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INCORPORATING GAMIFICATION ELEMENTS FROM CLASSCRAFT IN ENGLISH INSTRUCTION: A SCOPING REVIEW

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Abstract
In the contemporary educational landscape, a significant portion of college students belongs to Generation Z, characterized by their familiarity with the Internet, mobile technology, and video games. Educators are increasingly turning to innovative solutions to address the challenge of fostering a meaningful learning environment that enhances student motivation and improves learning outcomes. Classcraft, as a notable example, offers a platform for educators to captivate students through gamified learning experiences and immersive role-playing. This study conducts a scoping review to investigate research findings about the effectiveness of Classcraft, specifically focusing on its gamification elements, within the realm of English instruction. The review encompasses articles published between 2018 and 2023, following the comprehensive five-stage framework outlined by Arksey and O'Malley (2005). The key revelation of this scoping review underscores the advantages of integrating Classcraft to establish an immersive gamified learning environment in the context of English instruction. The insights derived from this review hold particular significance for instructional designers operating in higher education settings.

Keywords: Classcraft, English instruction, gamification elements, scoping review

Introduction
In recent decades, the rapid evolution of technology has transformed traditional learning paradigms into digitalized formats, aligning with the pervasive integration of technology in higher education settings. The increasing popularity and widespread adoption of digitalization technologies in higher education underscore the imperative to incorporate them into teaching and learning activities progressively. However, a primary challenge arises as educators strive to effectively leverage these technologies to create engaging and enjoyable learning environments for students. This challenge necessitates innovative and strategic approaches from lecturers to provide compelling digital learning experiences that significantly enhance students' learning outcomes (Armanda & Indriani, 2023).

Addressing this imperative requires a nuanced understanding of the characteristics of contemporary students, who are digital natives belonging to the new generation familiar with computers, video games, mobile phones, the internet, and various digital tools (Prensky, 2001, as cited in Membrive & Armie, 2020a). Furthermore, considering the diverse learning needs of today's college students, who belong to Generation Z, educators must tailor their instructional methods to accommodate varied learning outcomes and performance expectations (Hussin, 2018).

Gamification has become the solution to increase the class's mood in the learning process (Witari et al., 2021). The core of gamification in learning is a fun atmosphere, which drives all learning activities to become a joyful learning environment. Gamification has shown great promise in improving motivation, engagement, as well as learning outcomes in many areas, including language education (Wulantari et al., 2023). Here are some examples of gamified tools: Simpler, Duolingo, Socrative, Kahoot!, Classcraft, Vocabulary.com, etc.

The emergence and utilization of digital gamification in English as a Foreign Language (EFL) and English as a Second Language (ESL) have witnessed teaching and learning in recent years (Dehghanzadeh et al., 2019). Teaching EFL/ESL presents unique challenges (Fauziningrum et al., 2023), such as struggling to maintain students' motivation and interest since language learning can be sensed as daunting and monotonous (Sari & Ningsih, 2022). Wulantari et al. (2023) added that gamification in English Language Teaching (ELT) has widely extended prospects for assembling immersive and interactive learning experiences. One tool that aligns the essence of motivation and engagement in the classroom is Classcraft (Membrive & Armie, 2020a), which can build exciting learning in a language classroom (Kleiber, 2020). It is an Engagement Management System (EMS) or a classroom management platform that provides a role-playing scenario to design and implement gamification proposals (Rivera-Trigueros & Sánchez-Pérez, 2020a). Recent studies in the last five years have explored the Classcraft platform on EFL/ESL in higher education settings (Armanda & Indriani, 2023; Fantazir & Bartley, 2021; Membrive & Armie, 2020a; Nhat, 2023; Nilubol, 2023; Rivera-Trigueros & Sánchez-Pérez, 2020a; Susila, 2020; Witari et al., 2021;) but there are still limited attempts to map the key findings underpinning a research topic based on the evidence available. Given the trend of Classcraft in the ELT context, the above studies have been conducted as concerns Classcraft to teach English in higher education in the empirical research domain; meanwhile, a scoping review is rarely found. Driven by the research mentioned above gaps in current literature, this scoping review fills the gap by summarizing and disseminating their findings related to the effectiveness of Classcraft, with its features in teaching English, particularly in higher education settings.

Gamification in ELT

Originally, gamification was first introduced by Nick Pelling in 2002, but it spread widely in the second half of 2010 (Deterding et al., 2011). This concept is defined as "the application of game design elements in non-game contexts," which is considered the process of creating more game-like non-game activities (Deterding et al., 2011; Werbach, 2014). The function of its elements helps to distinguish between a video game for entertainment and non-entertainment purposes in the concept of gamification (Armanda & Indriani, 2022). Cechella et

al. (2018) reported that gamification can be used in two ways, which are partially and fully in the learning context. First, partially gamified is a form of gamified classroom that applies some game elements to a single course component (e.g., points or rewards as assessments). Meanwhile, fully gamified belongs to applying game elements in the whole of activities or entire experience. In this matter, educators as instructional designers who create the gamified experience, whereas students are belong to players who participate in the gamified experience itself. Werbach and Hunter (2012) proposed a hierarchy structure consisting of three gamification categorizations: dynamics, mechanics, and components (See Figure 1). Game dynamics refer to the fundamental aspect of gamification but cannot directly enter into the game system, which includes constraints, relationship, progression, narrative, and emotions. Then, mechanics are the elements that lead the player engagement and action forward to the system: challenges, chance, competition, cooperation, feedback, resource acquisition, rewards, transactions, turns, and win states. Last, components belong to real-world tools that incorporate gamification into the actual context (Polat, 2023). Game components are as follows: achievements, avatars, badges, combat, gifting, leaderboards, boss fights, levels, collection, context unlocking, points, quests, social graphs, teams, and virtual goods. Werbach and Hunter (2012) organized 30 elements that can support designing instruction into engaging and memorable experiences with more or only applied several game elements.

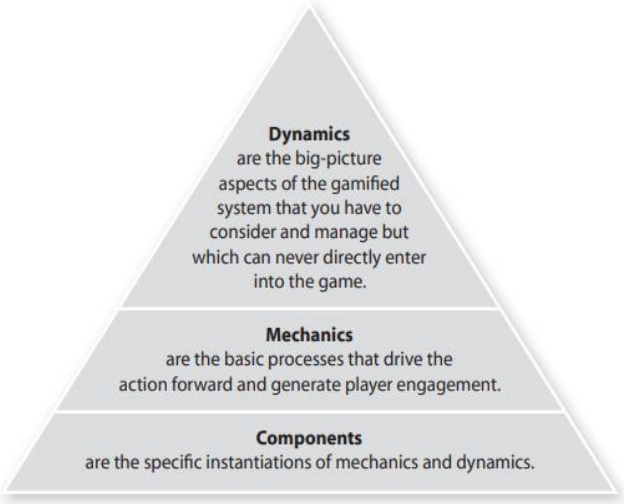

Figure 1. The game element hierarchy (Werbach & Hunter, 2012)

In the education realm, gamification has evolved as an innovative trend that strives to engage and make a joyful learning environment, which is considered to support or promote students to participate in the learning process (Bicen & Kocakoyun, 2018; Deterding et al., 2011; Kapp, 2012; Lee & Hammer, 2011; Zhang & Hasim, 2023). Regarding English Language Teaching (ELT), there were research findings regarding the effect of gamification on EFL/ESL instruction. Most studies confirmed that implementing gamification has positive results, such as reducing students' English learning anxiety (Barcomb & Cardoso, 2020; Hung, 2018), improving students' engagement, motivation, interest (Almusharraf, 2021; Bicen & Kocakoyun, 2018; Reynolds & Taylor, 2020; Zohud, 2019; Zou, 2020); learning performance (Barcomb & Cardoso, 2020; Ling et al., 2019; Zohud, 2019);

and stimulating learners' autonomy (Setiawan & Wiedarti, 2020; Zohud, 2019; Zou, 2020). Despite its benefits, some other studies reported that employing gamified content did not affect the student's learning outcomes (Calvo-Ferrer, 2017; Domínguez et al., 2013). Hence, lecturers or teachers must be able to create and select suitable instructional materials, methods, or learning models to support the potential of their students (Shavab et al., 2021). As it is known that gamification could become a double-edged sword for students who are demotivated to learn, rewards as one of the game elements might raise their motivation; in contrast, for students who are already motivated to learn, gamified instruction might harm their intrinsic motivation (Hanus & Fox, 2015; Zhang & Hasim, 2023). Relevant to the purpose of this study, a scoping review has been conducted by Rao et al. (2022) that gamification does influence EFL/ESL students positively when it is incorporated to improve reading comprehension. Generated by the evidence, there is a need to investigate the benefits of gamification and its elements in the EFL/ESL context using particular tools; thus, this study selected Classcraft to be explored as it is known as a gamified tool in language learning.

Classcraft

Classcraft is an educational online tool that can be used as a role-playing game platform in the classroom. At first, Classcraft aimed to create an award-winning and user-friendly environment for gamification learning launched in 2014 (Zhang et al., 2021). It is developed to complement regular lessons and promote active participation, teamwork, and engagement (Membrive & Armie, 2020a,b). Through Classcraft, students' learning experience is encouraged to be involved and engaged in the learning (Otto, 2018). The students are known as players represented by avatars within the Classcraft platform (Krishnan et al., 2021). They can select which avatar or character class they want to use (i.e., guardian, healer, and mage). Besides, this platform could be applied in flexible ways regarding features used (Kleiber, 2020), which leads to the students participating in the curricular gamified tasks or enjoying extracurricular gamified activities (Sipone, 2021). The core of Classcraft is its features that offer a rich fictional fantasy world, such as a beautiful map, various game mechanisms, and authoring tools for adding rich educational content (Kleiber, 2020). The Classcraft features can be identified as game elements as far as gamification is concerned. Here are the lists and brief descriptions of Classcraft features:

1. Positive and Negative Behaviors
   Classcraft is an approach to PBIS (Otto, 2018). PBIS stands for Positive Behavior Intervention Support, which promotes a learning environment to teach and reinforce students' positive behaviors instead of just punishing students for misbehaving (Classcraft, 2023). The goal here is that educators can assess their students' positive social and academic behavior to the students' characters that lead to skill development by giving experience points if the students are well-behaved during the lesson. Meanwhile, negative behavior is inspired by SEL (Social and Emotional Learning), in which children and adults acquire and apply knowledge, attitudes, and skills effectively to understand and manage emotions (Otto, 2018). In this case, if the students misbehave in the class, their hearts will be reduced by the educator as a facilitator.

2. Hearts
   This feature belongs to characters or students' life energy. Each character class has a different number of hearts. As a player, the student can lose their "heart" if they misbehave in class. Once students run out of their hearts, they will receive a consequence named a pledge.
3. Experience Points (XP)
   It is used to measure students' progress in class to achieve a certain level. If the student shows good behavior, they will be rewarded XP. This feature is also used as instant feedback when the students finish their tasks/assignments. Every time students obtain XP, their bar on their character's profile level will increase, unlocking fantastic rewards such as crystal, some gold pieces, new power, and new equipment or gear for their character.
4. Characters Class and Team
   As previously stated, students are represented by avatars or characters. They can directly choose one of the classes. Each character has different features in terms of total hearts, crystals, and powers. Guardian, mage, and healer are characters in Classcraft, each with a different and complementary function to other players. For example, a healer can restore the health or hearts of their teammates or themselves. Thus, teamwork and collaboration are necessary. Using teams is a great way to encourage students to work together to strive as a group and collaborative powers can be utilized since each student has unique powers to support their teammates.
5. Gold Pieces
   Another real-world concept realized in this game is gold pieces as money, which allows students to purchase some stuff or gear for their characters. As informed, students will receive a few gold pieces whenever they increase their level.
6. Powers
   This feature allows students to have special class privileges; however, they require crystals to use their power. The special privileges refer to a unique action. For instance, a healer uses a certain power to heal his/her teammate. Classcraft provides several types of powers, they are universal powers (each character class can use these powers), class-specific powers (each class has powers that the other classes do not have), and collaborative powers (the powers that have a unique quality in supporting their teammates).
7. Crystals
   As discussed above, this feature is known as magical energy has the function of applying the character's unique powers.
8. Pledges
   Classcraft presents a consequence or penalty that student must fulfill when they run out of hearts and are not healed by their teammates.
9. Class Tools
   It can be used to gamify many aspects of the classroom to promote fun and engaging activities. As discussed, Classcraft enables it to be implemented in different ways, such as synchronous or asynchronous. Class tools provide nine tools that have its own functions, such as Random Picker (The Wheel of Destiny) is used to select a random student or team, Random Events (The Riders of Vay) can provide students with an opportunity for a delightfully

unexpected event to start class with, Kudos (Shrine of the Ancients) is used to create a positive learning environment by sharing uplifting messages, Timer (The White Mountains) is recommended to pace classwork, quizzes, test, and other class activities, Stopwatch (The Forest Run) can calculate the time for any class activities, Formative Review (Boss Battles) is used to create formative assessment in pop up quizzes with multiple-choice questions or a short answer in the form of battle that students have an objective to defeat the specific boss, Volume Meter (The Makus Valley) can measure the classroom volume and encourage students to keep quiet in a attractive way, Grade Converter (Treasures of Tavuros) is used to convert their learning results (quizzes, assignment, or exams) into XP rewards for students, and Quick Review (The Elda Training Grounds) enables to encourage students to provide exercises. Despite its engaging functions, the administrators or lecturers who handle the Classcraft tools must upgrade to a premium account if they are willing to use all those features. Further, those features are primarily applied in synchronous instruction or in-person classes.

10. Quests

    The magnificent feature of Classcraft is Quests, which implements a course curriculum as personalized learning adventures (Rivera-Trigueros & Sánchez-Pérez, 2020a). As instructional designers, lecturers can get some reference quests created by other designers. They can find it in the marketplace and import it if they want to keep it. Here, students work through a digital story with several objectives placed in a functional world during the quest (Kleiber, 2020). Each goal drives the story or journey ahead and includes materials and tasks. The lecturer can leave feedback for students and grade their results once submitted. This feature emphasizes narrative elements that extensively contextualize the learning environment as a part of an epic journey for the students or players. In a study conducted by Rivera Trigueros and Sánchez-Pérez (2020), they reported that higher education is a perfect fit for story-driven quests as learning journeys to change students' perspectives.

Some experimenters have validated the execution of gamification using Classcraft and its effect on ESL/EFL students in terms of learning achievement (Armanda & Indriani, 2023; Marquez & Torralbo, 2019; Nilubol, 2023; Rivera-Trigueros & Sánchez-Pérez, 2020b; Witari et al., 2021), which all of these studies confirmed positively toward its implementation. It implied that Classcraft has been successfully employed in primary, secondary, and university or higher education settings. Interestingly, Kleiber's (2020) statement expressed that this tool is targeted primarily toward schools, not higher education, and gamification elements to engage students and manage the classroom more effectively. In consequence, this study tried to gain a deeper understanding dealing with the use of Classcraft to teach EFL or ESL in higher education.

Method

This current study belongs to a scoping review that employed a qualitative research paradigm to gain insights into research findings related to the effectiveness of Classcraft and its elements for teaching English in higher education settings. In line with Arksey and O'Malley's concepts of the scoping review, the primary

purpose is to summarize and disseminate research findings. Following their framework, the first step was identifying the research questions. The research question is, 'What does the extant literature reveal regarding the incorporation of gamification elements from Classcraft for teaching English in the higher education context?'. The second step was identifying relevant studies that focused on three critical terms in searching the articles: Classcraft, English learning, and gamify* (gamification, gamified, gamified, etc.). The researchers restricted the publication year between 2018 and 2023, which was expected to obtain the latest findings. To maximize coverage in searching articles, the researcher aided by Publish or Perish tool to cover databases from Scopus, Semantic Scholar, and Google Scholar. The next step is study selection, which follows inclusion and exclusion criteria to confirm that the searched articles are connected to the study's scope and fulfill its aims, assisted with Mendeley's desktop. The following table contains the details regarding the inclusion and exclusion criteria of the article selection.

Table 1. Inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
The articles were published between 2018-2023.	Any articles that did not lay between 2018-2023.
The articles are published in English within international or national (SINTA) peer-reviewed journals, conferences, or public online platforms (available within the databases).	Any duplicated research articles within the databases.
The articles refer to Classcraft, gamification-related concepts in the title, abstract, and text body to teach English in higher education settings.	The articles are irrelevant to the keywords above.

The researchers also followed Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews (PRISMA-ScR) guidelines to conduct data abstraction, quality appraisal, and narrative synthesis. The fourth step was charting the data, which recorded the articles' information such as author(s), year of publication, study location (context), methodology, and significant findings. The last step was collating, summarizing, and reporting the results, followed by the discussion and conclusion of this study.

Findings and Discussion

Initially, the search generated a total of 318 studies. After eliminating duplicates, 153 articles retrieved by abstracts were reviewed as articles not in English and irrelevant hits to the keywords. Following the defined criteria, 9 (nine) articles were selected by the scope. The process of peer reading and selecting the articles is illustrated in the PRISMA 2020 flow chart figure below.

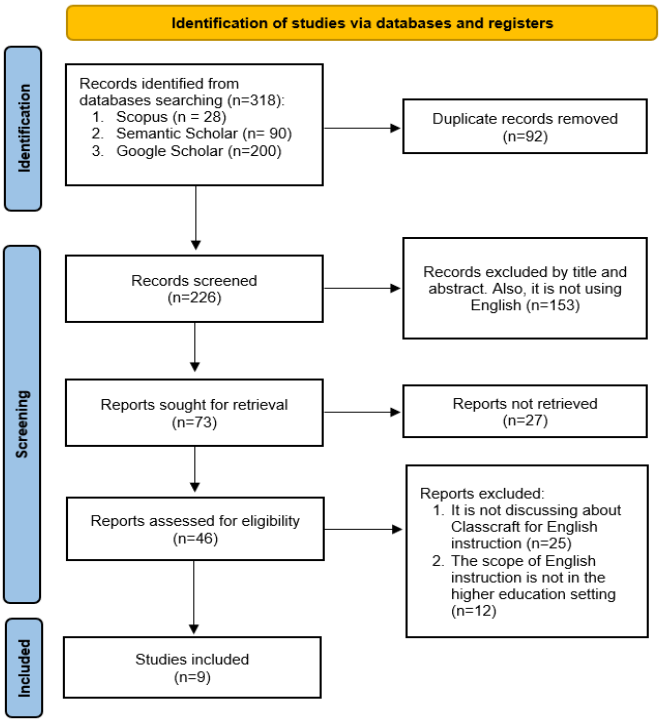

Figure 2. PRISMA flow chart of the study selection process (Tricco et al., 2018)

At this point, nine articles are tabulated in the summary of charting the data, as shown in Table 2. Of the nine articles selected, three belong to case study design, two to experimental research, and the other are reviews, an explanatory mixed method, and a quantitative survey. These articles come from very diverse contexts. Further, mixed-method research design, quantitative, and qualitative research are also conducted in these articles, which is good to have different research designs or methods since each article has its purpose; thus, the results of the articles or studies can enrich knowledge related to the target topic.

Table 2. The articles on Classcraft and extracted for the scoping review

Author(s) and year	Context	Research methods	Major findings
Membrive and Armie, 2020a	Spain	Case study	Implementing digital storytelling through Classcraft in the ESL classroom could improve students' linguistics competence and motivation, which also promotes the acquisition of oral and written production and comprehension.
Susila, 2020	Indonesia	Case study	Classcraft can develop positive student behavior regarding distance learning, particularly for attitude assessment.
Membrive and	Spain	Case study	Classcraft helps to improve students'

Armie, 2020b			behavior and foster motivation in an ESL course, intensifying their second language acquisition and enhancing their abilities.
Rivera-Trigueros and Sánchez-Pérez, 2020a	Spain	Review	Implementing Classcraft enables to improvement of EMI courses in higher education, positively influencing students' engagement, motivation, participation, and academic performance.
Fantazir and Bartley, 2021	Canada	Survey	Gamification elements of Classcraft motivated, engaged, and satisfied applied English students in a writing course promoting teamwork and problem-solving abilities.
Witari, Anwar, and Arifani, 2021	Indonesia	Quasi-experimental study	Implementing Classcraft in the English training program could enhance the grammar performance of adult learners (college students), and they also responded positively to its undertaking.
Nilubol, 2023	Thailand	Explanatory mixed methods	Gamified Flipped Classroom Application (GFCA) using Classcraft can improve Thai EFL students' learning ability, motivation, and autonomy. It also supports students' learning achievement.
Nhat, 2023	Vietnam	Review	Classcraft could facilitate active learning and individualized learning both inside and outside the physical classrooms.
Armanda and Indriani, 2023	Indonesia	Pre-experimental study	Implementing Classcraft in reading instruction promoted EFL students' reading comprehension.

Having identified, navigated, and reviewed nine published articles from 2018-2023 that match the inclusion criteria, the researcher summarized each article's findings. As displayed in the table above, a considerable majority of the studies reported that implementing Classcraft to build a gamified environment mainly positively oriented results, particularly in learning English in higher education settings. Concerning the virtues of Classcraft to teach English in higher education settings, the present studies demonstrated that incorporating gamification elements from Classcraft could develop positive students' behavior in terms of attitude assessment (Susila, 2020), promote active learning and individualized learning in flexible place (Nhat, 2023), improve their motivation (Membrive &

Armie, 2020b), engagement (Fantazir & Bartley, 2021), and academic performance of English skills (Nilubol, 2023; Rivera-Trigueros & Sánchez-Pérez, 2020a), particularly linguistics competence (Membrive & Armie, 2020a), grammar performance (Witari et al., 2021), as well as reading comprehension (Armanda & Indriani, 2023). From the short review above, key major findings emerge that using Classcraft incorporated with game design elements shows positive responses.

As far as gamification elements are concerned, the current study investigated the incorporation of gamification elements from Classcraft and its benefits based on selected articles. Just to refer to the Classcraft features mentioned by the study, it empowers directly to students as proposed by the edutainment tool. Membrive and Armie (2020a,b) highlighted that reward elements are useful for instant feedback by monitoring students' behavior and performance in class; for instance, if they submit the tasks or assignments on time, participate actively, work collaboratively with their teammates, and use English to communicate with others. This way, it allows the lecturer to promote their motivation. Another element is narrative, called digital storytelling, which enhances students' attention and interest by creating several contents, tasks, and challenges narratively. As its function, Classcraft has embarked on missions that follow a narrative form in a fictional environment (Glod, 2017), which helps players or students feel like they are part of an epic world. Hence, it allows for a more constructivist approach where the students can construct a concept of their own stories.

In a similar vein, Susila (2020) aimed his study to develop students' positive attitudes. In this case, Classcraft is expected to support the attitude assessment process using XP (Experience Points) and Hearts, usually known as HP (Health Points) elements. This concept of giving XP and reducing Hearts is a very thick way with positive and negative reinforcement. Other researchers have noted that the XP feature motivates students to perform positive behaviors when they are correctly answering a question, helping others with their work, or maintaining hard work in class (Rivera-Trigueros & Sánchez-Pérez, 2020a,b). Besides, HP reflects students' active conditions in gamified activities (Zhang et al., 2021). Negative behaviors, for instance, interrupting the class or failing to submit the assignments on time, lead to reduced some of their hearts as penalties. As a game mechanics, if students have reached 0 Hearts, they fail in the game and obtain a sentence (Sanchez et al., 2017; Rivera-Trigueros & Sánchez-Pérez, 2020a) called pledges in the Classcraft platform. As a result, it aligns with the Positive Behavioral Intervention and Supports (PBSI) framework for providing whole-school and additional levels of behavioral reinforcement to flourish academic outcomes for all students (Otto, 2018). The goal here is to encourage a learning atmosphere where lecturers teach and support positive behaviors instead of punishing them for misbehaving. This follows the benefits of Social and Emotional Learning (SEL), that students can manage their behavior and make good decisions personally and socially in readiness for learning English. The SEL concept presents a crucial role in terms of students' management and interactions with others in the classroom.

The central gamification element in Classcraft is the quests feature, which can be very useful for planning a curriculum and preparing quests before the start of the gamification experience by evaluating students' expectations, available resources, rewards, punishment, time, and so on (Rivera-Trigueros & Sánchez-Pérez, 2020a). Kleiber (2020) emphasized the power of Classcraft lies within a rich narrative in

which educational materials can be effortlessly infused. This platform provides three features in the quest: starting point (introduction), main quest (Task), and quest end (ending). Those features are free to write by lecturers to deeply contextualize learning activities that include tasks and materials, which drives to motivate students and cleverly linking content.

Furthermore, Fantazir and Bartley (2021) led students encountering a scenario to receive real-world prizes such as health, experience, and gold points in class and during their asynchronous playing individually or with teammates. Those elements are motivated, engaged, and promoted teamwork and problem-solving abilities. Despite those elements, Witari et al. (2021) emphasized boss battle as the main feature, which has a competitive drive and reviews the activity of the lesson taught through a competition with other classmates or other teams in the class. Meanwhile, Armada and Indriani (2023) associated quests and boss battle features to be used in the class. In the same way, Nilubol (2023) proposed Gamified Flipped Classroom Application (GFCA) or Classcraft to enhance student's learning ability, motivation, and autonomy by utilizing the boss battle feature as formative evaluation and quests feature as a series of exercises in the form of storylines within the game aids in player retention and the long-term recall of the acquired knowledge. Since exercises are designed in the form of attractive quests with a game component of point awards, leveling-up, as well as skills learning, Classcraft could produce a connection between all activities that encourage students to complete assignments or tasks and develop sophisticated classroom behavior (Nhat, 2023).

Overall, the scoping review results have provided a deep insight into the potential impact of incorporating game design elements through the Classcraft platform in English courses. This gamified tool offers numerous advantages to lecturers and students as it provides an enjoyable, innovative, and new experience. In this sense, Classcraft is not designed for specific courses, this could be guidelines for other courses from all disciplines. Thus, it can be used as a reference for instructors or lecturers who teach English as a Foreign Language (EFL) or English as a Second Language (ESL) in higher education settings. As mentioned previously, the articles are from different countries, such as Spain, Canada, Thailand, and Indonesia, in which ESL and EFL contexts. Returning briefly to the research methods used in those articles, it is easy for readers to grasp the precise information in the research articles. Reflecting the number of articles, there is very little published on the use of Classcraft to teach English in higher education, so it is expected to strengthen in implementing Classcraft to teach English in higher education by considering this tool to be used in English instruction as the research topic for further studies.

Conclusion

In conclusion, this study conducted a scoping review to examine the incorporation of gamification elements from Classcraft in teaching English within higher education settings. Utilizing research databases and the Publish or Perish tool, the review spanned the years 2018 to 2023 with a focus on exploring the impact of employing Classcraft in English instruction. The findings underscore the positive effects of implementing Classcraft as a gamified tool for teaching English courses or skills, demonstrating enhancements in academic performance, positive

behavior, motivation, engagement, active learning, and overall satisfaction derived from gamification experiences.

Aligned with the core objectives of gamification, the approach emphasizes motivation and engagement, fostering active learning within English Language Teaching (ELT). The gamified environment creates a secure and enjoyable space for students to experiment with language or linguistic competencies, both inside and outside physical classrooms, contributing not only to skill and knowledge improvement but also nurturing interpersonal skills and teamwork. These observed benefits can be considered best practices for instructional designers and lecturers aiming to create immersive and meaningful learning experiences.

Acknowledging the limitations of this study, two recommendations are proposed for future research. First, while the current study explored Scopus, Semantic Scholar, and Google Scholar databases, it is essential for researchers to delve into other databases, particularly the Web of Science database, to provide a more comprehensive understanding of the topic. Despite manual navigation attempts, the scarcity of relevant content in existing databases necessitates a broader exploration. Second, future researchers are encouraged to conduct additional studies investigating the implementation of Classcraft in English instruction, covering diverse aspects such as English skills or its elements, within both English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts in higher education settings. Utilizing different research methods and designs will contribute to a more nuanced comprehension.

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