Empowering English Major Students' Grammar Proficiency Through Language Ladder Quest: A Gamification Approach

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Article Info	Abstract
	English grammar proficiency is essential for all teachers, especially English teachers, to be able to effectively deliver lessons. Yet, many still struggle with constructing grammatically correct sentences. Thus, this action-research investigated the effectiveness of a gamified approach, the Language Ladder Quest, in improving grammar proficiency among English major students. The researchers used a mixed method research design to gather data from third-year students enrolled in the Bachelor of Secondary Education program at Xavier University. Students were given a pre-test designed after the Oxford Practice Grammar Test, and the intervention Language Ladder Quest was utilized for 2 weeks. Post tests and interviews followed. The data were analyzed using descriptive statistics and Wilcoxon Signed Rank Test for the test results, and thematic analysis for the interview responses. The study showed that the Language Ladder Quest intervention was effective in improving students' grammar proficiency, as evidenced by the significant improvements in the students' post-test scores after the intervention with students reaching from "Somewhat Proficient" to "Proficient" levels in particular grammatical subcomponents. Thematic analysis of interviews also supports this claim and reveals that the intervention also helps in motivating students and promoting grammar application. This study's results highlight the potential of gamification to enhance grammar learning and engagement for students across disciplines.

Introduction

Grammar acquisition has become increasingly significant in language learning, particularly in English, where it serves as a foundational component (Phuong et al., 2022). Despite its importance, many English majors face ongoing challenges in mastering grammar, which directly impacts their communication skills. The clarity and coherence of expression are deeply influenced by sentence structures, word placement, and syntactic subtleties. Syntax, defined as the arrangement of words to form grammatically correct sentences, is a critical aspect of grammar that ensures adherence to rules such as proper word order and subject-verb agreement (Larsen-Freeman & DeCarrico, 2019). Proficiency in syntax not only strengthens the grammatical foundation but also facilitates the expression of ideas with precision and accuracy.

Traditional methods of grammar instruction, however, often fail to captivate students, making grammar learning less engaging and less effective. To address this, researchers have explored innovative approaches, such as gamification, which applies game design principles to non-gaming contexts (Deterding et al., 2011). Although gamification has been more commonly utilized in high schools, its potential for enhancing grammar instruction in college settings is equally promising. Grammar proficiency forms the cornerstone of linguistic competence, enabling effective communication and language fluency. Yet, despite years of focused study, many English majors continue to struggle with mastering basic grammatical rules and applying them cohesively in both written and spoken communication. This ongoing difficulty highlights the complexity of English grammar and the varied linguistic backgrounds of learners, which collectively contribute to the challenge of achieving grammatical proficiency. Recognizing this persistent issue, educators are increasingly seeking innovative strategies to make grammar learning more effective and appealing to students.

Thus, this research investigates the use of gamification to improve the grammar proficiency of English major students through the development of a novel learning tool called the Language Ladder Quest. By integrating game-based elements into grammar instruction, this approach aims to create a more immersive and engaging learning environment that fosters deeper understanding and application of grammar principles.The Language Ladder Quest draws inspiration from the classic Snakes and Ladders board game, reimagined as an educational tool to enhance grammar learning. By combining elements of competition, chance, and progression, this gamified intervention offers an engaging platform for students to practice and reinforce their grammar skills. Designed to meet the specific linguistic needs of third-year English majors, the Language Ladder Quest transforms traditional grammar lessons into interactive and enjoyable experiences, motivating students to actively participate and improve their proficiency. This action research not only addresses the challenges of grammar instruction but also provides valuable insights into the broader application of gamification in language education, demonstrating its potential to foster both academic and practical linguistic skills in learners.

Related Literature
Grammar Proficiency among English Majors

English encompasses four key skills: listening, speaking, reading, and writing, with speaking and writing playing vital roles in effective communication (Derakhshan et al., 2016). Language proficiency, particularly in English, not only facilitates interpersonal interactions but also fosters cross-cultural understanding. As students dedicated to mastering this multifaceted language, English majors bear a significant responsibility to use English effectively in diverse contexts. A person is considered fluent in a language when they can apply its rules and elements seamlessly in real-world settings without the need for rehearsal (Rubio & Hacking, 2019, as cited in Armea et al., 2022). For English majors, this proficiency is critical as many pursue careers in education, where grammar competency is essential. Educators must not only master grammar but also convey complex ideas clearly, enabling in-depth understanding of grammatical structures and appropriate word choice within the context of discussions and interactions.

However, language anxiety remains a significant factor affecting the English proficiency of university students.

Despite studying English as a second language from primary school onward, many students struggle to utilize it effectively due to this emotional barrier (Rahman, 2016). Even English majors are not immune to this issue, which can manifest as hesitation, reduced fluency, and impaired performance. The pressure to achieve native-like mastery, as identified by Hakim (2019), and strict or tense learning environments further exacerbate language anxiety. This anxiety affects students' participation in class discussions, presentations, and even everyday English use, regardless of gender. Addressing these challenges is critical to fostering confidence and fluency among learners.

Oral proficiency, a core skill for both academic and professional success, presents another challenge. A significant concern lies in the potential mismatch between instructors' teaching approaches and students' learning styles. The alignment of teaching methods with students' preferences plays a pivotal role in effective learning outcomes (Zhou, 2011). Universities often face disparities between teaching strategies and students' needs, which can hinder the development of grammar skills. Teachers must refine their methods to suit the characteristics of today's 21st-century learners, ensuring that teaching techniques resonate with the diverse learning preferences of English majors.

The Snake and Ladder Intervention

Innovative teaching strategies, such as the Snake and Ladder game, have been shown to enhance grammar proficiency in English. Gopal and Quah (2018) found that incorporating this game into the learning process encourages spontaneous speaking and builds confidence among students. While playing, students feel more liberated, motivated, and engaged, fostering camaraderie and collaboration. The game promotes conversational practice, vocabulary enrichment, and fluency, with students reporting increased comfort and confidence in using English.

The Snake and Ladder intervention has also proven effective at the secondary and tertiary education levels. Mawaddah et al. (2014) demonstrated its efficacy in significantly improving students' grammar performance. However, while the game has numerous advantages, such as promoting active practice, it also has drawbacks, including requiring substantial time for completion. This intervention underscores the potential of gamified approaches to enhance active learning and stimulate practical application, both essential for language mastery.

Comparing Gamification and Traditional Teaching Methods

Pedagogical strategies like gamification and traditional methods both aim to develop key language skills—listening, speaking, reading, and writing—along with grammar, vocabulary, and pronunciation (Krisbiantoro, 2020). However, while traditional teaching focuses on lectures, textbooks, and standardized tests, gamification introduces interactive elements that foster greater engagement and enjoyment. Traditional methods often prioritize cognitive learning, sometimes neglecting practical application, communication skills, and critical thinking (Hafeez, 2021).

Research has consistently highlighted the advantages of gamification over traditional methods. Krisbiantoro (2020) concluded that gamification enhances student involvement, experience, and academic achievement. Studies by Koç and Sütçü (2022) revealed that gamification significantly improved cognitive skills and grammar performance, whereas textbook-based learning had minimal impact. Yaccob et al. (2022) found that gamification promotes active engagement through realistic and interactive scenarios. The competitive and achievement-based aspects of gamification motivate learners to practice voluntarily, leading to improved grammar proficiency and a more engaging learning experience.

Method

Research Participants and Sampling Procedures

In conducting this study, the researchers used non-probability purposive sampling based on its underlying objectives. According to Kelly (2010), purposive sampling is 'used to select respondents that are most likely to yield appropriate and useful information.' This sampling method was utilized as the researchers want to reach a certain subset of people, while all survey participants were chosen because they met a specific profile. The study focused on a relatively limited and homogeneous sample of participants: third year English majors. The researchers use non-probability purposive sampling to pick participants who explicitly matched this condition, ensuring that the study is relevant to the target group. Therefore, purposive sampling allowed the study's participants to be chosen based on their ability to offer meaningful, context-specific information that holds an important purpose to this study. Moreover, six (6) English major students from the cooperating teacher's English major classes during the second semester of Academic Year 2023-2024 were included in the study. The participants were given detailed information about the study, its goals, and their role. Informed consent was obtained to ensure that participants completely understand their rights in the study. Their active participation in the gamification intervention meant that they adhere to the activity's established guidelines.

Measures

The Oxford Practice Grammar Test (for Pre-test and Post-test) is one of the research instruments that was employed in this study. By giving the 60-item Oxford Practice Grammar Test during each phase, the researchers were able to compare the participant's performance before and after the gamification intervention. This structured grammar test has ten (10) sub-components with six items each, namely Tenses, Modals, Passive, Adjectives and Adverbs, Articles and Nouns, Prepositions, Infinitive and Gerunds, Reporting, Comparative and Superlative, and Relative Clauses. A non-parametric statistical tool, The Wilcoxon Signed Rank Test, was used to analyze the results. This statistical evaluation assessed whether the gamification strategy, Language Ladder Quest, has statistically significant effects on the grammar proficiency of English majors. It enabled the assessment of the degree to which the participants' skills had been significantly impacted by the gamification intervention.

Subsequently, there were a total of five (5) researcher-made interview questions. As the study lays a strong emphasis on understanding the intervention from the participant's perspective, the researchers organize the questions around the experiences of the participants. The interview gave the statistical results a human viewpoint,

which helped to validate and understand the numbers. The research method was guided by thematic organization, which ensures that the study satisfied all of its goals.

In connection, third year students majoring in English were invited to participate in semi-structured interviews as part of the interview phase in order to learn more about their opinions, experiences, and comments on the gamification strategy. The data collected from the interview were evaluated using thematic analysis. Recognizing repeating themes, patterns, and noteworthy results in the participants' responses were the primary objective of the investigation. It helped in discovering whether the gamification intervention had any significant effects on the skills of the participants. Through making use of these research tools, the study offers a comprehensive understanding of how the gamification strategy affects the grammar proficiency of students majoring in English.

The study tools were rigorously validated to ensure accuracy, relevance, and efficacy. To ascertain the content, face, and construct validity of both the pre-test and post-test, along with the interview questions, the researchers actively sought out a panel of English language instructors and professionals who possess experience in the field of English language teaching. These two seasoned experts evaluated the tools to ensure that they aligned with the objectives. All feedback and suggestions provided by the panel of professionals were carefully considered. Through their insights, the study instruments were enhanced, and any adjustments required to improve the questions' accuracy and relevance were made.

Research Design

This study incorporated the dynamic framework of action research particularly the use of a mixed-method research design to examine how gamification, particularly the use of the Language Ladder Quest affected the grammatical skills of English major students. Action research has become frequently occurring in the context of educational administration preparation programs due to its alignment and natural fit with the nature of education including the decision-making and action planning required within local school contexts (Johnson, 2020). With that, it was well-suited to dealing with challenges in the educational setting as it entails a cyclical process of planning, acting, observing, and reflecting. This design sought to bring about noticeable and beneficial changes within the realm of leveraging the gamification approach in order to improve the written grammar proficiency of English majors. More so, the use of mixed methods enabled researchers to respond to the study's questions in a suitable depth and breadth and aids in generalizing findings and implications of the investigated areas to the entire population (Enosh, Tzafrir, & Stolovy, 2014).

Intervention

To put it in detail, the game is set up in the form of a Language Ladder, with each step representing a different level of grammar difficulty. Similar to Snake and Ladder, players advance up the ladder by rolling dice in this approximately 30-minute game. Players start by rolling a die and then moving their marker across the game board's grid. When a player lands on an orange tile, they are prompted to draw a card related to a specific grammar area indicated on the tile. Upon drawing the card, the player must then answer a grammar question or complete a task

outlined on the card. If the player provides a correct response, they are permitted to progress to the corresponding tile using a ladder. However, if the answer is incorrect, the player must remain on the current tile.

Conversely, when a player lands on a blue tile, they are directed to consult with a teaching facilitator to verify an example provided. If the example is deemed correct, the player is then allowed to continue their advancement. However, if the example is incorrect, the player must remain on the current tile until their next turn. Furthermore, once a player reaches the bottom of a ladder, they may only climb up the ladder by correctly answering the previous grammar item. On the other hand, a player must slide down to the snake's tail end if they fall at the head of the snake and don't know the answer to the corresponding question.

The challenges are anchored on the grammar sub-components found in both pre- and post-test and were adapted from the Oxford Grammar Test: Intermediate Level. It has ten (10) sub-components, namely Tenses, Modals, The Passive, Articles & Nouns, Adjectives & Adverbs, Prepositions, Infinitives & Gerunds, Reporting, Comparative & Superlative, and Relative Clauses. Zooming in to the competition format, depending on their Pre-Test results for language proficiency, students were divided into groups. For the first session, competitors were those with identical score ranges. For the next, they were chosen randomly. A maximum of three players could participate in each gaming session, resulting in a controlled and engaging learning environment.

The winner of that session is the first player to climb the ladder or accomplish an established goal. Gameplay in the Language Ladder Quest continues until every player is able to cross the finish line. The round is won by the first player to reach the top of the game board, but the round goes on until every player reaches the line of victory. Through the use of interactive challenges and game-like components, Language Ladder Quest seeks to encourage student participation and help them grasp grammatical areas. The Language Ladder Quest has the potential to be a useful tool for improving grammar knowledge in language education environments because of its distinctive combination of classic gameplay and educational content.

Results and Discussion

This findings and implications section provides an in-depth investigation of the information gathered throughout the study's implementation. This section explores the research results and how important they are for furthering our knowledge of how effective gamified interventions may be in improving grammar proficiency among English majors.

What is the level of English Majors' grammatical competence before and after the intervention Language Ladder Quest?

Six (6) English major students in all participated in this study. The results of this pre-test were essential in establishing a baseline evaluation of the participants' grammar skills. The average scores from their Oxford Practice Grammar Pre-Test are shown below.

Table 1. Mean Results of Oxford Practice Grammar Pre-test and Post-test

Test Sub-Components	Pre-test		Post-test	
	Average	Descriptor	Average	Descriptor
Test A. Tenses	2.33	Somewhat Proficient	4.33	Proficient
Test B. Modals	3.16	Proficient	3.83	Proficient
Test C. Passive Voice	3.00	Somewhat Proficient	4.33	Proficient
Test D. Articles and Nouns	4.83	Highly Proficient	5.17	Highly Proficient
Test E. Adjective and Adverbs	3.50	Proficient	3.67	Proficient
Test F. Prepositions	3.17	Proficient	4.67	Highly Proficient
Test G. Infinitives and Gerunds	2.67	Somewhat Proficient	4.67	Highly Proficient
Test H. Reporting	2.50	Somewhat Proficient	4.17	Proficient
Test I. Comparative and Superlative	2.33	Somewhat Proficient	3.17	Proficient
Test J. Relative Clauses	1.17	Not Proficient	3.33	Proficient
Total Mean Score	28.7	Somewhat Proficient	42.3	Proficient

Prior to the implementation of the Language Ladder Quest intervention, the pre-test results provided valuable insights into the initial grammatical skills of the participating English major students. These results highlighted a range of competency levels across various grammar subcomponents, revealing both strengths and weaknesses. For instance, students achieved an average score of 2.33 in Tenses, which indicated a foundational understanding but room for further development. While this demonstrated that students possessed basic knowledge of verb tenses, other areas showed significant challenges. For example, the average score for Relative Clauses was 1.17, reflecting a low level of proficiency. This finding is consistent with research by Cho and Lee (2016), which identified relative clauses as one of the most challenging grammar components for non-native English speakers due to linguistic differences between English and their native languages. These results underscored the importance of targeted intervention to address critical vulnerabilities like relative clauses, ensuring comprehensive support for grammar proficiency development.

The total pre-test mean score of 28.7, categorized as "Somewhat Proficient," reflected the varied levels of grammatical competence among the students. Notable weak areas included Relative Clauses, Infinitives, and Gerunds, which required focused instruction during the intervention. These diagnostic findings served as a foundation for tailoring the intervention program to meet the unique learning needs of the participants. By using this data as a starting point, the researchers were able to monitor progress systematically and assess the intervention's effectiveness in enhancing students' grammatical skills over time.

Following the intervention, the post-test results provided an in-depth representation of the students' grammatical proficiency across different subcomponents, offering valuable insights into the effectiveness of the Language Ladder Quest. The post-test findings revealed significant improvements in areas such as Adjectives and Adverbs, Prepositions, Infinitives, and Gerunds, with mean scores reflecting a "Highly Proficient" level. This demonstrated the success of the intervention in strengthening students' comprehension and application of these grammar components, fostering mastery and reinforcing critical structures. However, the data also revealed that students

showed relatively lower competency levels in Comparatives, Superlatives, and Relative Clauses, with scores categorized as "Proficient" or "Somewhat Proficient." These results indicated areas where students required additional support and instruction to further enhance their understanding. Despite these challenges, the post-test total mean score of 42.3, described as "Proficient," highlighted the overall effectiveness of the Language Ladder Quest intervention in improving grammar proficiency. The quantitative improvements observed across subcomponents demonstrated how the intervention enhanced students' language learning outcomes, motivating them to practice and apply grammar skills in meaningful ways.

Grammar proficiency, defined as "the ability to judge the acceptability and appropriateness of discourse based on grammatical concepts" (Shanklin, 1994, as cited in Zhong, 2023), is fundamental for effective communication, particularly for English majors. Proficiency in grammar directly impacts students' ability to communicate clearly, coherently, and accurately in both academic and professional contexts. A strong grasp of grammar enables students to produce grammatically accurate sentences, express their ideas effectively, and succeed in creating high-quality academic work such as essays, research papers, and presentations. Furthermore, a deep understanding of grammatical structures and language mechanics is critical for conveying complex ideas with clarity and precision. As Eisenmann and Summer (2012) assert, grammar proficiency has long been regarded as an essential component of language learning and remains a crucial prerequisite for successful language acquisition. The findings of this study reaffirm the importance of grammar proficiency in fostering linguistic competence and academic success, highlighting the transformative potential of innovative interventions like the Language Ladder Quest.

Is there a significant difference before and after the Language Ladder Quest intervention?

This research question investigates the impact of the Language Ladder Quest intervention on the grammar proficiency of English major students. Specifically, it analyzes the pre-test and post-test results to determine whether the observed differences in scores are statistically significant. The study employs the Wilcoxon Signed Rank Test, a non-parametric statistical method ideal for paired data analysis, to evaluate the effectiveness of the intervention. The results provide valuable insights into the potential of gamified methods to enhance grammar proficiency among English majors.

Table 2. Results of Wilcoxon Signed Rank Test

Paired Samples t-Test	Statistic	p-value
Wilcoxon W	0.001	0.0178

The findings, as presented in Table 2, reveal a statistically significant difference between the pre-test and post-test scores of the participants following the Language Ladder Quest intervention. The test yielded a Wilcoxon W statistic of 0.00 and a p-value of 0.0178*, which is below the conventional significance threshold of 0.05. This statistical significance confirms that the intervention led to a substantial improvement in the grammar proficiency of the students. The improvement is particularly evident in the subcomponents of grammar assessed during the study. These findings align with research by Landers et al. (2019), which emphasizes the effectiveness of gamified

learning strategies in enhancing student engagement and active participation. By introducing competitive and interactive elements, gamified interventions like the Language Ladder Quest foster a stimulating learning environment that has been shown to significantly enhance learning outcomes across various language domains. The significant post-test score improvements further validate the effectiveness of this approach.

The results of this study underscore the potential of gamified interventions, such as the Language Ladder Quest, to actively engage students and drive measurable improvements in grammar proficiency. This highlights the value of incorporating innovative teaching strategies into language education for English majors and provides a foundation for developing effective language learning methodologies that could be extended to other academic disciplines.

How do English major students perceive their language learning experiences when engaged in the gamification approach?

Following the implementation of the Language Ladder Quest intervention, student participants were interviewed to evaluate their experiences. The responses were analyzed thematically, uncovering recurring themes related to the challenges and benefits of the intervention. Codes were generated from participants' replies to identify key insights into its effectiveness in enhancing grammatical competence. The thematic analysis revealed that the Language Ladder Quest approach significantly contributed to improving the grammar proficiency of English major students by fostering collaborative and enjoyable learning experiences. Participants highlighted how the intervention reduced the stress often associated with grammar instruction, replacing it with a playful and engaging method of learning. This approach motivated students to actively participate and enhanced their ability to construct grammatically correct sentences. Many students expressed feeling liberated from the pressure typically tied to mastering grammatical rules, while the gamified format encouraged teamwork and camaraderie.

Theme 1: Student Engagement

Students reported increased engagement and enthusiasm during lessons that incorporated the Language Ladder Quest. They found the gamified approach more enjoyable and less daunting compared to traditional grammar instruction. The intervention transformed routine tasks into exciting challenges, stimulating interest and improving retention of grammatical concepts. Participants appreciated how the game revisited rules taught in earlier grades, allowing them to recall and strengthen foundational knowledge.

> Participant 1: ".... I was able to learn from it and as a student, because we're in college and these things were discussed back in our high school days, the game is good for recalling information. It is helpful now and it is important that even the simplest sequence of the verbs and adjectives have clear-set rules"

> Participant 2: ".... The experience I had was fun and it was also full of learning. It made me think of the past learnings I had in high school which was very helpful for now…. "

Participant 4: ".... Well, from my experience, I really thought it was fun, and I really love that I was able to have fun with my friends. I think that it was very helpful in recalling English learnings that I had since elementary, high school, and senior high school…. "

Students also noted the intellectual stimulation and fun brought by the intervention, which made grammar review more dynamic. This aligns with Kapp's (2014) findings, which highlight gamification's role in boosting motivation, engagement, and academic performance.

Theme 2: Challenges in Gameplay and Length

While the Language Ladder Quest had numerous advantages, participants also identified challenges. Some noted concerns about the precision of the game mechanics, particularly how players could sometimes reach the finish line without answering a significant portion of the questions. Others mentioned that prolonged gameplay could be mentally taxing, leading to decreased engagement over time.

Participant 2: "…it's helpful in motivating the player to correctly answer but the player would also be drained because the game is still a game of chance. The player cannot choose where to land, thus no matter correctly the player answers the question (in the flashcards), the game would still be draining and energy-consuming…"

These challenges contrast with findings from Zadeja & Bushati (2017), who emphasize gamification's motivational benefits. While their research highlights gamification as a tool for fostering positive and interactive learning environments, the feedback from the Language Ladder Quest suggests that prolonged gameplay can cause mental exhaustion. This underscores the importance of balancing gamification with sustainable engagement strategies. The findings suggest that while gamified methods are effective, more research is needed to refine these approaches and address potential drawbacks.

Conclusion

Gamification has emerged as a prominent approach for enhancing learning outcomes and student engagement within educational settings over recent decades. Among these innovations is the Language Ladder Quest, an adaptation of the classic Snake and Ladder game, reimagined with rules tailored to improve grammar proficiency. This study has illuminated the effectiveness of gamified language instruction through an in-depth exploration of how the Language Ladder Quest intervention impacted the grammar skills of English major students.

The analysis of pre- and post-test results demonstrated a statistically significant improvement in participants' grammar proficiency following the intervention. Despite some challenges identified during participant interviews, the overall findings confirmed the intervention's beneficial effects. The creative integration of traditional gameplay mechanics with grammar instruction not only engaged students but also facilitated meaningful learning experiences. By incorporating game elements such as ladders and snakes, the intervention transformed grammar

lessons into an enjoyable, interactive process. Instant feedback and reinforcement offered by the game's mechanics proved instrumental in solidifying grammatical concepts and fostering skill development among participants. The Language Ladder Quest's ability to create a competitive yet engaging learning environment underscores its potential as a valuable tool for educators seeking innovative approaches to teaching grammar. As Mahbub (2019) aptly stated, this gamified method satisfies all criteria for success and effectively enhances students' grammar proficiency.

Beyond its immediate application in grammar training, the Language Ladder Quest demonstrates potential as a versatile educational resource. Its adaptable design enables educators to modify its mechanics, content, and difficulty levels to address the unique needs and skill levels of diverse student groups. For instance, the game could be tailored to focus on other language skills, such as reading comprehension, vocabulary, or writing, creating a dynamic and engaging learning environment applicable to various domains of language education.

Nevertheless, this study acknowledges its limitations, such as the relatively small sample size and the absence of pilot testing. These constraints may affect the generalizability of the findings, and caution is advised when interpreting their broader implications. Furthermore, while the Language Ladder Quest intervention has shown promise in enhancing grammatical competency across different learner populations, additional research is necessary to explore its long-term effects and applicability across varied educational contexts.In conclusion, the Language Ladder Quest exemplifies the potential of gamification to revolutionize language education. By merging traditional gameplay with pedagogical objectives, it offers a novel and effective strategy for improving grammar proficiency while fostering an enjoyable and interactive learning experience. With further refinement and exploration, this intervention holds the promise of transforming not just grammar instruction but broader educational practices as well.

Recommendations

Based on the findings and limitations identified in this study on the effectiveness of the Language Ladder Quest intervention, several recommendations are proposed to address existing gaps and enhance future implementations. For educators, the Language Ladder Quest can be adapted to cater to diverse learner profiles, such as high school students or those from various academic disciplines. By tailoring the game's elements to align with the specific goals and skill levels of different groups, teachers can maximize its educational potential. Additionally, educators are encouraged to use Language Ladder Quest as inspiration for creating their own innovative gamified interventions by modifying traditional games to meet their instructional objectives.

For future researchers, it is advisable to replicate this study with a larger and more diverse participant pool, including individuals from various academic fields and educational levels. Expanding the sample size and demographic diversity would enhance the generalizability of the findings. Employing long-term research designs is also recommended to evaluate the sustained impact of the Language Ladder Quest on students' grammar proficiency. Moreover, future studies should adopt a holistic approach to assess the intervention's influence on other facets of language learning, such as writing, reading comprehension, and vocabulary development.

To further enhance the effectiveness of the intervention, researchers and educators could consider diversifying the grammar sub-components and challenges included in the game. Incorporating processing sessions after each game would provide learners with an opportunity to reflect on their experiences, clarify doubts, and ask questions, fostering a deeper understanding of the material. These recommendations aim to refine the Language Ladder Quest intervention and extend its potential benefits across broader educational contexts and learner populations.

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