

Investigating the Impact of ‘Postcard Adventure’ in ESL Classrooms

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ABSTRACT

This qualitative research paper explores the impact of ‘Postcard Adventure’, an online game created to bridge the gap between entertainment and education. The study assesses the effectiveness of ‘Postcard Adventure’ in enhancing language learning outcomes, measuring student engagement, promoting cultural awareness, and evaluating the implications of gamification in language education. Through semi-structured interviews, this research aims to contribute valuable insights into the potential of gamified approaches for language acquisition, particularly in remote learning. The findings shed light on the success of ‘Postcard Adventure’ and offer recommendations for educators seeking innovative methods to impart language skills, especially in challenging circumstances. This research also emphasised the primary motivation behind the development of ‘Postcard Adventure’, which aids busy teachers in producing captivating educational content.

Keywords: Gamification, Teaching Approach, Educational Technology, English as a Second Language (ESL), Game-Based Learning, Flipped Learning.

INTRODUCTION

The COVID-19 pandemic has accelerated the need for teachers to master digital teaching skills. In Malaysia, the Ministry of Education is set to introduce a new curriculum in 2027 called *Kurikulum Persekolahan 2027*, aiming to engage teachers in digital media. However, a significant number of Malaysian teachers, with an estimated 90% still at basic or beginner levels in using digital tools for teaching, are facing challenges in adapting to this new landscape. Traditional methods of teaching English are often criticised for being tedious and ineffective, leading to low levels of proficiency among learners. Hill et al. (1985) noted the unpleasantness of traditional English teaching, and more recent studies, such as Zawodniak et al. (2017) and Madani (2021), have highlighted the challenges students face in exhibiting language proficiency using these methods. Therefore, an increasing demand exists for a fresh teaching approach that enriches the learning experience and elevates language skills and motivation.

One such innovative teaching strategy is gamification, an educational approach designed to inspire students to acquire knowledge through engaging activities within learning environments (Dicheva et al., 2015). According to Yildiz et al. (2021), gamification is an innovative technological strategy that successfully provides high-quality instruction to increase student involvement and make lessons more engaging. Figueiredo and García-Peñalvo (2020) highlight that the primary goals of gamification in education are to enhance language proficiency, design efficient teaching and learning activities, encourage active learner involvement, and facilitate behavioural changes in students. Backed by extensive research, gamification has

emerged as a promising educational approach in the twenty-first century, attributed to its multifaceted benefits.

Benefits of Gamification

The integration of gamification in language education, particularly within the English language classroom, has garnered significant attention as an effective and engaging pedagogical approach. Gamification, which harnesses the inherent motivation associated with games, has been shown to alleviate academic stress and enhance students' impetus to improve their performance (Mee Mee et al., 2020). Game elements such as points, rewards, and competition are potent motivators that foster heightened student engagement and involvement. Furthermore, the prospect of progressing through various levels and attaining virtual rewards engenders a dynamic and interactive educational environment.

In addition to its motivational benefits, gamification necessitates and enhances a sense of empathy, critical thinking, problem-solving, and decision-making skills, thereby fostering a more profound comprehension of the subject matter (Kaufmann, 2018). Moreover, various studies have underscored gamification's capacity to cultivate students' creative thinking abilities, nurturing their imagination and originality (Krath et al., 2021; Alt & Raichel, 2020; Bourke, 2019; Barata et al., 2013). Notably, research has also indicated that gamification has the potential to enhance both individual and group creativity (Parjanen & Hyypia, 2019), which can improve collaboration, increase engagement, and develop empathy by understanding and appreciating different perspectives as well as the feelings and experiences of others (Kaufmann, 2018).

Furthermore, gamification facilitates the application of language skills in authentic and meaningful contexts. By seamlessly integrating language into the fabric of game narratives, rules, and interactions, students can apply their linguistic expertise to realistic scenarios. For instance, storytelling games in language classrooms not only advance students' vocabulary but also enhance their understanding of vocabulary usage within specific contexts, thereby fortifying language comprehension and the practical application of acquired skills in real-life communication (Thiagarajah et al., 2022).

Ultimately, gamification in language education has proven to be an effective and engaging approach, alleviating academic stress, fostering critical thinking and creativity, and facilitating the practical application of language skills in authentic contexts. This approach offers a promising avenue for creating a dynamic and interactive learning environment with significant potential to influence the future of language education.

Game-Based and Flipped Learning

Game-based learning and flipped learning, while distinct educational methodologies share a significant connection in their ability to foster active and personalised learning experiences that enhance student engagement and understanding. Each approach complements the other by addressing different aspects of the learning process, which can be integrated to create a more dynamic and effective educational environment. Educators can maximise engagement and efficacy by integrating game-based learning within a flipped classroom model. Students first engage with the content independently in a stimulating, game-based format, then use classroom time to deepen understanding through discussion, application, and peer collaboration. This synergy makes learning more enjoyable and comprehensive, catering to various learning styles and maximising educational outcomes (Razali et al., 2023).

Importance of Gamification in Education

Gamification in education is a developing approach for increasing learners' motivation and engagement by incorporating game design elements ((eybek&Saygı, 2023). According to Alsawaier (2018) and Deterding et al. (2011), gamification empowers students and encourages them to take charge of their learning. Landers

(2014) emphasised that this method encourages students to see failures as learning experiences, which builds resilience and an optimistic perspective on challenges in life. Moreover, Hamari and Koivisto (2015) note that gamification brings a sense of excitement and engagement to the classroom, which captivates students and encourages them to participate in learning activities actively. Bevins and Howard (2018) found that gamified systems' progress indicators and feedback mechanisms provide students with tangible evidence of their learning progress, which increases their motivation and gives them a feeling of achievement.

Gamification can make classrooms more engaging, effective, and accessible to students with various learning styles. It provides educators with a flexible tool to adapt to the needs of learners' learning styles. The nature of game design is very flexible, which means it can be adjusted to fit different levels of skill, various ways of learning, and personal preferences, for example, in decision-making, problem-solving, and communication (Rabah, 2018). Gamification helps develop skills by providing opportunities for language learning in realistic and contextually rich situations (Zeybek&Saygı, 2023). The utilisation of contextualised learning not only enhances one's linguistic proficiency but also fosters the development of critical thinking skills and the practical application of knowledge in real-life situations.

Furthermore, gamification provides educators with a flexible tool to adapt to the needs of learner's learning styles. The adaptability of gamified language activities guarantees that they can meet students' learning styles, thus fostering inclusivity and providing personalised learning experiences (Pazilaha et al., 2019). For example, to cater to visual learners, teachers can use interactive audio-visual games designed to be effective for visual learners; as for kinesthetic learners, teachers can include games that can engage the brain through verbal, visual, and motor skills, empowering them to experience, manipulate, and understand first-hand.

Gamification in education is a promising approach that enhances students' motivation, engagement, and learning outcomes. It empowers students, encourages active participation, and fosters resilience. Gamification's adaptability caters to diverse learning styles, promotes inclusivity, and provides personalised learning experiences. Overall, gamification has the potential to revolutionise education by making it more engaging, effective, and accessible to a wide range of students.

Application of Gamification in Education

The use of gamification in the classroom for English language learning entails purposefully incorporating game elements and principles into the educational setting to increase engagement, motivation, and the acquisition of language skills. This section will discuss the crucial aspects regarding the practical application of gamification in the English language classroom. Gamification can be applied by engaging students in role-playing activities, wherein the students assume various characters and communicate English within specific contexts (Cristina, 2016). This approach helps students practice their language skills and motivates them to take on different linguistic roles, thereby improving their proficiency in using English in other contexts (Ruiz-Ezquerro, 2021).

Numerous resources are available to help teachers incorporate gamified learning into their lessons. Platforms like Classcraft, Breakout EDU, and Gimkit offer role-playing, immersive challenges, and customisable game types. Quiz-based formats like Kahoot! and Quizizz provide competitive challenges and instant feedback. Classcraft Studio allows for unique quest creation aligned with course objectives, while Rezzly (formerly 3D GameLab) enables educators to design standards-aligned, individualised learning experiences with quests and badges.

Educaplay covers various disciplines with interactive educational activities, and Toontastic 3D promotes creativity through animated presentations. These resources enhance student engagement, teamwork, and skill acquisition across diverse backgrounds and ages. Additionally, incorporating language quests or

challenges into the curriculum adds excitement and adventure to language learning, fostering problem-solving and skill attainment in a connected, progressive manner (Kaufmann, 2018).

In essence, gamification in the English language classroom is a strategic and dynamic method that improves the learning experience by utilising game design's motivational and engaging elements (Kaufmann, 2018). When gamification is implemented with careful consideration, it has the potential to establish an engaging and efficient language learning setting that corresponds to the varied requirements and preferences of learners.

The Challenges of Gamification as a Teaching Method

The implementation of gamification in the educational context poses various challenges. A concern that stands out is the possibility of placing too much importance on external rewards (Baraishuk, 2023), which could change student motivation from authentic involvement to a concentration on earning points or badges. Furthermore, the seamless alignment of gamified activities with educational objectives presents a challenge, as there might be a lack of harmony between game elements and the intended learning outcomes (Molins-Ruano, 2014; Harviainen, 2014). The effectiveness of gamification can be hindered by technological barriers and limited accessibility (Mee Mee et al., 2020), which can disadvantage students without regular access to digital devices. The successful integration of these strategies is further complicated by resistance to change from educators and students and the potential for distraction (Demirbilek et al., 2022) within immersive gamified environments. Creating gamified activities that are both engaging and educationally relevant is a complex task. Educators also have concerns about sustaining student engagement over a long period. These challenges highlight the various difficulties that educators encounter when trying to utilise the potential advantages of gamification in education.

Problem Statement

With the increasing demand for technology-driven education, especially in the wake of the COVID-19 pandemic, there is a notable gap in understanding the impact of gamification on language acquisition. Despite its potential, there are still barriers to integrating gamification into language education, such as time constraints, technological challenges, and resistance to change (Zhang & Hasim, 2023; Demirbilek et al., 2022). Although previous research has shown the many benefits of gamification, there is a need for further research to assess the effectiveness of gamification in achieving language learning outcomes and to explore the broader implications of gamification in language education (Vathanalaoha, 2022). This research aims to fill this gap by assessing the effectiveness of 'Postcard Adventure' in achieving language learning outcomes, measuring student engagement, and exploring the broader implications of gamification in language education.

Research Questions

1. How do teachers perceive the concept of gamification, especially in the context of 'Postcard Adventure', as a method of enhancing learning?
2. How does the gamified approach of 'Postcard Adventure' contribute to language learning outcomes and overall proficiency among ESL learners?
3. How do the gamification elements in 'Postcard Adventure' enhance student engagement and motivation in the English language learning process?
4. To what extent does the 'Postcard Adventure' game promote cultural awareness among students?

Overview of 'Postcard Adventure'

In response to the disruptions caused by the COVID-19 pandemic, 'Postcard Adventure' emerged as an

innovative online game designed to teach primary school pupils about postcards and facilitate English language learning. The game takes players on a virtual journey across seven continents, each featuring a unique English language learning activity. The narrative centres around Miss Sophia, a teacher navigating the challenge of delivering New Year postcards to her seven students living on each of the seven continents amidst global postal service shutdowns. The game comprises seven activities – *Postcard Paradise: Seven Features*, *Verb Voyage: Past Tenses*, *Opposite Odyssey*, *Adjective Adventure*, *Emoji Expedition*, *Hidden Harmony*, and *Country Chronicles*, each tailored to represent a specific continent, provide players with engaging language challenges and cultural exploration. Successful completion of these activities results in the retrieval of postcards for Miss Sophia’s students and virtual souvenirs, for example, a virtual cowboy hat from North America, a penguin plushie from Antarctica, a tribal mask from Africa, and a beret from Europe for players as tokens of gratitude. The culminating moment of the game involves reuniting the postcards and resolving Miss Sophia’s delivery dilemma, fostering a sense of accomplishment and unity among players. A heart-warming New Year reunion concludes the game, with players receiving a virtual postcard from Miss Sophia as an expression of gratitude. ‘Postcard Adventure’ offers an innovative and timely approach to online education, combining gameplay, language learning, and global awareness. This research paper explores the game’s design, pedagogical implications, and potential as a model for interactive and culturally enriching learning experiences.

METHODOLOGY

A qualitative research design was used to address the research questions of this study. According to Obuya and Ong’ondo (2020), qualitative research is applied to study individuals and events in their natural setting. The qualitative research method is considered the best fit for this study as it assists researchers in comprehending experiences, phenomena, and contexts. At the same time, it allows the researchers to ask questions that cannot be easily quantified. Ultimately, to accomplish the study’s aims, the primary source of data used in this study was semi-structured interviews. Fraenkel et al. (2012) stated that the semi-structured interview is an effective way to gather qualitative data because it allows researchers to collect open-ended responses and explore participants’ thoughts, feelings, and beliefs on a particular topic. DeJonckheere and Vaughn (2019) also noted that semi-structured interviews are a powerful tool for researchers to understand individuals’ experiences, beliefs, and thoughts. In addition, the results of this research will assist educators in comprehending the constraints of current methodologies and resolving them to enhance the effectiveness of teaching using the ‘Postcard Adventure’ game. The results of this research will also assist teachers in advocating the use of gamification in classroom settings within the educational system.

The study’s participants were primary school teachers aged 30 to 35. The teachers used the pseudonyms Miss Attilia, Miss Ainur, and Miss Hamizah to maintain their privacy. The selected teachers are an essential part of this study, given that the teachers have taught English as a second language in primary schools for over 7 years. This choice was made to get a better look at how the ‘Postcard Adventure’ was first used in a real classroom. By focusing on the three experienced teachers, the study hoped to find out how well the method worked before spreading to include more teachers. This strategy choice was made to make sure it would help with the study goals while looking at whether ‘Postcard Adventure’ could work in a classroom and what effects it might have.

A narrative analysis was used to elicit the data from the interview sessions with the participant teachers, as narrative inquiry emphasises participants’ authentic experiences as viable sources of information. The data collected for the analysis was transcribed verbatim from the interview, and a thorough thematic analysis was conducted, this method aligns well with the semi-structured interview approach as it enables researchers to explore participants’ thoughts, feelings, and beliefs on a particular topic (Adeoye-Olatunde & Olenik, 2021; Jamshed, 2014). Therefore, by using thematic analysis, the researchers can gain a deeper understanding of the teachers’ experiences and perspectives on the ‘Postcard Adventure’ game and the potential implications

for gamification in classroom settings.

FINDINGS AND DISCUSSION

As highlighted by Rahmat and Maaruf (2019), the evaluation phase is crucial in determining the feasibility of a tool in the classroom. This stage provides researchers with evidence of the tool's effectiveness in the classroom. The discussion of findings from this study reveals the insights of three English teachers regarding the feasibility of the 'Postcard Adventure'. The findings and discussion are presented as responses to the research questions.

Teachers' Perspectives on 'Postcard Adventure'

The feedback from the teachers collectively highlights the positive aspects of the 'Postcard Adventure' game. Miss Attilia commends it as a very refreshing concept of gamification, utilising Canva to engage students in playing games. According to Miss Attilia, *"This is an excellent game as it is a very fresh concept of gamification, which is playing games through Canva. I never knew that we could create games using Canva! Postcard Adventure also introduces what postcards are to the students, as most of them may not have known about the concepts and formats of postcards before. They also get to go on a journey to deliver the postcards through this game, which is a very creative idea! There are a lot of activities inside as well, where students will be tested not only on their grammar but also their general knowledge."* Miss Ainur finds the concept exciting and proposes that it has the potential to be revolutionary, utilising more investigation and refinement. Miss Hamizah views 'Postcard Adventure' as a pioneering method of gamifying the process of learning English. She values its distinctive features, such as integrating Canva and using postcards, which encourage creativity and active participation. She aims to include this game in future sessions across several courses, highlighting its beneficial influence on teaching English.

Additionally, teachers commend Postcard Adventure for being an innovative educational resource with various exciting exercises. Miss Attilia specifically draws attention to the benefits of the *Opposite Odyssey* activity, stressing how it uses visuals to help students predict answers. *"My favourite activity is the Opposite Odyssey,"* she says, highlighting how valuable images are for improving understanding. According to Miss Attilia, who highlights the children's joy at this imaginative use of emojis that challenge them to think creatively, the *Emoji Expedition* also demonstrates the students' excitement. Miss Ainur agrees that the *Emoji Expedition* activity is her favourite since it is picture-based and follows the latest emoji trends. Miss Hamizah offers her viewpoint as well. She finds the *Emoji Expedition* fascinating and praises 'Postcard Adventure' for its creative method of showing a video of a teacher teaching about the features of postcards before pupils respond to questions in the activity. She highlighted that *"showing a video of Miss Sophia it can provide a much-needed break for teachers looking to create compelling classes!"*

How the Teachers Felt about Implementing Gamification in the Classroom

Miss Attilia, Miss Ainur, and Miss Hamizah each offer valuable insights into the challenges and benefits of incorporating interactive platforms in the classroom. Miss Attilia has successfully employed these tools to capture students' attention. Still, she highlights a significant issue: the shortage of devices in most schools, leading to students having to share computers or tablets, causing time constraints and waiting periods. Building on this, Miss Ainur expands on the challenges the current context poses, particularly during the COVID era, where monitoring student attendance in long-distance learning becomes a considerable obstacle. She further elaborates on the scarcity of resources, such as gadgets and internet access, along with logistical issues like computer room bookings and rules. Echoing these sentiments, Miss Hamizah acknowledges the effectiveness of gamification through Quizizz but also faces obstacles related to limited device access and the imperative to ensure equal participation, particularly in online learning. These teachers underscore the recurring challenges of device shortages, time constraints, and the need for equitable

access, offering a comprehensive perspective on the practical limitations of implementing interactive tools in varied educational settings.

A complete narrative arises from the merging of thoughts provided by Miss Attilia, Miss Ainur, and Miss Hamizah about using gamification in the classroom. Miss Attilia's familiarity with programmes such as Kahoot and Quizziz and the discovery of Canva possibilities emphasise the possibility of developing engaging and visually appealing games, enabling instructors to include creativity in their teaching. Expanding upon this point, Miss Ainur passionately promotes using gamification as an essential component of contemporary education. She supports her argument by highlighting teachers' diverse array of obstacles, including management duties and the need for an adequate work-life equilibrium. She emphasises the effectiveness of gamification in tackling these difficulties and empowering students to study autonomously, thus conserving instructors' efforts and enhancing motivation. In addition, Miss Hamizah, drawing inspiration from 'Postcard Adventure', extends the discussion on gamification, highlighting its more comprehensive range of uses beyond quizzes and its capacity to provide visually captivating, interactive material that enhances the educational process enjoyably. Collectively, these educators make a persuasive argument for the profound influence of gamification on the quality of instruction, student involvement, and the entire classroom atmosphere.

'Postcard Adventure' Contributes to Language Learning and Proficiency

Reflecting on the implementation of 'Postcard Adventure' in their classrooms, the teachers collectively note the positive impact on student engagement and learning outcomes. Miss Attilia observed a significant transformation in students' attitudes towards learning grammar, which was traditionally deemed challenging and subjected to boredom. Through games like *Verb Voyage* and *Adjective Adventure*, she witnessed students actively participating and expressing excitement in answering grammar questions. Moreover, she noted an expansion in their vocabulary as students encountered unfamiliar words, fostering a curiosity that prompted them to seek meanings for words like *Voyage* and *Odyssey*. The teacher's response is displayed as below:

"When I conducted Postcard Adventure with the students, I noticed they were having fun and more interested in learning. They even asked me for more after they finished playing it. Before this, learning grammar was one of the most difficult aspects to teach, as students think grammar was hard and was easy to bore when learning it. However, when I used this game, I saw that the students were excited to answer the grammar questions, like in Verb Voyage and Adjective Adventure. This helps them to learn grammar in a fun way. Another thing that I have noticed is that this helps them gain more vocabulary. They did not know a few words in the quiz, and they would ask me the meaning of the words, such as " Voyage and " Odyssey."

Miss Ainur stressed the importance of closely monitoring student progress to tailor assistance based on individual abilities, highlighting the relaxed atmosphere created by gamification. She emphasises that the gaming approach instils confidence in students, making them more comfortable seeking clarification for unfamiliar words within an enjoyable learning environment. Building on these sentiments, Miss Hamizah enthusiastically affirms the positive impact on student enthusiasm, describing how the entire class was engrossed in the game. Students actively participated throughout the session, some even requesting to replay the game due to the enjoyment they experienced. Post-class students approached Miss Hamizah, expressing a desire for more game-based lessons like 'Postcard Adventure', illustrating the remarkable engagement and interest fostered by the gamification approach.

'Postcard Adventure' Enhances Students' Engagement and Motivation

Alsawier (2018) and Gee (2003) argue that well-designed games may encourage a spirit of inquiry and

curiosity, improving the learning experience. Among others, Anderson et al. (2016) and Hamari et al. (2016) found that gamification enhanced students' motivation, engagement, and learning outcomes. As the teachers focus on the effects of 'Postcard Adventure', their insightful observations show that classroom participation has changed drastically. 'Postcard Adventure' emerges as a transformative tool for educators, as highlighted by Miss Attilia, offering a solution to engage students in challenging language topics like antonyms, past tenses, and adjectives. Recognising students' difficulty with traditional teaching methods, she emphasises the game's potential to modify teaching approaches and make learning enjoyable. Miss Ainur further underscores the effectiveness, stating, *"Yes, I strongly believe it definitely can!"* The gamification strategy combines auditory, visual, and hands-on approaches, catering to diverse learning styles. This inclusive method not only boosts student performance, even among unexpected achievers but also taps into students' excitement for interactive mediums in the learning process. Miss Hamizah echoes this sentiment, expressing optimism about the game's ability to capture students' interest through its interactive nature and various activities. She pointed out that *"Postcard Adventure seems very promising in capturing my students' interest. Its interactive nature and variety of activities can make learning English more enjoyable. Besides the language input, I love the concept of this game. My students felt that they were on a quest or mission or something related, like the movie Jumanji, which attracted them even more."*

'Postcard Adventure' Fosters Cultural Awareness

The teachers are coming to terms with the game's revolutionary potential as they see 'Postcard Adventure' play out, recognising its effects on students' intercultural understanding and respect. Including varied cultural viewpoints in the learning environment is essential, aligning with culturally responsive education concepts (Green & Hickey, 2022; Gay, 2002). Beyond its role as a simple game, 'Postcard Adventure' becomes an instrument for cultivating culturally competent learners by promoting in-depth investigation and comprehension of cultures around the world. Miss Attilia emphasises the importance of 'Postcard Adventure' in fostering cultural awareness and appreciation when she says, *"I believe that Postcard Adventure can create awareness and appreciation of multicultural elements in a worldwide context because students are exposed to not just one, but many cultures and ethnicities globally via this game, which guides them on a trip around seven continents. Each continent has different background music, which enhances the mood even more! Some of the boys in my class even danced to the beat of some of the music, which improved the mood of the class and made it livelier."* Miss Attilia says it would work well in Malaysia, seeing it as a tool for travelling to other countries in one sitting and learning about diverse cultures.

Similarly, Miss Ainur says that her students enjoyed learning about the world's continents, maps, and new words and items. Miss Ainur was surprised when her students even memorised the names of the seven continents before the game ended, which she finds remarkable for primary school students. She stresses that 'Postcard Adventure' is an excellent opportunity to teach cultural understanding, especially to the younger generation. Miss Hamizah adds her voice to the section, affirming, *"Definitely! Postcard Adventure has the potential to cultivate awareness among students, and it can contribute to students appreciating the diversity of the vast cultures around them. When my students received the virtual souvenirs after completing each activity, some started googling about the culture of the countries."* All of these teachers highlight how the game helped students see the world differently and develop an enormous respect for cultural variety.

Valuable Suggestions for Future Improvements

Educators are dedicated to constant growth, offering constructive and insightful feedback to improve the game despite their praise. A similar appeal for more explicit directions has been made by Molins-Ruano et al. (2012) and Moreno-Ger et al. (2008), who stress the need for educational games to have clear rules to prevent misunderstandings and get the most out of them. Abdulrahman et al. (2020) found that student's interest and understanding were positively affected by multimedia components in instructional games; the proposed addition of actual photos is in line with this. Recognition of the significance of monitoring student

progress for successful learning is a general trend in educational game research, and the suggestion for a progress-tracking component reflects this (Alsawaier, 2018; Cordova & Lepper, 1996). With its foundation in research-driven game-based learning principles, real-world application, and tactics for continual growth, 'Postcard Adventure' is more than just a game. It is an innovative and culturally stimulating teaching tool.

Miss Attilia recommends incorporating detailed explanations or instructions before each segment, ensuring clarity for students. She emphasises the importance of preparing students by explaining the types of questions, such as opposites and adjectives, to refresh their memory before engaging in quizzes or activities. Miss Attilia suggests creative ways to use it outside of school, like planning an Explorace programme that turns learning into an exciting journey where students can connect. She thinks there will be checkpoints on different continents. *"Once the students get to the checkpoints, the teacher can prepare questions based on the different continents,"* she says. This method effortlessly combines movement with learning, which makes it fun to learn and can turn out to be a flexible teaching tool.

Building on this, Miss Ainur suggests using real pictures for answer choices, expressing concern about potential misconceptions, and advocating for a more three-dimensional perspective on objects like the penguin plushie and the maraca. She envisions including a feature where students can collect items, acknowledging the need for careful planning but highlighting its potential as a groundbreaking addition. To complement these ideas, Miss Hamizah echoes the need for more straightforward instructions and the use of authentic images while proposing the incorporation of a progress-tracking section within the game. She concludes with praise, calling the overall product brilliant and deserving of recognition.

CONCLUSION

In conclusion, this qualitative research paper has delved into the impact of 'Postcard Adventure', an innovative gamified approach designed to bridge the gap between entertainment and education in the context of language learning. The findings, as highlighted through the perspectives of English teachers, reveal a positive reception and effectiveness of 'Postcard Adventure' in enhancing language learning outcomes, student engagement, and cultural awareness. The teachers' enthusiastic endorsement of 'Postcard Adventure' as a refreshing concept in gamification to engage students in learning grammar and language concepts underscores its potential as an effective educational tool. The game's unique features, such as the integration of postcards, seven continents, and various activities and features, contribute not only to language skill development and engagement but also to students' cultural awareness on a global scale. Moreover, the study sheds light on the challenges teachers face in implementing gamification tools, including device shortages, time constraints, and the need for equal access. Despite these challenges, teachers strongly believe in gamification's positive impact on student motivation and participation.

To enhance the effectiveness of gamified tools, developers are encouraged to focus on improving clarity by incorporating detailed instructions or explanations before each segment, ensuring students are adequately prepared. Addressing challenges related to resource accessibility, mainly by providing schools with the necessary devices for gamified learning in both traditional and online education settings, is paramount. Further research and development are warranted to explore additional features, such as real pictures or three-dimensional elements, to augment student understanding and engagement. Equipping educators with the necessary skills through professional development opportunities, including workshops and training sessions, is essential for seamlessly integrating gamified approaches into the curriculum. Additionally, fostering ongoing collaboration between educators and developers is crucial to ensuring that gamified tools align closely with educational objectives and suit diverse classroom environments. By implementing these recommendations, stakeholders can collectively work towards maximising the potential of gamification in language education and creating engaging and effective student learning experiences.

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