the number of training programs attended? One-way analysis of variance (ANOVA) was used to determine the significance of differences in the participants' responses regarding the degree of English language instructors' practice of gamification and project-based learning in light of twenty-first-century teaching skills based on the variable of the number of training programs attended. Table 4 presents the means and standard deviations of the participants' responses regarding the degree of English language instructors' practice of gamification and project-based learning in light of twenty-first-century teaching skills based on the variable of the number of training programs attended. The following is a summary of the results.

TABLE 4
INSTRUCTORS' PRACTICE OF GAMIFICATION AND PROJECT-BASED LEARNING STRATEGIES BY THE NUMBER OF TRAINING PROGRAMS ATTENDED

Strategy	Number of training programs	Total Number (60)	Arithmetic mean	Standard deviation
Gamification strategy	Less than 5 training courses	17	3.29	0.38
	5-10 training courses	22	3.57	0.61
	More than 10 training courses	21	3.45	0.51
Project-based learning strategy	Less than 5 training courses	17	3.45	0.52
	5-10 training courses	22	3.67	0.57
	More than 10 training courses	21	3.59	0.48
Total	Less than 5 training courses	17	3.30	0.78
	5-10 training courses	22	3.51	0.64
	More than 10 training courses	21	3.48	0.38

According to the data in Table 4, there is no statistically significant difference in the average responses of the study participants towards the degree of implementation of the English language instructors' strategies of gamification and project-based electronic learning, based on the variable of the number of training programs they have attended. Their responses reflected a strong level of agreement that the variable of obtaining training programs does not affect the degree of implementation of the English language instructors' strategies of gamification and project-based electronic learning.

To detect statistically significant differences between the means of the study sample's responses towards the degree of implementation of the English language instructors' strategies of gamification and project-based learning in teaching, based on the variable of the number of training programs they have attended, a one-way analysis of variance (ANOVA) was conducted, as shown in Table 5.

TABLE 5
RESULTS OF ONE-WAY ANOVA EXAMINING DIFFERENCES IN INSTRUCTORS' IMPLEMENTATION OF GAMIFICATION AND PROJECT-BASED LEARNING STRATEGIES ACCORDING TO THE NUMBER OF TRAINING PROGRAMS ATTENDED

Strategy	Contrast source	Sum of squares	Degrees of freedom	Average squares	F	Significance level
Gamification strategy	Between the squares	.714	2	.357	1.325	.274
	Error	15.352	57	.269		
	Total	16.066	59			
Project-based learning strategy	Between the squares	1.551	2	.776	1.987	.146
	Error	22.243	57	.390		
	Total	23.794	59			
Total	Between the squares	.457	2	.229	.998	.375

*Statistically significant at the significance level ($\alpha = 0.05$).

It is evident from Table 5 that the value of sig is greater than 0.05, indicating that it is not statistically significant. Therefore, there are no apparent differences in the average responses of the study sample towards the degree of implementation of the English language instructors' strategies of gamification and project-based electronic learning in teaching, based on the variable of the number of training programs they have attended. In other words, there are no statistically significant differences at the significance level ($\alpha = 0.05$) in the estimations of the sample participants regarding the degree of implementation of the English language instructors' strategies of gamification and project-based electronic learning in teaching, considering the variable of the number of training programs they have attended. The overall F value of the instrument was 0.998, and the corresponding significance value ($p = 0.375$) exceeded the threshold of $\alpha = 0.05$, indicating the absence of statistically significant differences. Therefore, there are no differences in the degree of implementation of the English language instructors' strategies of gamification and project-based electronic learning in light of twenty-first-century teaching skills, based on the variable of the number of training programs they have attended.

This can be attributed to a high level of consensus among participants concerning their practice levels in terms of the importance of gamification and project-based learning strategies within English language education in institutions of higher learning, despite varying levels of teaching experience. For instance, teaching experience has historically been identified as an important factor in effectiveness for an instructor; however, implementing new learning strategies is contingent upon instructors' knowledge and familiarity with new technologies in learning as opposed to teaching experience.

Although experienced faculty members have well-developed skills in managing their classrooms, technological proficiency and flexibility are also needed in effectively incorporating gamification and project-based online learning strategies, traits that are now visible among newly hired faculty members. These faculty members show high confidence in technological platforms and also better fit the learning mode of today's increasing cohort of students, who now prefer learning to be done in an interactive technological manner. Additionally, easy access to professional online courses by faculty members has increased technological and instructional proficiency, regardless of faculty members' experience. This resulted in diminishing any variations in the levels of strategy implementations among faculty members, regardless of their years of experience.

This result was not consistent with the findings of Putri's (2019) study, because the study highlighted the emphasis on training teachers on how to apply these strategies in teaching. This was also not consistent with the findings of Al-Shammari's (2019) study, because the findings suggested the effectiveness of applying the gamification strategy in enhancing the motivation of learning towards the English language among students, in terms of the need to train teachers in this respect as keeping students motivated and organizing suitable gamified activities were ranked most important in Oliver et al. (2024). This was also supported by the findings of the study done by Witte et al. (2015) because it suggested unintentionality in the curriculum and prescribed programs in training teachers in the field of English language teaching and developing their twenty-first-century skills. This problem affects the teaching methodologies of the teacher, in addition to the weaknesses in their development and validation held by the students. It was, however, consistent with the findings of Al-Zyoud's (2016) study, because the findings suggested that there were no statistically significant differences in the average responses of the sample participants concerning the actual implementation of project-based learning in

government schools based on the variables of qualification, years of experience, average number of students in the classroom, and workplace.

V. CONCLUSION

The increasing emphasis on incorporating innovative teaching methods, including gamification and electronic project-based learning, among university students is indicative of a paradigm shift in higher education institutions towards a more learner-focused and technology-driven teaching approach, better poised for twenty-first-century teaching competencies. The potential of these teaching methods in increasing learner participation, motivation, and performance, especially in language learning classes, has long since been well documented. As a result, there is a pressing need for investigations into how much English language lecturers in Jordanian universities adopt such teaching methodologies, and what determines those outcomes.

The results obtained from this study show that English language tutors are practicing both gamification and electronic project-based learning concepts positively. Furthermore, this study was unable to establish any statistically significant differences in the implementation of both concepts based on the gender of the tutors. It is evident from this study that both female and male English language tutors show a similarity in their orientation towards adopting modern teaching methodologies while dealing with the needs of learners in the current context of education in the twenty-first century.

On the other hand, it can be noted that professional training programs have an important role in influencing the teaching practices adopted by the instructors. These differences in teaching practice were statistically significant with respect to the number of professional training programs undergone by the instructors. This proves that, despite personal experience being an important aspect, professional training and experience with education technology play an instrumental role in teaching instructors how to incorporate gamification and project-based eLearning approaches in their teaching practice.

From a practical standpoint, several implications make this research significant for program developers, curriculum specialists, and decision-makers responsible for higher education. There is a definite need for an analysis and improvement in professional development efforts aimed at ensuring English language lecturers have sufficient skills and proficiency in using technology-enhanced approaches to pedagogy. The train-the-staff programs must advance beyond mere theoretical know-how, and emphasis must be placed upon experiential methods that would help lecturers create, analyze, and refine gamification and project-based opportunities for students at the higher education level.

On a more institutional level, what these findings point to is a focus on innovation with regard to learning. Encouraged here are universities to create a supportive environment for experimentation with active learning approaches, as well as to equip educators with technology to enable effective implementation. This is crucial to ensure that language learning environments are at all times attuned to new paradigms of learning.

Although the contributions of this research are immense, this research only focuses on those English language faculty members in Jordanian universities in Amman. Therefore, future research needs to be carried out to cover more provinces to make generalizations on these findings. Future research may also explore the utilization of these strategies in other foreign language subjects at the university level and may find out their impact on other subjects. The research may also help in understanding the effectiveness of these strategies in the long run and their contributions to the transformation of teaching methodologies in higher education.

All in all, this research contributes to existing literature concerning innovative approaches to education by offering empirical evidence from an educational setting in higher education ELT. By pointing to the importance of staff development, it underscores that there should always be investment in educational innovation to further superior, future-oriented language education.

Recommendations

Based on the study findings, it is recommended that universities sustain and further enhance the integration of twenty-first-century teaching skills within English language instruction and incorporate instructors' pedagogical proficiency in applying these skills as one of the criteria for faculty evaluation. To achieve this, teacher training and professional development programs should be systematically redesigned to emphasize contemporary teaching strategies, e-learning methodologies, and the effective use of educational technology in line with current educational demands. Such reforms can support instructors in developing a clear and informed understanding of their evolving instructional roles. Additionally, the purposeful integration of electronic project-based learning and gamification is recommended as part of a comprehensive assessment framework, ensuring that evaluation practices align with innovative, learner-centered teaching approaches.

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