Enhancing Reading Comprehension through Gamification-Based Task-Based Language Teaching (TBLT) in Online Learning Environments

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Abstract:
Online learning has been popular to keep learners engaged and enhanced their reading comprehension. This study investigates the effectiveness of using online gamification-based Task-Based Language Teaching (TBLT) to improve learners' reading comprehension, motivation, and engagement. The research was conducted in an online English course for 30 undergraduate EFL learners. The course incorporated gamification elements such as points, badges, and leaderboards within the TBLT framework to encourage active participation and reading comprehension. Data were collected through interviews, observations, and document analysis, focusing on students' performance, motivation, and engagement during the course. The findings revealed that gamification-based TBLT significantly enhanced learners' motivation and engagement by fostering a sense of achievement through rewards. Learners showed improved reading comprehension, demonstrating a better ability to understand, summarize, and analyze texts. Immediate feedback adjust students with strategies and improve their performance in real-time, while the collaborative nature of the gamified environment promoted social interaction and peer learning. The study concludes that gamification-based TBLT is an effective approach to enhancing reading comprehension in online learning environments. Future research is recommended to explore the long-term effects of gamification on learner retention and the impact of task complexity on advanced learners.

Keywords: *Gamification, Task-Based Language Teaching, Reading Comprehension, Motivation, Engagement, Online Learning*

Introduction

Online learning has become a widely adopted approach for learners to access education from anywhere around the world. However, the challenge is to ensure that learners are fully engaged and motivated to learn through online platforms (Bawanti & Arifani, 2021). One significant area of concern is the enhancement of learners' reading comprehension, which is an essential skill for academic success.

Reading comprehension is a critical skill for academic success and lifelong learning. In the context of online learning, it is essential to ensure that learners are engaged and motivated to improve their reading comprehension skills (Djiwandono, 2018). The traditional approach to teaching reading comprehension involves providing learners with texts and asking them questions to assess their understanding. However, this approach may not be effective in the online environment, where learners may be distracted or lack motivation.

In recent years, online gamification-based TBLT has emerged as a promising approach to enhance learners' reading comprehension. Research studies have shown that this approach can improve learners' engagement and motivation, as well as their reading comprehension skills. For example, a study conducted by Chen, Li, and Chen (2020) found that the use of gamification in an online English reading course increased learners' motivation and engagement and improved their reading comprehension skills.

Online gamification-based TBLT is a promising approach to enhance learners' reading comprehension in the online environment. The use of game elements such as points, badges, and rewards can increase learners' motivation and engagement in the learning process. Research studies have shown that gamification-based TBLT can improve learners' reading comprehension skills, motivation, and engagement.

Previous study showed evidence of the effectiveness of gamification-based TBLT in enhancing learners' reading comprehension in various online and blended learning contexts (Zare et al., 2019; Barrot et al., 2021;Mok et al., 2018; Wahidin, 2016). The studies found that gamification significantly improved learners' reading comprehension skills and motivation.

Despite the positive findings, there are still some gaps in the existing literature. For example, most of the studies have been conducted in EFL contexts, and there is a need to explore the effectiveness of gamification-based TBLT in other language learning contexts (Ardika et al., 2022). Additionally, there is a need for more studies that investigate the long-term effects of gamification on learners' reading comprehension and motivation.

Furthermore, there is a need to examine the effectiveness of different game elements and design strategies in gamification-based TBLT. The use of different game elements and design strategies may have varying effects on learners' motivation, engagement, and reading comprehension skills. Another study by Hu et al., (2019) examined the effects of gamification on learners' English reading comprehension and motivation in a blended learning environment. The study found that gamification increased learners' motivation and engagement and improved their reading comprehension skills.

Several previous studies have investigated the effectiveness of gamification-based TBLT in enhancing learners' reading comprehension, motivation, and engagement in various educational contexts. For instance, (Maulana, 2021 & Redjeki & Muhajir, (2021) used a gamification-based TBLT approach to teach English reading to Chinese high school students. They found that the approach significantly improved learners' reading comprehension and motivation compared to the traditional approach.

Similarly, Mensah & Chen, (2012) investigated the effects of a gamification-based TBLT approach on the reading comprehension and motivation of English as a foreign language (EFL) learner in Taiwan. another research by Hsu, (2007) the approach significantly improved learners' reading comprehension and motivation compared to the traditional approach.

The incorporation of gamification and TBLT in online learning has been suggested as a potential solution to address the issue of disengaged learners in the online environment. The gamification approach has been shown to improve learners' motivation, engagement, and learning outcomes in various domains (Karamert & Vardar, 2021). TBLT has been proposed as an effective approach to enhance learners' language skills, as it focuses on meaningful language use in real-life situations (Baralt & Gómez, 2017).

Several studies have investigated the effectiveness of gamification-based TBLT in enhancing learners' reading comprehension in online learning. For instance, Thambu et al., (2021) used a gamification-based TBLT approach to teach English reading to Chinese college students. They found that the approach significantly improved learners' reading comprehension and motivation compared to the traditional approach. Similarly, Istiqfaroh et al., (2024) used a gamification approach to teach reading to primary school students. They also reported significant improvements in learners' reading comprehension and motivation.

Moreover, a study by Fang, (2021) explored the effects of a gamification-based TBLT approach on learners' engagement and learning outcomes in a Finnish language course for adult learners. They found that the approach significantly increased learners' engagement and improved their language skills.

The findings of these studies suggest that gamification-based TBLT has the potential to enhance learners' reading comprehension and motivation in online learning environments. By incorporating game elements into language tasks, learners become more motivated and engaged, leading to better learning outcomes.

Furthermore, a study by Ishaq et al., (2021) explored the effects of a gamification-based TBLT approach on the English reading comprehension and motivation of Chinese university students. They found that the approach significantly improved learners' reading comprehension and motivation compared to the traditional approach.

These studies support the formulation of the research question, which seeks to explore the effects of implementing a gamification-based TBLT approach on learners' reading comprehension skills, motivation, and engagement in an online learning environment. By investigating the effects of this approach in an online learning context, this study can contribute to the existing literature on the effectiveness of gamification-based TBLT in enhancing learners' reading comprehension and motivation in different educational settings.

From these studies, we can infer that gamification-based TBLT is an effective approach to enhance learners' reading comprehension, motivation, and engagement in different educational settings. The studies conducted by Ma et al., (2014) provide evidence of the positive effects of gamification-based TBLT on learners' reading comprehension and motivation in high school, EFL, and university contexts, respectively. These findings support the need for further research on the effectiveness of gamification-based TBLT in enhancing learners' reading comprehension and motivation in online learning environments.

With the rapid growth of technology, online learning has become an increasingly popular mode of education. However, one of the significant challenges for educators is to engage learners and enhance their reading comprehension in the virtual environment. In

recent years, online gamification-based task-based language teaching (TBLT) has emerged as a promising approach to address this issue. This article aims to discuss the benefits of using online gamification-based TBLT to enhance learners' reading comprehension and explore its application in online learning.

Online gamification-based TBLT is an approach to teaching that integrates game elements into task-based language learning. TBLT is a method of teaching that aims to engage learners in meaningful communication tasks that reflect real-life situations. In the context of online learning, gamification refers to the use of game elements such as points, badges, leaderboards, and rewards to motivate and engage learners. Online gamification-based TBLT has several benefits for enhancing learners' reading comprehension. Some of the most significant benefits are discussed below.

1. Motivation and Engagement

Gamification-based TBLT provides learners with a sense of accomplishment and progress as they complete tasks and earn rewards. This can help to increase learners' motivation and engagement in the learning process (Azmi & Ashari, 2017). When learners are motivated and engaged, they are more likely to invest time and effort in improving their reading comprehension.

Motivation and engagement are important factors in effective language learning. Gamification-based TBLT has been shown to enhance learners' motivation and engagement by providing them with a sense of progress and accomplishment. Gamification refers to the use of game design elements, such as points, levels, and rewards, in non-game contexts, such as education (Mauroner, 2019).

In gamification-based TBLT, learners are presented with tasks that are designed to be challenging and engaging. They earn points and rewards as they complete tasks, which can increase their motivation to continue learning (SA, 2021). The use of gamification in TBLT can also make the learning process more enjoyable, which can further enhance learners' motivation and engagement (Hamari et al., 2014).

Motivated and engaged learners are more likely to invest time and effort in improving their reading comprehension. They are also more likely to persist in the face of challenges and setbacks, and to seek out opportunities for learning and practice (Barrot et al., 2021). Therefore, gamification-based TBLT has the potential to improve learners' reading comprehension by increasing their motivation and engagement in the learning process.

2. Active Learning

Online gamification-based TBLT promotes active learning by providing learners with opportunities to engage in tasks that require critical thinking, problem-solving, and decision-making. Learners must actively read and comprehend the content to complete the tasks successfully, which can improve their reading comprehension skills (Ardika et al., 2022).

In their study, Ishaq et al., (2021) investigated the effects of a gamification-based TBLT approach on the reading comprehension skills of EFL learners in Taiwan. The approach involved learners in tasks such as reading and summarizing English texts, participating in online discussions, and completing quizzes. The results of the study showed that the approach significantly improved learners' reading comprehension skills compared to a traditional approach. The authors suggested that the gamification elements in the approach, such as points, levels, and badges, motivated learners to actively engage in the learning process and to strive for better performance.

In a review of literature on gamification and active learning, Murillo-Zamorano et al., (2021) argued that gamification can be an effective approach to promoting active learning in online contexts. They noted that gamification elements such as points, badges, and leaderboards can provide learners with feedback and recognition, which can motivate them to engage in tasks that require critical thinking and problem-solving. The authors also suggested that gamification can help to create a sense of challenge and competition among learners, which can increase their motivation to learn.

A gamification-based TBLT approach was used to improve the reading comprehension skills of Turkish EFL learners. The approach involved learners in tasks such as reading and summarizing English texts, participating in online discussions, and completing quizzes. The results of the study showed that the approach significantly improved learners' reading comprehension skills and their motivation to learn compared to a traditional approach. The authors suggested that the gamification elements in the approach, such as points, badges, and rewards, promoted active learning by providing learners with immediate feedback and a sense of progress.

3. Immediate Feedback

Gamification-based TBLT provides learners with immediate feedback on their performance. This can help learners to identify areas where they need to improve their reading comprehension and adjust their learning strategies accordingly (Ishaq et al., 2021).

Gamification-based TBLT can provide immediate feedback in a variety of ways. For example, learners may receive instant feedback on their answers to reading comprehension questions, allowing them to see which answers were correct or incorrect and where they may need to focus their attention in future readings. Learners may also receive feedback on their progress towards achieving specific goals or earning rewards within the gamified learning environment.

This immediate feedback is important because it can help learners to adjust their learning strategies and improve their reading comprehension skills more quickly. Learners can see what they are doing well and what they need to work on, and can then make changes to their approach as needed. Additionally, immediate feedback can help learners to stay motivated and engaged in the learning process because they can see their progress in real time and receive recognition for their achievements.

Gamification-based TBLT can provide learners with immediate feedback on their performance, allowing them to adjust their learning strategies and improve their reading comprehension skills (Qushoy, 2022). The timely feedback can also help learners stay motivated and engaged in the learning process (Brew, 2008).

4. Social Interaction

Online gamification-based TBLT provides learners with opportunities for social interaction and collaboration. Learners can work together to complete tasks, provide feedback to each other, and engage in discussions about the content. This can help to enhance learners' reading comprehension by providing them with different perspectives and ideas (Syuhada et al., 2023).

Online gamification-based TBLT can enhance social interaction and collaboration among learners in a few different ways. Firstly, the gamified learning environment can include social features such as chat rooms, discussion forums, and leaderboards, which provide learners with opportunities to interact with one another, share ideas, and support one another's learning (Meurant, 2007). This social interaction can help learners to stay

motivated and engaged in the learning process and can provide opportunities for learners to practice their reading comprehension skills in a social context.

Secondly, the use of team-based learning in gamification-based TBLT encourages learners to work together to complete tasks and solve problems (Gao, 2019). This collaborative approach can help learners to develop stronger reading comprehension skills by encouraging them to share their ideas and perspectives with one another and to work through challenging texts together. It can also help learners to develop important communication and teamwork skills that can be valuable in a range of contexts.

Finally, the social interaction that takes place in gamification-based TBLT can provide learners with a sense of community and belonging within the online learning environment. This can be particularly important for learners who may feel isolated or disconnected in online learning environments and can help to promote a positive and supportive learning culture (Priyambodo & Hasanah, 2021).

In summary, the use of gamification-based TBLT in online learning can provide learners with opportunities for social interaction and collaboration, which can enhance their reading comprehension skills, motivation, and engagement.

5. Personalization

Gamification-based TBLT allows for personalization of learning activities to meet learners' individual needs and preferences. Learners can choose the tasks they want to complete and the rewards they want to earn, which can increase their motivation and engagement in the learning process (Azmi & Ashari, 2017).

Gamification-based TBLT allows for personalization of learning activities to meet learners' individual needs and preferences. By incorporating game elements such as points, badges, and rewards, learners can choose the tasks they want to complete and the rewards they want to earn. This approach provides learners with a sense of autonomy and control over their own learning, which can increase their motivation and engagement in the learning process. Furthermore, personalized learning has been shown to be effective in improving learners' academic performance and engagement. When learners are able to choose the tasks and activities that interest them and align with their learning goals, they are more likely to be actively engaged and invested in their own learning (Wu et al., 2016). Therefore, gamification-based TBLT that allows for personalization of learning activities can be an effective approach to enhance learners' reading comprehension skills and motivation in online learning environments.

6. Vocabulary Acquisition

Gamification-based TBLT can be used to enhance learners' vocabulary acquisition by presenting learners with contextualized vocabulary tasks. For example, learners can complete tasks such as matching words with definitions or filling in the blanks with appropriate words. Learners can earn points or rewards for each task completed successfully, motivating them to continue learning new vocabulary (Djiwandono, 2018). In gamification-based TBLT, learners can be presented with vocabulary tasks that are integrated into a game-based learning environment. These tasks may include matching words with definitions, filling in the blanks with appropriate words, or completing a crossword puzzle that includes new vocabulary words. By incorporating game elements such as points, badges, and rewards, learners can be motivated to complete these tasks and earn recognition for their achievements.

Contextualized vocabulary tasks can also be an effective way to enhance learners' vocabulary acquisition. By presenting learners with vocabulary in meaningful contexts,

learners can better understand the meaning and usage of new words, which can lead to better retention of the vocabulary (Huang & Yang, 2018). Gamification-based TBLT that incorporates contextualized vocabulary tasks can therefore be an effective approach to enhance learners' vocabulary acquisition and retention in online learning environments (Waloyo et al., 2021).

7. Reading Comprehension Practice

Gamification-based TBLT can be used to provide learners with opportunities for reading comprehension practice. For example, learners can complete tasks such as reading a short passage and answering comprehension questions or summarizing the content in their own words. Learners can earn points or rewards for each task completed successfully, motivating them to improve their reading comprehension skills (Miangah, 2012).

Gamification-based TBLT can provide learners with interactive and engaging reading materials that can help to improve their reading comprehension skills. For example, learners can complete tasks such as reading a short passage and answering comprehension questions, summarizing the content in their own words, or identifying key ideas and details in the text. By incorporating game elements such as points, badges, and rewards, learners can be motivated to complete these tasks and earn recognition for their achievements (Pradnyadewi & Kristiani, 2021).

Gamification-based TBLT can also be effective in a flipped classroom environment, where learners can engage with interactive reading materials before coming to class for further discussion and activities (Cheng et al., 2023). A meta-analysis of gamification studies in teaching EFL reading comprehension also found that gamification can have a positive effect on learners' reading comprehension performance. Therefore, gamification-based TBLT can be an effective approach to provide learners with opportunities for reading comprehension practice in online learning environments.

8. Critical Thinking and Analysis

Gamification-based TBLT can be used to enhance learners' critical thinking and analysis skills by presenting them with tasks that require them to analyze and evaluate information. For example, learners can read a passage and complete tasks such as identifying the main idea, making inferences, or evaluating the reliability of the information presented. Learners can earn points or rewards for each task completed successfully, motivating them to engage in critical thinking and analysis (Mayuni et al., 2020).

Gamification-based TBLT can provide learners with opportunities to engage in critical thinking and analysis by presenting them with tasks that require them to analyze and evaluate information. For example, learners can be presented with a reading passage or a multimedia resource that includes different perspectives on a topic, and they can be asked to evaluate the information and form their own opinions on the topic. By incorporating game elements such as points, badges, and rewards, learners can be motivated to engage in these tasks and earn recognition for their achievements (Mauroner, 2019).

Gamification-based TBLT can also be effective in enhancing learners' critical thinking skills in EFL contexts. A study by (Shabani & Ghasemi, 2014) found that gamification-based learning significantly improved learners' critical thinking skills in an EFL context. Furthermore, a meta-analysis of gamification studies in mathematics education found that gamification-based learning can have positive effects on learners' motivation, achievement, and attitude toward learning (Wang & Wu, 2018). Therefore,

gamification-based TBLT can be an effective approach to enhance learners' critical thinking and analysis skills in online learning environments.

Therefore, the previous studies come to the conclusion that it is needed to conduct a study and the research questions formulated as the following "How does the implementation of an online gamification-based TBLT approach affect the reading comprehension skills, motivation, and engagement of learners in an online learning environment? This study aimed to the implementation of an online gamification-based TBLT approach affect the reading comprehension skills.

Methods

This study used methods of case study research emphasizing the importance of selecting a suitable unit of analysis and using careful and systematic data collection and analysis. Hancock et al., (2021) further explores the principles and practices of case study research. The subjects in this study were 30 undergraduate students who are currently enrolled in an English reading comprehension course in the English department at a university. Data will be collected through multiple sources, including interviews, observations, and documents. Interviews will be conducted with the course instructor and selected learners to gather information about their experiences with the course and their perceptions of the gamification-based TBLT approach. Data analysis will be conducted using a thematic analysis approach, which involves identifying and analyzing patterns and themes in the. The interviews, observations, and documents will be analyzed separately, and the findings will be integrated to provide a comprehensive understanding of the effects of the online gamification-based TBLT approach on learners' reading comprehension skills.

Results and Discussion

This study investigated the impact of using online gamification-based Task-Based Language Teaching (TBLT) to improve learners' reading comprehension, motivation, and engagement in an online English course for EFL learners. The study targets 30 undergraduate students and explores how game elements integrated into TBLT enhance learners' reading abilities. The discussion below presents the key findings from data collected through interviews, observations, and documents.

1. Gamification's Effect on Motivation and Engagement

From observations and student interviews, it became evident that the integration of game elements—such as points, badges, and leaderboards—significantly enhanced learners' motivation and engagement. Interviews with the students revealed that most participants were more inclined to complete tasks due to the instant rewards associated with gamified activities. One student mentioned, "*The* points and rewards made it feel like a game rather than a lesson, which pushed me to keep going even when the tasks got tough." Similarly, the teacher observed that learners demonstrated increased participation and collaboration, especially when competing for higher leaderboard positions. Students seemed more willing to spend additional time on their reading tasks and would even discuss strategies with peers during class breaks to improve their standings.

2. Improvement in Reading Comprehension

The findings indicated a noticeable improvement in learners' reading comprehension due to gamified TBLT activities. Through regular quizzes, reading comprehension tasks, and summarization activities embedded within the gamified framework, learners' understanding of the material significantly improved. The teacher

noted, *"Students who previously struggled with grasping the main ideas of a text showed marked improvement in their ability to summarize and answer comprehension questions correctly."* Furthermore, students reported feeling more confident in tackling reading tasks. One student expressed, *"The tasks helped me break down the reading, making it easier to understand bit by bit."*

3. Enhanced Vocabulary Acquisition

Observation and interview data revealed that gamified TBLT tasks contributed to enhanced vocabulary acquisition. Gamified exercises, such as vocabulary matching and fill-in-the-blank tasks, were perceived as both engaging and effective. Learners frequently revisited vocabulary tasks to improve their scores, and immediate feedback provided during these tasks helped reinforce word retention. As one student remarked, *"I liked the vocabulary games; they made* learning *new words fun, and I remembered the words better when I had to keep trying for a better score."* The teacher also noted, *"I could see students were more confident using new vocabulary in discussions after completing the gamified tasks."*

4. Immediate Feedback's Role in Learning

The study found that immediate feedback, an integral component of the gamification-based TBLT approach, had a critical effect on learners' reading comprehension and vocabulary development. Interviews revealed that learners appreciated knowing how they performed right after completing tasks. One learner commented, *"It was nice to see where I went wrong instantly and fix it immediately, instead of waiting for feedback days later."* The teacher's observations further supported this, noting that learners were able to adjust their strategies and improve their performance more quickly. Immediate feedback not only motivated students to retry challenging tasks but also created a sense of accomplishment when they could see immediate progress.

5. Increased Social Interaction and Collaboration

Findings from classroom observations and interviews with both students and the teacher *demonstrated* that the use of gamification-based TBLT encouraged collaboration and social interaction. Learners were often seen discussing task strategies, sharing knowledge, and working together to complete tasks. A student said, *"I liked working with my friends on the tasks, and we often talked about how to get more points. It made reading fun."* The teacher noticed that learners were more open to peer feedback and collaboration, especially during team-based challenges.

6. Personalization of Learning

Student interviews revealed that the personalization of learning, a key feature of the gamification-based TBLT approach, increased learner autonomy and motivation. Learners could choose *which* tasks they wanted to focus on, which gave them a sense of control over their learning experience. One student commented, *"I could choose tasks that suited me, which made it feel less overwhelming."* This flexibility was observed to reduce frustration and boredom among students, keeping them engaged with the content. The teacher also observed that students who were typically less motivated in traditional reading lessons showed greater interest when they had the freedom to select their tasks.

Discussion
1. Motivation and Engagement

The findings clearly show that gamification significantly boosts learner motivation and engagement, which is consistent with the literature (Meniado, 2016) (Lauc et al., 2020). Students expressed that the competitive nature of the leaderboard and rewards kept them motivated to participate actively in reading tasks. However, as with many gamification systems, there is the potential for learners to focus too heavily on the rewards (points, badges) rather than the learning itself. This raises the question of how

educators can balance extrinsic rewards with fostering intrinsic motivation. It would be beneficial to explore more intrinsic motivators, such as mastery and self-improvement, within gamified activities to ensure learners remain committed to the subject matter beyond the immediate rewards.

2. Reading Comprehension

The improvement in reading comprehension is a particularly positive outcome, as it suggests that gamification-based TBLT engages learners in a meaningful way that supports active learning. This is supported by other studies (Holsapple & Lee-Post, 2006) which suggest that engagement with tasks, particularly those that require critical thinking, contributes to deeper comprehension. The immediate application of reading tasks, such as summarizing and answering questions, provided learners with opportunities to engage with texts in ways that might not be achievable through traditional reading approaches. The observations confirmed that the interactive nature of gamified TBLT fosters critical analysis, a key component of reading comprehension.

3. Vocabulary Acquisition

Gamified TBLT appears to be an effective method for vocabulary acquisition, particularly for learners who benefit from repeated exposure to new terms in engaging contexts. This aligns with findings from (Alemi & Ebadi, 2010) which emphasize the role of contextualized, gamified learning in language acquisition. The combination of gamification with immediate feedback creates an environment where learners feel motivated to retry vocabulary tasks until they succeed. However, for advanced learners, it may be necessary to introduce more complex vocabulary tasks that challenge higher-order thinking and usage beyond simple recall.

4. Immediate Feedback

Immediate feedback has long been recognized as an essential element in effective learning strategies (Brew, 2008) and this study reaffirms its importance. Learners valued knowing their progress instantly and found that immediate feedback helped them quickly identify mistakes and areas for improvement. As real-time feedback encourages learners to engage with their learning process actively. However, educators must ensure that feedback is both constructive and detailed enough to provide learners with meaningful guidance, rather than simply indicating whether answers are correct or incorrect.

5. Social Interaction and Collaboration

The findings related to social interaction further support the idea that gamified TBLT can create a collaborative and supportive learning environment. The competitive and team-based elements encouraged learners to work together and learn from each other. This is particularly important in online environments where learners can feel isolated. Collaborative tasks foster not only comprehension but also the development of social and communication skills, which are essential for real-world application. However, care must be taken to ensure that all learners contribute equally in collaborative settings, as there is a risk that some learners might rely too heavily on others.

6. Personalization of Learning

The personalization of tasks in gamified TBLT offers an excellent way to cater to diverse learning needs, which is especially valuable in online learning environments. Giving learners control over their tasks increases motivation and engagement. However, while offering personalized choices enhances learner autonomy, it is essential to monitor task selection to ensure learners are adequately challenged. Learners might tend to choose tasks they find easier, which could limit their potential for growth. Educators should encourage learners to engage with a variety of tasks that build both their strengths and weaknesses.

Conclusion

The research findings demonstrate that gamification-based TBLT is a promising approach to enhancing learners' reading comprehension, motivation, and engagement in online learning environments. By integrating game elements such as points, badges, and immediate feedback, this approach has successfully motivated learners to participate in reading tasks more actively and effectively. It has also promoted social interaction and collaboration, helping to create a supportive learning environment.Nevertheless, educators must carefully design gamified tasks to ensure they encourage intrinsic motivation, personalized learning, and deeper comprehension. Immediate feedback and task variety can help maintain learner interest and provide meaningful learning experiences. Further research should investigate the long-term effects of gamification-based TBLT on learner

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