Gamification: An Innovative Technique for Learning Urdu Language in Gen-Z

Tanzila Faiz
Senior Lecturer in English
Faculty of Social Sciences and Humanities
Hamdard University, Karachi.
Email: tanzeela.faiz@hamdard.edu.pk

Dr. Asadullah Lashari
Assistant Professor in English
University of Sindh, campus Thatta
Email: asadullah.lashari@usindh.edu.pk

Abstract
This study explores the effectiveness of gamification as an innovative Urdu language learning technique in Gen-Z. Mondly provides the Urdu language learning platform so this app is used with 30 undergraduate students, selected through purposive sampling technique. A mixed method approach was used to conduct this study by using experimental research design. Quantitative data was collected by using pre and post test technique, and surveys and semi-structured interviews were conducted to collect qualitative data. Survey and test data were analyzed through statistical testing and for qualitative data, thematic analysis technique was used. Findings of the study suggested gamification a strongly motivating technique provided learners are exposed to it with some set of instructions provided before the hand. Moreover, its practical utilization needs proper training for instructors.

Key words: Gamification, Language learning, Innovative technique.

Introduction
Urdu, a widely spoken language in Pakistan and India, is facing a decline in usage and interest among the younger generation (Gen-Z). This decline can be attributed to various factors, including the increasing dominance of English and the lack of engaging language learning methods. This dominance of English is not only connected with global or international activities but it also has strong association with individual's career building so that it has proven as a grate hurdling factor for practicing Urdu language in our youth. Teachers' ineffective, rather irritating and distracting pedagogical approach towards teaching Urdu is also a big cause of Gen-Z's incapability in using Urdu.

Gamification is defined as utilization of game design elements in non-game setting. It has been utilized as a strongly influential language learning technique, specifically for motivating learners towards target language and engaging them with various activities. Gamifying language learning works on the rules of observation, imitation and reinforcement that provides learners with multiple language learning activities. It usually comprises reiteration and practice, for language learning. To make practice more appealing and fun, gamification helps

learners build their vocabulary skills more successfully. The instant feedback is available on this app for learners' achievements in language skills that helps them not only for identifying the areas for improvement but it also keeps the track of their learning over time. The leaderboard feature of this platform develops the sense of community, collaboration, competition and social interaction.

Considering the learning of Urdu, game design elements can facilitate learners effectively. Gamification promotes learning Urdu language in multiple ways like its features of points, badges, and leader-boards can enhance the level of students' engagement and fun in learning Urdu and can motivate them to practice repeatedly. It also contains interactive activities including puzzles, riddles, quizzes and games, helping learners solve Urdu learning exercises in a more capturing and communicative style. The system of reward in gamified language learning enhances learners' inspiration to attain their goals and targets, as it gives them a sense of accomplishment and encourages their continuous practice. This constant practice helps learners progress speedily in their Urdu language capabilities. That is how using game like elements can help learning Urdu more appealingly, interactively, and effectively. As a result, learners can become able to construct a strong foundation for their Urdu language capability.

There are multiple gamified language learning platforms out of which Mondly is a popular Urdu language learning application that proposes multiple language learning experiences. The interactive lessons available at this platform make learning Urdu language more appealing, engaging and amusing. A very attractive combination of text, images, and audio is used in this app that helps learners comprehend and rehearse the language in an engaging manner. Its focus on real-life communication assists learners develop practical language skills used in routine situations. Its speech acknowledgement technology helps learners enhance their speech delivery by comparing their speech to native speakers. By adjusting learners' pace and level, this language learning application provides them a conducive learning experience. Availability of platform to practice Urdu language with native speakers helps learners polish their language skills and get spontaneous feedback on their language skill performances.

Research Objectives
Objectives behind this study include:
1. To investigate the impact of gamification on motivation and engagement in learning Urdu language among Gen-Z.
2. To explore the strengths of gamification in promoting Urdu language learning among Gen-Z.
3. To explore the challenges of implementing gamification to improve Urdu language proficiency among Gen-Z.

Research Questions
1. What is the impact of gamification to increase motivation and engagement in learning Urdu language among Gen-Z?
2. What are the strengths of gamification in promoting Urdu language learning among Gen-Z?
3. What are the challenges of implementing gamification to improve Urdu

language proficiency among Gen-Z?

Significance
Game design elements are being used worldwide for helping students learn various languages but unfortunately Urdu language is still deprived of this strong and influential availability. This research has potentially contributed to the conservation and promotion of Urdu language among Gen-Z with the help of game design elements. Its findings are enlightening for developing effective language learning programs and incorporating game design elements with keen consideration.

Consideration of the requirements of 21st century scenario, gamified language learning platform's feature of flexibility in terms of time and pace is its strongest characteristic. This study looks into the problems and possibilities in the utilization of this application in pedagogical planning. Moreover, the insights gained about Urdu language learning platform provides strong recommendations and implications for its potential application in the same context.

Literature Review
Urdu, the national language of Pakistan that is widely spoken and understood here, is facing a decline in usage and interest among the younger generation (Gen-Z). This generation specifically prefers using English language and this preference has caused their incapability in their Urdu language skills. Considering the factors of this decline, there might be multiple reasons but the most prominent ones may include the global dominance of English and lack of engaging Urdu teaching strategies.

Implementing game like elements in non-game or academic settings for helping learners in learning languages has been a popular technique in current years. It has been recognized as an influential and effective strategy that promotes language learning and engages learners in beneficial activities. This literature review presents the helpful application and potential of gamification as an innovative motivating technique for learning Urdu language in Gen-Z.

Gamification in Language Learning
Multiple researchers have argued that the game design elements are very effective and motivating for language learning activities. For example, Hamari et al. (2014) has discovered in a study that integrating game-like elements can enhance inspiration and engagement for learning new language. Similarly, Kapp (2012) has found in his study that gamification fosters enhancing language expertise and proficiency. In fact, gamification provides learners with standardized and thought-provoking challenges that makes them process their learning from multiple dimensions and ultimately improves their language expertise.

Researches have indicated that gamification plays a significant role in increasing learners' assignation, inspiration, and preservation in learning language (Dichev & Dicheva, 2017). Game like elements including points, badges, and leader-board help in creating competitive setting, boost the sense of self-achievement and push learners to attain their goals (Hamari et al., 2014). All these characteristics of

gamifying language learning stand in the favor of utilizing this technique as a motivating strategy.

Moreover, many researches have presented another important advantage of using gamification in language learning activities for enhancing vocabulary and grammar skills (Cornillie et al., 2012). Multiple studies have identified gamification a highly helpful language learning strategy. Prominent researchers Lee and Hammer (2011) have recognized game like elements as very beneficial factor for enhancing learners' motivation and engagement in a language learning context. Likewise, another researcher, Perry (2015) also established that game design activities improve language learners' language skills acquisition and retention.

Despite it, researchers have recognized that language learning through game design elements can increase learners' inspiration, motivation, engagement, and participation in the language learning process (Dichev & Dicheva, 2017). Game like features such as points, badges, and leader-board can develop a sense of community and competition that encourage learners to practice language skills recurrently (Hamari et al., 2014). Moreover, gamified language learning platform can provide instant response and evaluation, that helps learners in finding areas for improvement and tracking their progress over time (Lakshmi, & Majid, 2025).

Another very strong aspect of gamifying language learning is that it helps learners to overcome the language learning obstacles. According to James Paul Gee (2007) good games are problem-solving spaces that use continual learning and provide players with a sense of agency and ownership. Its features of enhancing motivation through points, badges or leaderboard ranking lets them overcome the problem of lack of interest and encourages them to achievement their goals. This ultimately breaks the barrier of language learning hurdles and promotes the sense of accomplishment in them.

Other than that, the availability of images, audios and other supporting aspects makes language learning more comprehendible and retentive. This deep understanding and enhanced retention span are a great supporting element and makes language learning long lasting and effective. At one hand it improves on the spot results of language learning exercises and at the other hand its results perfection in the life long application of language skills.

Game design elements can raise learners' engagement and improve in their academic performance in language learning, but its efficiency depends on numerous aspects. These aspects include operational weaknesses, experimental biases, technical limitations, discrete differences, and hurdles to achieve meaningful gamification (Gee, J. P., 2003). An organized and structured review of experimental studies found that gamifying language learning has diverse efficiency for language learning. Some studies report optimistic impacts of using this technique while others share negative changes of utilizing this strategy, and on the same time, some have shown no differences. Dichev and Dicheva (2017) claim that "The challenge in gamifying language learning lies in finding the right balance between fun and learning, ensuring that the game elements do not

DIALOGUE SOCIAL SCIENCE REVIEW

overshadow the language learning objectives."

Gamification and Gen-Z
Individuals ranging from 13 to 28 years of their age, belong to the group that has grown up with modern digital technology and is conversant very well with digital games. Researchers have established that this generation is greatly interested and receptive to gamification. Close connection of these individuals with technology has made them tech-savvy that ultimately has fostered their success with technological platforms. According to Yu-kai Chou (2019) gamification is not just about adding points, badges, and leader-boards; it is about creating an engaging experience that motivates people to achieve their goals. Due to this exposure they are more likely to engage with language learning platforms that incorporate game design elements (Prensky, 2001).

Although this generation is highly critical and analytical, digital nativeness is one of the most prominent characteristics of this generation. Because of being digital natives, who are accustomed to collaborative and immersive learning experiences (Prensky, 2001), these learners perform much better while practicing language learning activities through digital media. Their digital friendliness enhances their confidence and interest while using technology and help them learn language at a faster pace. It indicates that gamification can provide better options to their preferences for hands-on, technology-based learning. Marc Prensky (2001) argues that "Digital natives (Gen-Z) are used to learning through games and interactive media, and educators should leverage this preference to create more engaging learning experiences."

Generation Zs' short attention span is also one of its traits that has made gamified language learning an appropriately right option for them. This innovative language learning technique has emerged as an inspirational strategy to enhance generation Zs' language learning experiences, including Urdu. Current studies have highlighted its potential in enhancing engagement, motivation and learning outcomes. According to Jane McGonigal (2011) games can make us better at solving problems, and they can make us more engaged in the world.

Urdu Language and Gamification
The rapidly increasing interest in using game design elements to promote Urdu language learning has started appealing Urdu teachers to make a pedagogical paradigm shift. Gen-Z has lost its interest in learning and practicing Urdu language. Integrating technology with Urdu learning practices has opened new vistas for practitioners. Similar argument is found in a study by Khan et al. (2020) who found that gamification can be an effective technique for teaching Urdu language to children.

Moreover, another research by Hussain et al. (2019) indicates gamification as an effective strategy for improving Urdu language proficiency among young adults. Urdu being a complex language poses challenges to learners that increases their stress and anxiety. According to research gamified language learning environment lessens stress and enhances language learning effectiveness among learners (Rahim et al., 2024). Although there are only a few studies on Urdu language

learning through gamification, still the existing body of knowledge suggests that gamification can be a powerful approach to teaching Urdu language skills, particularly among young learners (Khan, 2018).

Despite various language learning platforms, Mondly is the one that offers language learning with many game design elements. Its Urdu course is composed in the form of lessons on the Urdu alphabet and script, assisting learners in becoming conversant with the written form of the language. This feature is significantly important for the learners who are intimidates by its complex script or challenging grammar (Rahim et al., 2024). Its lessons emphasise on building language skills and construct a solid foundation for learners to improve their Urdu language skills. Its accessibility allows learners to practice their target language anytime, anywhere, that makes it a suitable option for learners with busy schedules. This Urdu learning application helps learners develop a strong foundation and improve their language skills in all domains.

Research Gap
The innovative 21st century language learning digital strategy, named as gamification, has become an innovative technique that has gained groundbreaking popularity in the field of language teaching and learning. Numerous studies have been directed about learning different languages by using this technique but the application of these game design elements in learning Urdu language, precisely among Gen-Z is not yet explored.

Theoretical Frameworks
There are numerous studies that have furnished various theories to understand the effectiveness of gamification in language learning. This study is guided by using two different theoretical frameworks which are given below:
1. The Self-Determination Theory (Deci & Ryan, 2000) suggests that gamification can increase motivation and engagement by providing self-sufficiency, capability, enthusiasm, and understanding.
2. The Social Learning Theory (Bandura, 1977) proposes that observation, imitation, and reinforcement can promote language learning and gamification is specially structured in a way that it provides opportunities for such practices.

Methodology
This study has employed a mixed-methods approach, where both qualitative and quantitative data collection and analysis methods were combined. Mix-method approach was preferred to let the researcher has flexibility to accommodate diverse research questions. Moreover, this approach is chosen with the idea of triangulating the study findings. The specific research design that is used is experiential research, where an intervention is implemented on the participants. This empirical study provided the researcher chance to check the influence of gamified language learning platforms on real ground.

The population for this study was the group of generation -Z (ages 18-25) individuals in the English department of a private university. Selection of the participants for this study was done through purposive sampling technique. A

group of 30 undergraduate students, who were native or non-native speakers of Urdu, was used as study participants. All of these participants were taken through three different stages of data collection, including pre-test, pot test and survey. After that, five highest scoring participants were selected to be interviewed to dig deeper into the findings of quantitate research.

To collect data for this study, following methods were used:
1. A Pre-test / Post-test strategy was conducted among 30 Gen-Z individuals (ages 18-25) to gather data on their Urdu language proficiencies before and after the intervention. For intervention, a gamified Urdu language learning platform, named Mondly, that incorporates game like elements such as points, badges, leader-boards, and challenges; was introduced to above mentioned individuals. The platform was already tested with a group of Gen-Z participants to assess its effectiveness in promoting Urdu language learning.
2. A survey questionnaire was got filled by all 30 participants after intervention using google forms to gather quantitative data about their Urdu language learning experience with Mondly. Survey questionnaire was composed in 12 items which were probing different aspects of learners' language learning experience with Mondly.
3. In-depth semi-structured interviews were conducted of highest scoring 5 participants out of the sample of 30 participants. These interviews were conducted to gather qualitative data on the language learning preferences, interests, and experiences of the selected participants with Urdu language gamified platform. This interview was composed of 8 questions. The data collected through interview provided an insight into learners' achievements, their likes, dislikes, challenges and suggestions about this gamified platform. This provided the researcher an insight into the learners' perceptions of the problems and possibilities of Mondly as a language learning platform highlighting its overall effectiveness for the mentioned purpose.

To analyze the collected data, following data analysis methods were used:
1. Paired sample t-test was applied to analyze numeric data collected through the pre and post intervention tests, and survey. This test helped to evaluate the differences in learners' performances and their language skills achievements before and after intervention. It also measured the overall impact of the intervention by giving the means, standard deviations, standard error mean, t value and p-value.
2. Thematic analysis technique was employed to analyze textual data collected through interviews of selected participants. For this analysis, the gathered responses were transcribed, read, reread, coded and then converted into themes by generating, reviewing and naming themes which emerged from learners' responses.

To ensure the validity and reliability of the study, following techniques were applied:
1. Triangulation: Data was collected through multiple methods (survey, interviews, pre-test / post-test) to ensure triangulation. Including multiple sources ensured that the data was bias free and none of the results are found out of chances only.
2. Data Analysis: Data was analysed using statistical software to ensure accuracy

and reliability. The software confirmed the correctness of all the calculations required to analyze the numeric data.

The study adhered to the following ethical considerations:
1. Informed Consent: Participants were informed about the purpose and procedures of the study and were provide informed consent with the permission of withdrawing from the study whenever they feel like. Informing learners about the purpose and procedure before getting the consent signed by them was done to maintain their consistency with the study.
2. Confidentiality: Participants' identities were kept confidential and the main objective of maintaining this confidentiality was to ensure their open, biasfree and actual participation in the study.
3. Anonymity: Participants' responses were kept anonymous so that they face no harm or aftereffects of participating in this study.

Analysis and Discussion
1. Pre-test / Post-test Data
To analyse the scores students secured before and after intervention, paired-sample t-test was applied. Following are the tables received after running data on SPSS and the interpretations of those tables:

This SPSS output shows that the pre-test mean is 8.50, and the post-test mean is 13.40. This increase in post-test score shows the average improvement of 4.900 units indicating that the intervention has positively impacted the language learning process. Although this little increase indicates that the intervention has not impacted that strongly, still it has enhanced the overall language proficiency of the participants. Decrease of standard deviation from 2.224 to 1.380 in the value of pre-test to post-test confirms the stronger concentration of scores aligning with mean. This stronger concentration ensures that the intervention has guided approximately all participants in same direction and has helped all of them in enhancing their language skills. The decrease of 1.373 units in standard deviation indicates the efficiency of intervention for all the learners.

Decrease in the value of standard error mean also shows the same thing. The correlation, .809, indicates a strong positive relationship between the intervention and learners' language competency. This suggests that individuals who scored higher in the pre-test also tended to score higher in the post-test. The p-value is .000 that indicates the correlation between the pre-test and post-test scores that

is statistically significant. This significance means that the improvement is unlikely to have occurred by chance.

In simpler terms, the intervention of using gamified language learning platform, Mondly, for helping learners enhance their Urdu language competence between the pre-test and post-test was an effective intervention. The analysis shows that this intervention has led to a significant improvement in the scores of the group as a whole that ultimately influenced their language competence and performance.

2. Survey Data

Survey was conducted after post-test to collect participants' feedback about their language learning experience by using a gamified platform. All 30 participants responded for the 12 items explaining their experience with Mondly. The reliability analysis showed that the 12-item scale used in this study has a Cronbach's Alpha of .728, that indicates an acceptable to good internal consistency among the items. The descriptive statistics for 12 items from the survey where respondents rated how characteristic each statement was of them using a Likert scale, is:
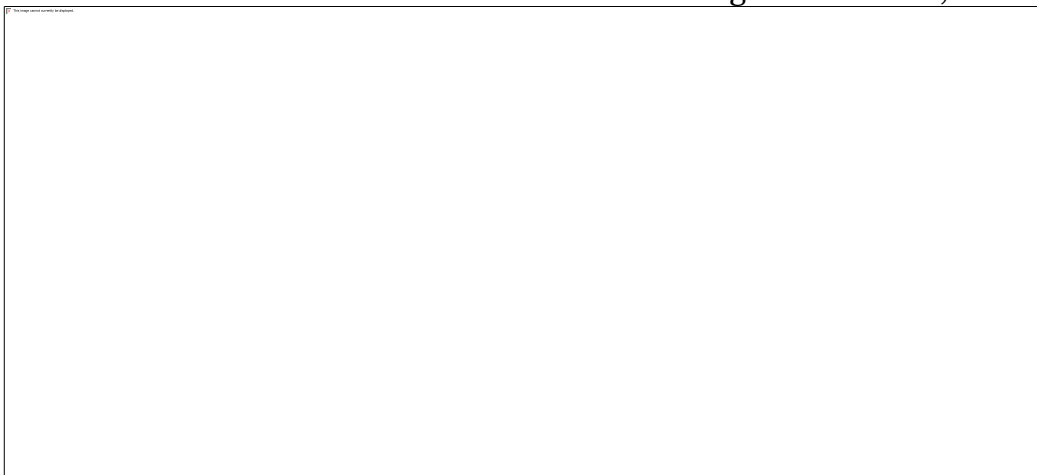
The mean of each item provided a central tendency of the responses and ranged between 3.1 and 4.07 for the taken 12 items. It indicates more agreement among the participants on carrying closer characteristics for these 12 items. Higher values of standard deviation (in case of item 2 and 12) indicates participants' weaker agreement on the items regarding their language learning through gamified platform and lower values of standard deviation (in case of item 1, 10 and 11) indicates participants' stronger agreement on the items regarding their language learning through gamified platform.

In short, this variation in results indicated that the intervention did not help all the participants in the same manner for learning language. This showed the problems or drawbacks of using this technique for enhancing learners' language competence. But again overall results show that it has its strengths and need to be considered with very careful planning to get the best of this strong technique.

3. Interview Data

The interview questions delve into various aspects of a gamified language learning experience, offering a rich foundation for an analytical discussion on its impact and potential. By examining participants' experiences related to enjoyment,

challenges, engagement, learning enhancement, vocabulary acquisition, and areas for improvement, researcher has gained valuable insights into the effectiveness and nuances of integrating game mechanics into language education.

1. Dual Nature of Gamification: Motivation vs. Distraction

A strong theme is the initial motivational power of gamification. Points, badges, and leader-board effectively draw learners in, providing a sense of accomplishment and encouraging regular practice. Participants' responses highlight how the gamified elements of Mondly make language learning feel less threatening and more appealing. Answer to question 2 "What elements did you like..." participants identified the appealing aspects of the gamified app such as daily streak bonus, points, badges or virtual currency.

Participant A highlighted specific game mechanics including interactive exercises, storytelling elements, challenges, the visual design, and the sense of accomplishment which also boosted the motivation and engagement in Urdu language learning process. These elements revealed the most effective gamification strategies for creating a positive and enjoyable learning experience. This understanding is crucial for planning language learning activities to optimize engagement and retention.

In response to question 1 about experience of learning Urdu language with Mondly, Participant E pointed out that it was fun and highly motivating because there was no frustrating or humiliating factor. Independent and self-directed learning experience was completely dependent upon learners' conditions of time and resource availability that was another strength of this learning option. On the same time, participant D highlighted the superficial and extrinsic motivation of this language learning platform. According to him, the immediate gratification and sense of progress that a learner receives from here, does not last long. The long-term impact of gamification on real interest needs careful consideration. According to him leader-boards were like double-edged sword where competitive learners were potentially motivated and learner with lowering ranks were being demotivated and disheartened. So that the long-term impact of these elements on genuine concentration in the language learning itself needs careful consideration.

Thus, this analysis also reveals a counter-theme that is the potential for gamification to become a distraction. According to Hamari et al. (2014) "One of the major challenges in gamification is sustaining user engagement over time, as novelty effects wear off and users become accustomed to the game elements." The respondents noted that the focus can shift from genuine understanding to simply "winning" the game. This suggests a risk of prioritizing quick memorization and task completion over meaningful language acquisition. The appropriate utilization of this strategy should explore the balance between these elements and their ability to create a consistently engaging learning environment for diverse learners.

2. Superficial vs. Deep Learning

Game design elements are realized as influential for learning vocabulary and language structures through recurrence. Participants' responses acknowledge that game like features aid in memorization and rapid exercises. Contrarily, answer to

DIALOGUE SOCIAL SCIENCE REVIEW

question 3, "What elements did you find challenging…", discovers the possible weaknesses of gamification. Challenges stand up from excessively intricate game procedure that sidetracks from the language learning itself. A sense of the gamification being superficial or forced, or a mismatch between the game's difficulty and the learner's proficiency level are the situations which different respondents highlighted when they were sharing the challenges of game design elements they practiced.

Responding to question 5, "Do you think the gamification elements enhanced your learning experience?" and 6 "Do you think the gamification elements contributed to your vocabulary learning process?" respondents addressed the core pedagogical value of gamification. Responses indicated the perceived impact on overall learning and specific skill development such as acquiring new vocabulary and structures. Considering how gamification facilitated learning, different examples were shared by participants such as spaced repetition integrated with points and rewards improved vocabulary preservation. Likewise, game-like situations that required using learned grammar in context solidified the structural understanding of language.

However, it is critical to evaluate whether the gamification really helps actual learning or only provides a more enjoyable way to involve with potentially less effective pedagogical methods. Evaluating these challenges is vital for identifying potential drawbacks in gamified language learning design. It's important to differentiate between productive challenges that encourage effort and unproductive challenges that lead to frustration and discouragement. Trying to rationalize these challenges revealed primary issues with the incorporation of game process and pedagogical outcomes. A significant theme that emerged here was the limitation of gamification in fostering deeper language skills. The respondents shared their concern about the lack of sureness in using learned words in real conversations, representing that gamification may not satisfactorily support background understanding, and communicative competence.

3. Competition vs. Collaboration
The leader-board feature of gamifying language learning introduces a competitive element, which has both positive and negative values. At one hand, it motivated some learners to strive for higher scores, and at the other hand it created nervousness, anxiety, mental pressure and unhealthy comparisons. So this leader-board feature was of dual nature and for majority of the learners it was a source of stress and negative pressure that became a strong cause of demotivation and discouragement for them. James Paul Gee (2007), a renowned researcher argues that, "Good games are problem-solving spaces that use continual learning and provide players with a sense of agency and ownership."

Interview data suggested a desire for more cooperative, collaborative and positively interactive game design elements. Some of the respondents proposed challenges that encouraged learners to work together, implying that this was a more positive and effective approach. It also encouraged learners to take responsibility of their learning. Research also indicates that gamification promotes learners' autonomy and self-directed learning (Little, 2007).

4. The Need for Integration and Balance

Strongest theme that emerged out of the analysis was the critical consideration of this popular technique for language learning practice to take the best out of it. Responding to question 7, "How could the gamification elements be improved..." participants provided very crucial constructive feedback for recognizing areas for optimization. Some of them suggested to include more personalized gamification, that was about modifying the available practices according to the individual requirements. Another suggestion was a better integration of game mechanics with learning content so that the fostering elements can support the attainment of learning outcomes. Yu-kai Chou (2019) also suggests the same, "Gamification is not just about adding points, badges, and leaderboards; it's about creating an engaging experience that motivates people to achieve their goals."

Increasing variety of game types or more opportunities for collaboration were also very beneficial suggestions as these were very important and supportive additions to the currently available features of this language learning platform. Analysing these suggestions provided valuable insights into how to enhance the effectiveness and appeal of gamified language learning platforms. Responses to question 8, "Do you have any further comments or suggestions...", provided additional thoughts and ideas, that potentially uncovered unforeseen benefits or drawbacks of the gamified approach.

This key theme needed for better integration of gamification with the core language learning content. The respondents suggested that rewards should be tied to meaningful language use only such as constructing correct sentences, rather than just speed or accuracy in simple tasks.
The responses emphasized the importance of balancing gamification with solid language instruction. Gamification was seen as a helpful tool for motivation and practice but not a replacement for comprehensive teaching methods. Kapp (2012) also gives the same suggestion, "Gamification in language learning requires careful design to ensure that the game mechanics align with the learning objectives and do not create unnecessary cognitive load."

Challenges and Limitations:

Although gamification has revealed potential in language learning, there are also limitations to its efficiency. For example, some learners were not motivated by gamification elements, or found them distracting (Nicholson, 2015). This was a very critical challenge as it caused strong demotivation for some of the learners and effected their learning experience negatively. Moreover, game design elements were not appropriate for all of language learning components, for example, complex grammar or nuanced language skills (Godwin-Jones, 2023).

While gamifying language learning is proven a potential and beneficial language learning technique, there are also challenges and limitations to consider:
1. Design and implementation: Effective gamification design and implementation requires careful consideration of learning objectives and outcomes.
2. Technical issues: Technical issues can hinder the effectiveness of gamification.
3. Learner differences: Learners may respond differently to gamification elements.

Findings:
This research has provided detailed insight to the considerate of gamification as an inspiring technique for learning Urdu language in Gen-Z. The findings include:
1. Gamification has potential to increase interest, motivation, inspiration and purposeful engagement in learning Urdu among Gen-Z.
2. Game design elements of gamified language learning platform are its strengths to help learners improve their language proficiency and linguistic competence in Urdu among Gen-Z.
3. The study has identified the challenges of these game design elements which hinder Urdu language learning among Gen-Z.

Conclusion
The systematic analysis of the collected quantitative and qualitative data provided a comprehensive understanding of the strengths, weaknesses, and potential of gamification in Urdu language learning. This analysis informed that the game design elements and its implementation of more effective and engaging language learning platforms provide the power of game procedure to foster deeper and more enjoyable learning experiences. The study suggests that gamification can be used as an effective method for promoting Urdu language learning among Gen-Z also. By integrating game like elements with language learning platforms, motivation for language learning and engagement with learning activities can be increased. This ultimately improves language proficiency and linguistic competence, and provide a more enjoyable learning experience. Gamification has the possibility to enhance Urdu language learning among Gen-Z learners.

The finding of gamified language learning applications as beneficial tools with cautions indicates its very careful integration with language learning activities. For initial engagement and motivation, these apps are good but to avoid it becoming counterproductive, its very careful planning and integration is required. It advocates a thoughtful approach that leverages gamification to enhance, not detract from, the learning process. To maximize the effectiveness of gamification in language learning, cautious and reflected consideration must be given to design foundations. For example, game design elements should be associated with learning objectives and outcomes (Shute, 2008). Furthermore, gamification should be intended to encourage intrinsic motivation, rather than providing solely extrinsic boosts (Deci & Ryan, 2000). Thus various scholars have highlighted the importance of careful planning, where learning and entertainment are balanced, and users' engagement in gamified language learning is sustained.

Further researches are required to explore the increase effectiveness of gamified elements in Urdu language learning. Identifying best practices for design and implementation of game like elements in learning Urdu language is also required to use this technique effectively and purposefully.

References
1. Ahmed, A. A. A., Widodo, M., Komariah, A., Hassan, I., Sukmana, N., Ali, M. H., ... & Rohi, A. (2022). Assessing the effects of gamification on developing EFL Learners' idiomatic knowledge: Do attitudinal factors contribute to the

learning of the idioms with the game?. *Education Research International, 2022*(1), 2482570.

2. Bandura, A. (1977). Social Learning Theory. Englewood Cliffs, NJ: Prentice Hall.

3. Chou, Y. K. (2019). *Actionable gamification: Beyond points, badges, and leaderboards*. Packt Publishing Ltd.

4. Cornillie, F., Thorne, S. L., & Desmet, P. (2012). Digital games for language learning: Challenges and opportunities. British Journal of Educational Technology, 43(3), 366-377.

5. Dichev, C., & Dicheva, D. (2017). Gamification in education: A review of the literature. Journal of Educational Computing Research, 56(4), 419-441.

6. Deci, E. L., & Ryan, R. M. (2000). The "What" and "Why" of Goal Pursuit: Human Needs and the Self-Determination of Behavior. Psychological Inquiry, 11(4), 227-268.

7. Doğan, Ö. (2023). *Investigating the impact of gamification on student engagement and vocabulary achievement in a blended EAP course* (Doctoral dissertation, Middle East Technical University (Turkey)).

8. Gee, J. P. (2003). What video games have to teach us about learning and literacy. *Computers in entertainment (CIE)*, *1*(1), 20-20.

9. Gee, J. P. (2007). *Good video games+ good learning: Collected essays on video games, learning, and literacy*. Peter Lang.

10. Godwin-Jones, R. (2023). Presence and agency in real and virtual spaces: The promise of extended reality for language learning.

11. Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does Gamification Work? A Literature Review of Empirical Studies on Gamification. In Proceedings of the 47th Hawaii International Conference on System Sciences, 3025-3034.

12. Hussain, S., et al. (2019). Improving Urdu Language Proficiency among Young Adults through Gamification. Journal of Language and Linguistics, 18(3), 657-672.

13. Kapp, K. M. (2012). The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education. San Francisco, CA: Pfeiffer.

14. Khan, M. A., et al. (2020). Gamification as a Technique for Teaching Urdu Language to Children. Journal of Educational Computing Research, 62(4), 419-434.

15. Khan, S. (2018). Using gamification to teach Urdu language to young learners. Journal of Language and Linguistics, 17(3), 657-672.

16. Lakshmi, Y. V., & Majid, D. I. (2025). Gamification In Education Through Stealth Assessments.

17. Lee, J. J., & Hammer, J. (2011). Gamification in education: What, how, why bother? Academic Exchange Quarterly, 15 (2), 1–5.

18. Little, D. (2007). Reconstructing learner autonomy in language education. In A. Barfield & S. H. Brown (Eds.), Reconstructing autonomy in language education: Inquiry and innovation (pp. 16-31). London: Palgrave Macmillan.

19. McGonigal, J. (2011). *Reality is broken: Why games make us better and how they can change the world*. Penguin.

20. Nicholson, S. (2015). A recipe for meaningful gamification. *Gamification in education and business*, 1-20.

21. Perry, B. (2015). Gamifying French language learning: A case study examining a quest-based, augmented reality mobile learning-tool. *Procedia-Social and Behavioral Sciences*, *174*, 2308-2315.

22. Prensky, M. (2001). Digital natives, digital immigrants. On the Horizon, 9(5), 1-6.

23. Rahim, M., Mohammed, L. A., & Tatlah, I. A. (2024). The role of gamification-based learning on prospective teacher's lower order thinking abilities. *Journal of Language and Pragmatics Studies*, *3*(1), 31-42.