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Thu, Jun 12, 2:09 AM

Dear Dr. Apoko,

My name is Lana Shkak and I'm a staff editor at the journal *PeerJ Computer Science*.

I believe you are well-matched to review this article.

- Title: "Leveling up language learning: Mobile-assisted and gamification for empowering slow learners – A Literature Review"
- Journal: PeerJ Computer Science (https://peerj.com/computer-science/)
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Your insights would be invaluable to this research and as a gesture of our appreciation you will receive PeerJ Tokens, which you can use for discounts on future open-access publishing.

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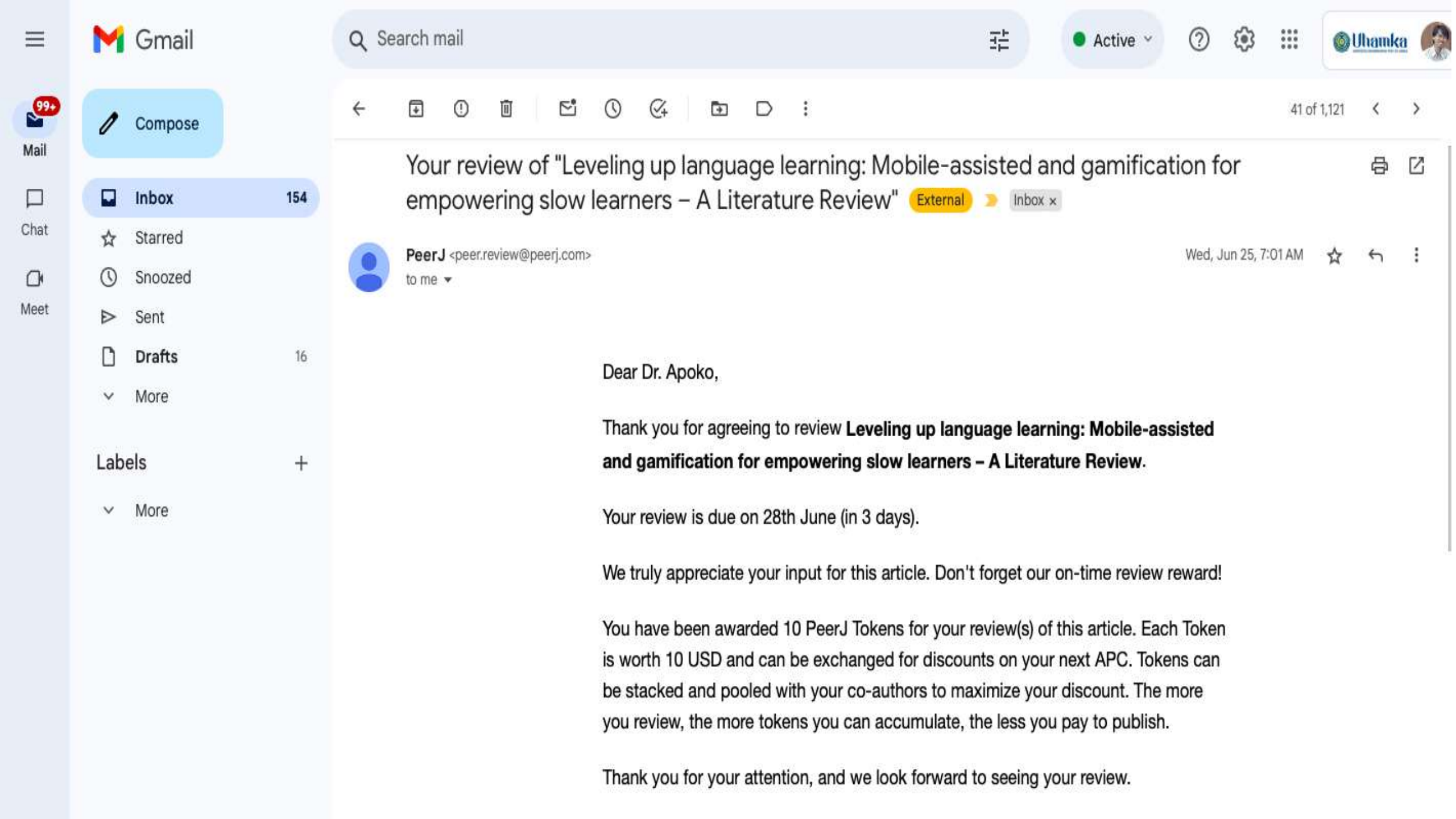
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41 of 1,121
Your review of "Leveling up language learning: Mobile-assisted and gamification for empowering slow learners – A Literature Review"
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Wed, Jun 25, 7:01 AM
Dear Dr. Apoko,
Thank you for agreeing to review Leveling up language learning: Mobile-assisted and gamification for empowering slow learners – A Literature Review.
Your review is due on 28th June (in 3 days).
We truly appreciate your input for this article. Don't forget our on-time review reward!
You have been awarded 10 PeerJ Tokens for your review(s) of this article. Each Token is worth 10 USD and can be exchanged for discounts on your next APC. Tokens can be stacked and pooled with your co-authors to maximize your discount. The more you review, the more tokens you can accumulate, the less you pay to publish.
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Fri, Jun 13, 9:18 PM

Dear Dr. Apoko,

This is to confirm that you have agreed to review the article - **Leveling up language learning: Mobile-assisted and gamification for empowering slow learners – A Literature Review** - for the journal PeerJ Computer Science, to be submitted within **15 days (on or before 28th June)**.

On behalf of the authors, and the journal, we would like to express our gratitude, and hope your reviewing experience is an enjoyable and rewarding one.

Literature Review guidance

This is a literature review article. Please note:

- Read the unique review criteria for literature reviews.
- Please write your review with the unique criteria in mind.

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Leveling up language learning: Mobile-assisted and gamification for empowering slow learners – A Literature Review

This review has been submitted to the editor.

Review

Reviewer 2

Tri Wintolo Apoko MINOR REVISIONS

triwin_apoko@uhamka.ac.id

This review will be anonymous.

Reviewed 18 minutes ago

Basic reporting

Overall, this manuscript has been good. However, there are few mistakes in spelling in some tables shared. In one or two cases, it is also found mistakes in grammar use. You need to be more careful.

Experimental design

The study design you proposed was appropiately conducted. Regarding the survey method, you already elaborated with details and cited some sources. However, it could be strengthened with how you analysed the collected data.

Validity of the findings

The results you assessed have been comprehensively presented with provided research questions. Hoever, the conclusions you stated should link to the five research questions.

Additional comments

After I read the manuscript comprehensively, the topic is quite interesting and indicates a novelty in the type of learners in the use of mobile assisted learning and gamification in English language learning (slow learners). Moreover, this contibutes to some implications. However, you may need to improve this better technically.

1. You should include the research questions in the introduction sections, not in the methodology
2. You may need to elaborate the discussion section based on the results with some prior relevant studies.
3. Make sure that you consistent with the type of references used for APA 6 or 7. In addition, some titles are all capitalized. Overall, the references are already provided with DOIs and updated.

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Revised manuscript received - please can you re-review it ("Leveling up language learning")

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Aug 9, 2025, 2:35 AM (9 days ago)

Dear Dr. Apoko,

As you will recall, you previously reviewed the manuscript noted below for *PeerJ Computer Science*.

The authors have now revised the manuscript and I would be obliged if you could comment on the revision.

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- Journal: PeerJ Computer Science (https://peerj.com/computer-science/)
- ID-118832

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Leveling Up Language Learning: Mobile-Assisted and Gamification for Empowering Slow Learners – A Literature Review

Zeeshan Ahmad[1], Kashif Ishaq[1], Atif Alvi[1], Nurhizam Safie[2], Naeem A. Nawaz[1], Abdul Basit Dogar[1]

[1]School of System and Technology, University of Management and Technology, Lahore, Pakistan
[2]Faculty of Information Science and Technology, Universiti Kebangsaan Malaysia, Malaysia

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ABSTRACT:

The acquisition of a new language presents formidable challenges, particularly for slow learners grappling with deficits in retention, comprehension, and motivation. The global prioritization of English as a lingua franca underscores the urgency of innovative pedagogical approaches to facilitate linguistic proficiency. This systematic review synthesizes findings from 69 studies on Mobile-Assisted Language Learning (MALL), focusing on the efficacy of mobile and gamified applications in fostering English language acquisition among slow learners. Leveraging the ubiquity of smartphones and advancements in gamification, these applications employ diverse theoretical frameworks, adaptive content, and interactive tools to create tailored learning environments that address the cognitive and motivational barriers faced by slow learners. This review delineated educational levels and contextual factors influencing MALL implementation, highlighting the role of personalized pacing, iterative reinforcement, and real-time feedback in enhancing learner outcomes. A novel taxonomy is proposed to categorize MALL methodologies and technologies, offering a structured framework for future research. This analysis elucidates the transformative potential of adaptive visuals and motivational gamification in promoting engagement and proficiency, while identifying persistent challenges, such as the need for inclusive design and robust evaluation metrics. By advocating for context-specific, technology-enhanced interventions, this study underscores MALL's capacity to redefine language education, fostering equitable and efficacious learning pathways for slow learners in a globalized linguistic landscape.

Keywords: Digital learning; Education Technology; Gamification; Language learning; M-learning; Mobile-based; Slow learner.

INTRODUCTION:

Mobile devices in education enhance the teaching and learning processes but require training, resource selection, and student profile considerations (Barbosa et al., 2016). Mobile learning is a valuable educational strategy for inclusive education and sustainable development, promoting learning for students with diverse needs and enhancing teaching tasks (Palomino, 2022). M-learning positively impacts pre-service teachers' knowledge, skills, and attitudes, but requires specific equipment and facilitates efficiency. Mobile learning (m-learning) has become an essential tool in

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methodical strategy guarantees a thorough, open, and independent research process.

METHODOLOGY:

This survey implemented the guidelines for reviews as outlined in the field of engineering analysis by Wohlin et al. (2020). Following the finalization of research queries, a structured search methodology was developed to minimize potential biases in the studies. This process involved three phases, illustrated in Figure 1 and elaborated on in the subsequent sections.

Review of the plan:

A well-defined search strategy was developed to identify all relevant strategies. Figures 1 and 2 illustrate the analysis method and outline the search procedure for selecting articles, as well as the classification system and mapping. This research adopts a systematic and structured approach:

Conduct Review:

The review process consisted of four steps. In the first step, an examination was made from Google Scholar with aggregates publications, PubMed Central (PMC) with a focus on health, education, and psychological studies indices, DOAJ (Directory of Open Access Journals), ERIC (Education Resources Information Center), Web of Science (WoS), Scopus, and Semantic Scholar with publication across relevant disciplines for relevant primary studies. The majority of the examination was made from the Web of Science. In the second step, the collection of studies was filtered with inclusion and exclusion criteria, and then in the third step, quality assessment standards were checked for consistency. The final step of backward snowballing was carried out to gather suitable and related articles.

Automated Research in Web of Science:

To find relevant information, we carried out a comprehensive investigation. The Web of Science core collection, a meticulously arranged database of more than 21,120 peer-reviewed scholarly journals, served as our primary source of information. These internationally renowned journals cover more than 300 academic fields and offer open-access and traditional subscription-based options (Clarivate, 2024). WoS is a platform that enables users to rapidly collect, comprehend, share, and filter data from multiple databases based on chosen keywords. WoS was the leading search engine used by the researcher to conduct a literature review (LR) effectively. In addition, search resources include Scopus. They created targeted search queries by combining pertinent keywords with Boolean logic operators (AND, OR). In order to find relevant research papers, these operators supported crafting exact search strings. The results of this search strategy are shown in Figure 3, which presents an extensive overview of results retrieved from the Web of Science databases. This also holds for other databases, such as Scopus. The final search string, which contained both "AND" and "OR" Boolean operators along with particular keywords used to search the WoS core collection, is shown in Table 3. Only article titles were considered in the search, and extra filters were applied for particular periods to reduce the number of results relevant to the research.

Phase 1: Search for Relevant Research papers for the study

We conducted our analysis using a literature review in which research articles were taken from various sources, including JSTOR, Scopus, Google Scholar, Springer Link, Web of Science, and ScienceDirect. Using pertinent keywords, 54,400 journals were chosen. Table 3 summarizes the keywords used in the search process and provides a filter for the time period in various digital repositories.

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The objective and motivation of this research are reshaped into research questions and defined in Table 2.¶

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ASSESSMENT OF RESEARCH QUESTIONS WITH DISCUSSION

In this section, finalized sixty-nine research papers will be analyzed based on the research questions.

RQ 1: What are the prominent publication channels for research in MALL, particularly those focusing on integrating gamification and addressing the needs of slow learners? Additionally, which geographical regions have consistently contributed to MALL research over the years, along with quality assessments and publication sources?

Game-based learning increases learners' intrinsic and extrinsic motivation and fosters a sense of accomplishment by encouraging a desire for competition, achievement, and social interaction. Several scholars have examined how game design elements can be applied in **educational** content to increase learner satisfaction and participation; however, students' minds are not on the same level in the classroom. Some learn very quickly, while others take their time; these students are referred to as slow learners. This analysis focused on the instructional design and delivery of educational material made easy, especially for slow learners, highlighting the need for educators to rethink their teaching methods and incorporate game-like mechanics to accommodate a variety of learning styles. Finding the publication sites for analysis based on meta-information in the MALL and GBL for the slow learners' domain was necessary. Selected studies from various publication channels, including grade levels, types, years, and geographic distribution, were included in this section to analyze the MALL and GBL research. Research papers from Google Scholar and Springer Link are displayed in Table 5 of the literature review, while Figure 4 displays the selection of pertinent articles for using the review procedure.

This part looked at who published MALL research for slow learners and what research was conducted from multiple angles. When it was done, where it was done, and which education level it focused on. This gave a complete picture of how MALL research with a gamification approach for slow learners has to be developed. The finalized studies from different repositories were presented yearly, as shown in Table 5 and Figure 5. A maximum of publications was selected from the year 2024 20 out of 69, indicating that more interest is developing in MALL integration with a gamification approach in both teaching and learning. However, less interest in MALL integration with gamification was observed from 2015 to 2020 and from 2020 to 2025, resulting in more improvement for slow learners in teaching and learning.

Table 6 presents the country/continent-wise distribution of the studies. Most publications, 54 out of 69, were from Asia, and the fewest were from North America and Europe/Africa. According to a defined condition in "Research Methodology," each finalized study was assigned a Quality Assurance (QA) score, as displayed in Table 7; the score ranged from 1 to 4, indicating the quality of the evaluated studies. Scores below 4 were discarded. MALL researchers may find this QA system helpful when selecting studies on their topics, as it highlights usage and challenges. Most articles were published in the Q1 category and received the highest scores, while studies from less well-known journals, though still relevant, typically scored a four. In Tables 8 and 9, the researcher arranged all of the chosen studies, showcasing their classification and quality assurance ratings. They classified each study based on three primary factors: the type of research, the methods employed, and the research approach (empirical type). Each study was assigned to one of four groups: review papers, research that evaluates something, assessment frameworks, or solution proposals.

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Acknowledgement:

The authors used ChatGPT and Grammarly to improve the language of the manuscript.

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Validity of the findings
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Additional comments
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Experimental design
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Validity of the findings
No comment

Additional comments
You have already revised the manuscript better, shifting the research questions (RQs), clearly providing study design for data analyses, and presenting the discussion section linked to the stated research questions as well as the conclusion structure you made (Actually you should not make it into some sections of the RQs for the conclusion; you may make it into one/two paragraphs covering the RQs). However, you may need to check and recheck some capitalized titles for the references (5 references) to revise, indicating they are not consistent enough with the APA style. Overall, you have done your best for the revision.

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For your reference, your review is appended below. Thank you again for the time you spent on it.

We hope you enjoyed reviewing with us. If you feel like sharing your experience