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Gamification in English Language Teaching and Learning: Bibliometric Insights from a Decade of Research

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Gamification has become a popular approach in English language teaching (ELT), but little is known about how research in this field has developed over time. This study presents a bibliometric analysis of publications on gamification in ELT indexed in Scopus between 2015 and 2025. Using a systematic search strategy and the PRISMA framework, 175 documents were identified and analyzed with VOSviewer and Biblioshiny. The analysis focused on publication trends, leading authors and institutions, and keyword co-occurrence networks. The results show a sharp increase in research output after 2020, with 2024 as the most productive year. A small group of authors and institutions, particularly in Asia, emerged as the most influential contributors. Keyword analysis revealed that motivation, engagement, vocabulary learning, and digital tools such as Kahoot! dominate the research landscape, while recent studies highlight the integration of blended learning and immersive technologies. These findings indicate that gamification in ELT is evolving from general motivational strategies toward more technology-driven and learner-centered applications. The study recommends broader collaboration, exploration of underrepresented skills, and greater focus on the long-term impact of gamified learning.

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