



Effects of Genially Directed Reading Thinking Activities on College Students' Motivation and Academic Performance in World Literature: A Literature Review

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Abstract

World Literature instruction in higher education still continues in facing challenges characterized by low level of students' participation, the use of traditional lecture teaching method, and lack of development of higher-order interpretive skills like inference, literary analysis and critical reading. While there is a considerable body of evidence on the positive effects of gamification on students' motivation and performance in learning languages and skills, the research interest is largely focused on the language learning field and less on courses with a literature focus, where the learning process is more complex. In addition, gamification is often talked about generally without being clearly expressed with reference to platforms, structured instructional designs, or a connection to existing reading comprehension activities, such as Directed Reading Thinking Activities (DRTA). The literature review focuses on the current studies on gamified instruction, traditional literature teaching approaches, student motivation, academic achievement, pedagogies based on DRTA, and with special emphasis on the interactive learning environments created with Genially in tertiary education. The results reveal that, though gamification has a positive impact on learner engagement and motivation, its use in the interpretation of literary texts still has not received much attention. Similarly, the relationship between students' motivation and academic achievement in the context of structured gamified literature is not well demonstrated. The review outlines the requirement of a more systematic teaching through instructional model plan in World Literature teaching that combines the use of games and DRTA to enhance interpretive learning outcomes.

Keywords: gamified learning; World Literature; student motivation; academic achievement; DRTA

Acknowledgments: The researchers would like to acknowledge everyone who supported this research endeavor from the institutional support community to the peer reviewers and the journal editor who contributed to the refinement and publication of this work.

For citation:

Aratea, Marko L., & Nati, Lourdes I. (2026). Effects of Genially Directed Reading Thinking Activities on College Students' Motivation and Academic Performance in World Literature: A Literature Review. *Journal of Digital Learning and Distance Education*, 5(1), 2076-2089. <https://doi.org/10.56778/jdlde.v5i1.715>

Introduction

World Literature classes in local higher education institutions (LHEIs) continued to face persistent instructional challenges, such as passive student engagement, lecture-driven teaching, and minimal interpretative activity. Students often encountered complex and abstract literary works; however, traditional teaching methods tended to set students up as passive learners rather than active meaning makers (Zhang & Huang, 2024). This led to minimal interaction, low engagement, and students' difficulty in engaging in higher-level critical thinking skills for literary analysis. These issues were prevalent in many local higher education institutions in the Philippines, where class sizes and a lack of classroom resources and traditional teaching compounded by the lecture method created further disengagement among college students. These circumstances created a culture of silence in literature classrooms, where making meaning, interpreting, and discussing were essential. This created apprehensions among students to share interpretations, engage in discussions, or critique texts. This scenario demonstrated the need for teaching strategies that encouraged engagement and participation and took into account the challenges of the classroom environment in higher education. One approach discussed in literature was the use of gamified and interactive online learning environments to improve engagement (David & Weinstein, 2024). However, the use of generic gamification which typically involved points, badges, and leaderboards was not enough to support the learning of literature. These stimulated shallow levels of motivation, but not necessarily deeper interpretation and analysis. Furthermore, existing research on gamified learning mostly concentrated on other aspects of language learning, such as vocabulary, grammar, and linguistics, but it lacked a focus on literature learning, especially in developing critical reading, analysis and reflection.

At the tertiary level, learners were viewed as adult learners who were guided by principles of andragogy, which valued independence, relevance, interactivity and purpose. In World Literature classes, students were expected to read and comprehend texts, but also to critically examine themes, interpret and apply literary works to human experiences (Howard et al., 2021). Yet lectures as a teaching method lacked the engagement and support needed to motivate and support adult learners' self-directed and purposeful learning (Zainuddin et al., 2024). To overcome these limitations, studies on literature instruction grounded their approaches in Genially-driven interactive gamified directed reading thinking activities that built on gamification towards a more controlled and engaging approach. Directed Reading Thinking Activity (DRTA) was already an established approach in teaching literature; however, it was often not gamified and teachers just asked questions to students from time to time. In these studies, the incorporation of Genially-gamified DRTAs included literary quests, narrative branching and interactive visual tasks, where students evaluated interpretative choices, engaged in multiple viewpoints, and interacted with texts through immersive tasks. These Genially-based directed reading thinking activities aimed to foster higher-order thinking through the analysis, evaluation and creation of meaning in interactive environments rather than most widely adopted game-based learning tools that focused on memorization and competition. This student-centered approach that was rooted in andragogy, promoted self-reliance, mastery and relevance, which was in line with the expectations of adult learners in college.

However, motivation needed to be considered in connection with academic performance. Although interactive tasks could help increase motivation, it was important to establish whether this could improve students' ability to interpret and analyze texts, develop literary analyses and demonstrate course learning outcomes. Thus, the effectiveness of these Genially directed reading thinking activities needed to be examined not just in terms of motivation, but also in terms of students' academic achievement in complex literary analysis. There was a lack of empirical studies about the use of interactive gamified Genially directed reading thinking activities in teaching literature in local higher education institutions. Therefore, this literature review focused on the use of Genially directed reading thinking literary activities that were based on andragogical principles in World Literature

instruction. Specifically, it aimed to examine the instructional challenges addressed by these approaches, identify their relevance to adult learning principles, and explore their potential contributions to students' motivation, engagement, and interpretative ability in literature learning within local higher education institutions.

Methodology

The research design used in this study was literature review design because the purpose of this study is to review, synthesize and critically analyze the existing literatures to gain a comprehensive understanding of the specific topic and to uncover any existing gaps identified for further investigation. In contrast to empirical research, a literature review does not produce new primary data; instead, it advances knowledge by analyzing and incorporating earlier research to support theoretical and practical developments (Snyder, 2024). The literature review did not collect primary data from the World Literature students, but mainly involved interpretation, organization and integration of the previous studies relating to World Literature instruction, gamified learning environments, Directed Reading Thinking Activity (DRTA), and tools of instruction based on Genially and andragogical learning principles. The design was suitable for this study due to the ability to examine instructional approaches used in literature education in a broad scope and to explore its influence toward student motivation, engagement, and interpretative learning in local higher education institutions.

The researchers used inclusion and exclusion criteria in carrying out the review in order to ensure that literature selected is relevant, credible and of high quality. The studies included are from 2020 to 2026, published in scientific journals, conference proceedings, literary databases, and reviewed in the field of literature and learning, aimed at the study of literature in education, gamification in education, interactive learning environments, Directed Reading Thinking Activity (DRTA), and andragogical approaches in higher education. The studies should also cover one of the following: student motivation, student engagement, interpretative ability, critical thinking, literary analysis, or technology-assisted learning in tertiary education. Studies that did not have a basic scholarly foundation, non-academic non-published sources, studies that were not done in an education context, literature published before 2020 and unrelated to literature learning or higher education teaching were excluded.

The researchers collated literature from available academic databases, online scholarly repositories and reputable education journals. A careful review, organization, and categorization of the selected studies were done based on the same themes and concepts that recur during the review based on the objectives of the review. The synthesis aimed at discovering the instructional problems of World Literature classes, the need for gamified and interactive learning environment, and the relevance of andragogical principles in tertiary-level learning and the application of DRTA in the teaching of literature. This process aimed to give coherence to the discussion of the use of this type of gamified directed reading thinking activities in the literature and how it can help raise the motivation, engagement and interpretation ability of college students in World Literature classes.

Results and Discussion

The increasing trend of gamified instruction in the educational process has generated various scholarly concerns, particularly with regard to its impact on the academic performance and motivation of college students. Numerous studies have linked gamified learning, which is an instructional method that incorporated structured game features, including challenges, feedback mechanisms, and interactive tasks, into the non-game-based setting with enhanced engagement, perseverance, and learning outcomes. Nevertheless, the majority of these studies considered gamification as a generalized phenomenon without detailing the specific platform, activity, or

instructional design under implementation. In spite of the rich available empirical studies that proved the efficacy of its use in numerous field domains including language learning, the STEM domains, and career education, there was a limited emphasis on its application in literature courses, particularly in the area of higher education where interpretive, critical, inferential, and analytical thinking were the most important aspects. This difference necessitated a literature review. Recent research has mainly centered on the gamified instruction in courses or subjects whose orientation was either skill-based or content-based like in English linguistic or grammar courses. This focused on objective outcomes like increased vocabulary or problem-solving accuracy. On the other hand, the demand of higher-order interpretative work, cultural contextualization, and critical analysis in literature classes was hardly addressed in the design of gamified instruction. Additionally, there was extremely limited literature on how motivation was connected to academic performance in gamified settings in interpretative disciplines like World Literature. Besides, the majority of studies were inclined to investigate motivation and academic performance as two independent constructs instead of variables intertwined in a systematic teaching environment.

The literature review involved a synthesis of the existing literature on the following: 1) academic performance in gamified learning, 2) gamified and traditional teaching in literature, 3) gamification in literature teaching, 4) motivation in learning World Literature, 5) relationship between motivation and academic performance in gamified learning environments, 6) instructional plan model development in gamified and literature-based instruction, and 7) research gap. The review changed the overall discussion of gamification to a more focused analysis of an organized experimental implementation, specifically the application of Genially-based Directed Reading Thinking Activities (DRTA) where pre-created gamified activities were contextualized based on literary texts without altering their mechanics. This review principally concentrated on empirical research works published in peer-reviewed journals in the field of higher education, especially with college students. Research that was restricted to elementary or secondary school, or technical training or other non-academic game activities were not considered except when it directly pertained to higher education instructional practices. This systematic review gave a theoretical and empirical framework to analyze a particular gamified teaching technique in a course of World Literature and to create an evidence-based model of gamified instruction planning based on the quantitative results of the application of Genially Directed Reading Thinking Activities on students' motivation and academic performance.

Academic Performance in Gamified Learning

Various studies have shown that implementing gamification methods may be a useful method of improving the performance of students. This is achieved by ensuring that the learning process is made a more gratifying, interactive, participatory and feedback-based experience. The redesign of the traditional teaching and learning experiences into gamified ones implies the usage of elements such as points, badges, levels, and progress indicators (Khaldi et al., 2023). Kind of strategy helps to create student interest, resilience, and comprehension. This way, students at higher education institutions (HEIs) have a greater interest in fulfilling tasks and lesson objectives. Besides that, gamification also provided immediate feedback, which enabled students to monitor their progress and outperform in relation to the traditional teaching approach. Additionally, other researchers found that gamification enhances memory recall and learning. That gamification improved critical thinking and academic achievements especially when learning activities were progressively becoming more challenging, thus leading to a higher-order cognitive process. That gamified instruction was more effective to engage students because of understanding of clear and measurable learning pathways. The students who found the learning processes meaningful and enjoyable demonstrated better information retention. (Triantafyllou et al., 2025) added that gamification made students feel successful and thus they were willing to revise and learn more about the content. Meanwhile, Waluyo et al. (2024) indicated that it assisted students in learning and

remembering things independently.

However, these mentioned benefits were shadowed by the reality that most of the publications revolved around language-acquisition, STEM and educational results in general, with less represented interpretive disciplines such as literature. To be even more specific, as recent research on reading comprehension showed, inferential skills, prediction ability and story detail retention were some of the most difficult skills that could be learned and retained by the learner despite the intervention of instructional interventions (Lepola et al., 2020). This had been found to be missing in the learners because it was not directly given in texts, and this was important in inferential comprehension (Kim et al., 2023). In particular, inference-making was identified as a point of pressure in the domain of reading comprehension, where a person required integrating background knowledge with the information presented in a text to form a meaning beyond what is explicitly stated (McNamara, 2021). In the same note, (Désiron et al., 2021) showed that learners were more likely to forget and lose track of narrative information in a text and develop discontinuous understanding of the stories and inability to retell events of plots. Students tended to fail in inferential reading activities to arrive at predictions or to synthesize implicit knowledge, especially in narrative texts where the meaning was not explicitly provided.

These restrictions were also backed up by empirical research studies in classrooms. Indicatively, a study on adolescent readers showed that inference-making had the most predictive reading comprehension challenge, which was more predictive than vocabulary and decoding skills (Sterpin et al., 2021). According to (Yoo, 2024), students were not able to make valid inferences, use narrative hints to construct meaningful senses in stories, although they could remember explicit information. These findings were also supported by classroom observations where students demonstrated partial understanding of the story but failed to understand implicit meanings, character motivation and the ability to remember key elements of the story through repeated readings (Lussiana et al., 2024). This work was not an endeavor in which academic success in World Literature at the time was the rightness or memorability of facts. Instead it was especially the ability of students to demonstrate literary inference, literary criticism, and memory of details of stories, which were critical comprehension-related skills in understanding literary text. In the context of the Gordon College, diagnostic tests of pre-reading levels during the admission to the program demonstrated that the students possessed little skills in the given areas, as well as the Course Learning Outcome based on the Outcomes-Based Teaching Learning Plan of the institution. The difference in their skills to make suitable inferences on the development of the story, criticize the passage, and recollect the main points of the stories was significant. These were indicative of a concrete teaching problem directly affecting the performance of World Literature students.

(Poroçani & Deda, 2021) argued that literature performance was more complicated in terms of interpretation, understanding the themes, and analyzing the context than in the field of STEM or grammar-based performance, where observed that performance could be evaluated by the number of correct or incorrect answers. Tertiary education in literature was the study of abstract reasoning, interpretation of culture, and comparison (Deane, 2020). Speed, repetition, or point accumulation-based gamified tools had not been sufficiently proven to be effective to improve inferential and narrative comprehension (Zeng et al., 2024). Also, (Wang et al., 2024) showed that many gamified systems were not designed to assess more complex learning tasks like story rebuilding, criticizing the story, and inference generation, which limited their capacity to impact meaningful reading outcomes.

Nonetheless, there was a lack of empirical studies that specifically examined gamification concerning inferential reading and retaining the content of stories. Though gamification had shown a positive effect on engagement and motivation in general, its effect on these two indicators of academic performance on the basis of comprehension had not been sufficiently studied. The limitation was addressed in the present research by presenting academic performance in the form of the competence of students in literary inference, retention of story details, and literary criticism, and

testing the abilities in the form of a structured gamified learning environment. Therefore, this study aimed to investigate the efficacy of a specifically designed gamified intervention to enhance students' inferential comprehension and narrative retention which was the basis to measure their academic performance within the domain of World Literature.

Gamified and Traditional Teaching of Literature

The comparisons of gamified and traditional teaching methods have mostly shown that they had a significant advantage over gamified methods. The gamified strategies usually led to a higher number of students being engaged, more perseverant, and enhanced learning of the teaching material. The identified contributors to these improvements, namely the structured challenges and the layered feedback, were facilitated by gamified teaching. Conversely, traditional lecture-based learning was not likely to offer the interactive and motivational aspects that were not only necessary to maintain the students engaged but were also present in adult learners. Additionally, (Lewohl, 2023) also established that traditional lecture-based teaching, particularly that of the local Philippine universities and colleges where students are high with low budgets, were not predisposed to provide interactive motivational aspects to attract adult learners. Besides this, the application of instructional practices in most of the Philippine-based institutions of higher learning remained conditioned by an andragogical culture that focused on the lecture delivery, memorization and teacher-centered teaching practices (Mercado & Villenas, 2024). In the meantime, the digital divide in the form of uneven access to reliable internet connection, devices, and learning technologies persisted and determined the state of affairs in the classroom (Olabisi Oluwakemi Adeleye et al., 2024). These contextual factors were more likely to restrain the use of technological innovations. At that, gamification came in to create a low-resource environment in which it was not only proposed as a technological solution but was also an efficient resource-based pedagogical instrument as well, which could be applied even in low-resource environments and promote interactions, learner agency, and critical thinking (M. Eloundou-Enyegue, 2024). Gamification was superior to the traditional teaching with regard to keeping the learners interested in learning English.

Not everything in gamification works. In the study by (Dah et al., 2025), gamification lacked organization, specifically in relation to systems and elements that mostly concentrated on prizes, in contrast to the significant learning processes within the classroom. This could result in superficial interest of the students. In addition to that, students who were not used to interactive learning methods may indicate opposition to games in the initial stages of their learning experience particularly in higher learning institutions where the traditional learning method is highly integrated (Abou Hashish et al., 2024). The mixed findings and the reviews of the articles proved this since there was a necessity to study how gamification can be implemented in particular course environments instead of presuming that it has natural advantages. This was backed up by (Alhasan et al., 2025) who stated that teacher acceptance and institutional readiness have played an enormous role in the success of such Gamification projects or implementations.

However, despite these challenges, there have been a lot of studies that have been carried out in the comparison of gamified learning and traditional learning which have been repeatedly linked to promising results. In case the gamification processes were coordinated with the explicit learning objectives, and the gamification was considered as a component of the lesson planning, and with the proper feedback strategies of the teacher, then it was likely to shine the traditional approaches to learning (Srivastava et al., 2025).

This study did not compare a generic gamified method with conventional teaching, but conventional instruction with a highly designed intervention consisting of Genially gamified tasks and Directed Reading Thinking Activities (DRTA). This ensured that comparison was made in a definite and consistent manner of lesson design. The development of this theme suggested that despite being potentially more effective than traditional teaching, the effectiveness of gamified instruction depends on its purposeful design, pedagogical consistency, and planned execution,

which were all explicitly covered by the present study. Thus, this research contributed to the same area of comparative literature by analyzing the variation of the pretest and posttest scores of the gamified and non-gamified groups in a course on World Literature.

Gamification in Literature Instruction

The introduction of gamification in teaching literature was a more popular development. However, among the drawbacks that could be observed repeatedly in the literature was the propensity to generalize the concept of gamification. Most of the studies referred to gamification in such generalized forms as points, badges, and leaderboards without stating the specific platform, activity or teaching format being utilized. Competition based on quizzes with the use of popular tools such as Kahoot!, Quizizz, and Classcraft have been widely adopted to increase engagement by rewarding students and gamifying classroom functions (Zainudin & Zulkiply, 2023). These tools, though put in place to increase engagement and recall, were also limited to use in peripheral interaction with the focus being on speed, accuracy, and repetition rather than a deeper cognitive process as required in literature learning (Ari Widhiatama & Brameswari, 2024). This imprecision and lack of subordination complicated the view of what aspects of gamified teaching have a strong effect on interpretive learning outcomes.

The problem was more leading in the case of literature teaching, where the learning process was supplemented with higher-order processes such as inference, meaning-making, information retention, and literary criticism. Although such tools as Kahoot!, Quizizz, and other similar tools could assist memory and engagement, it could not retain longer engagement with difficult texts. The increased use of newer techniques, such as digital escape rooms, challenge games and storytelling, required students to read in order to advance. These formats extended beyond popular games and included knowledge activities that were part of immersive and guided learning. To overcome these limitations, this study did not rely on gamification as a general approach but described a particular form of a game-based teaching design by implementing it to the Genially platform which provided ready-to-use and interactively-gamified templates. They included Escape Desert Island, Escape Pixel Castle, Igbo Escape Room, Adventure Breakout, Catch the Stars, Millionaire Quiz, Pennyland, Question Wheel and Secret Agent Escape. These were problem-solving and scenario-based environments, unlike the usual quiz-based platforms in which learners were expected to actively process information to move on (Videnovik et al., 2022).

The fact that this approach involved selecting these specific types of games was not new, but a systematic integration of these types of games with the Directed Reading Thinking Activities (DRTA) strategy which had proven to be an effective means to develop reading comprehension made it innovative and novel. Here, the pre-made Genially activities were not altered according to their mechanics, but according to the literary texts that were studied. The activities were then strategically integrated into the steps of DRTA which are prediction, guided reading, verification, and literary analysis, to make sure that interactions of the game were directly linked to the comprehension processes. The examples of interactive tools used to do inferential assignments were Question Wheel, Pennyland!, Catch the Stars, and Secret Agent Escape, and the examples of tools used to promote literary criticism and informational retention were Escape Pixel Castle, Pennyland!, Igbo Escape Room. The other structured activities to elicit the three sub-skills in reading included Millionaire Quiz, Escape Desert Island, and Adventure Breakout that tested the abilities of students to draw an inference, analyze the story critically, and memorize the major details of the story. This correspondence ensured that gamified activities did not seem like peripheral activities, but the place where the elaboration of literary inference, critical analysis of literature, and retention skills took place. Also, the use of Genially as a standardized online platform addressed the problem of validity of researcher-adopted interventions. Unlike other educational game platforms only, Genially provided a collection of templates that one can work with, which was very popular in the scientific community and ensured consistency, usability, and replicability. It was then the role of the

researcher to align these templates with instructional objectives as well as literature material and not to develop entirely new game systems. This increased rigor of methodology of the research since it incorporated a standard platform as well as a planned andragogical plan.

Although literature exists on platforms such as Kahoot! and Quizizz to support engagement and assessment, limited literature has been found on integrating Genially-supported gamified activities and DRTA strategy in teaching literature, particularly in higher education. Most studies generalize gamification, or focus on individual digital tools, which were not part of a unified reading strategy. This highlighted the novelty of the present study, which characterized a clear, repeatable and educationally consistent intervention. The breakdown of gamification into a particular platform, differentiated game formats, and an instructional model enabled the research to transcend the generic uses and make a physical contribution to the delivery of World Literature teaching.

Motivation in Learning World Literature of the College Students

Adult learners were different as they had distinct features, unlike other younger learners. They were self-directed, goal-oriented, and highly motivated to autonomy and the motivation usually relied on the immediate applicability and relevance of learning to real-life situations (Boateng et al., 2022). (Smiderle et al., 2020) suggested that gamification complied with these principles since it offered structured options, significant rewards, and collaborative engagement opportunities, and individual engagement opportunities. These points, levels, and badges that were involved in gamified learning processes did not simply follow the progress as its outcome, but also correlated with the self-concept and motivation to learn in adult learners. Adult learners who took part in the gamified educational process often reported higher engagement and motivation, as the elements of the game were related to real-life interests, including achievement, mastery, tasks to which they could relate, and significant challenges (Meng et al., 2024). Gamification could also promote intrinsic motivation and introduce the element of autonomy by offering the ability to choose the order of activities or the difficulty level and immediate feedback to self-control. (Yacob et al., 2022) had discovered that the gamified modules may help to open the ESL classroom and enable the open and regular access to the academic performance outcomes. Another significant aspect of gamified andragogy was that it may assist people in reaching each other, such as when they collaborated in the classroom.

According to (Barker Scott & Manning, 2024), adults were more effective in collaborative environments when their contributions were appreciated and acknowledged. This aligned with the analysis done by (Latorre-Coscolluela et al., 2025) indicating that gamification methodologies such as team quests, peer challenges, and collaborative problem-solving were useful in developing the social connections that retained adult learners. Such interactions enabled individuals to form relationships, exchange their understanding of texts, and form a shared meaning, which were all significant to literary studies (Schöbel et al., 2020). Most of the research on gamified andragogy, although it continued to support the motivational advantages of the gamified process, was mainly on vocational training or skill-based classes, and language courses. The approaches including gamification, which were more oriented at the intellectual needs of the tertiary level literature classes, were rarely explored. This indicated the need to measure the level of motivation prior to and following the introduction of the gamified teaching in a higher education like in the World Literature course to fill this important research gap. This study aimed to assess also the effects of gamification on motivation level among college students in a World Literature course as its mediation variable between gamification and academic performance. This provided empirical data on its applicability beyond vocational or language learning contexts which was in the context of world literature courses or subject areas.

Relationship Between Motivation and Academic Performance in Gamified Literature Learning Environments

Motivation and academic performance were two variables that have been extensively studied by the educational psychology field. According to (Kashefian-Naeeni et al., 2024), those students that were intrinsically or extrinsically motivated tended to be more interested in the learning activities in the English classroom. This reflected a higher degree of persistence in the learning process and could achieve high academic outcomes. This relationship could be enhanced with the help of gamified learning environments, which included motivational design elements that enhanced the perception of the learners of their competence in the classes. The learners with the perception of their competence experienced more cognitive effort and were more likely to achieve better results in the evaluation or assessment (Honicke et al., 2023). The motivation of the students in the gamified learning was also promoted by the social elements of the game mechanisms (Baah et al., 2023). When learners played leaderboards or team games or worked together in a quest, they felt encouraged to not only do so in their personal fulfillment but also to improve the overall performance. This created a learning system that entailed personal mastery and their social responsibility that could improve academic performance.

According to (Chan & Lo, 2024), gamified systems not only encouraged peer interaction among the students but also enhanced their motivational endurance in online learning environments of the English language. Recent research showed that motivation and performance had a cyclic relationship of reinforcing one another in gamified settings. Students also gained confidence when they managed to overcome the challenges, achieve badges, or get to the next level. This increase in confidence consequently encouraged them to work on more challenging tasks or lessons. This cycle illustrated that gamification could not only trigger motivation but also maintain it during the learning process. Gamification was said to enhance achievement and critical thinking. However, despite the strong evidence on the two-way relationship between motivation and academic performance in general learning environments, an empirical gap was still evident in its application to literature-based instruction, especially in the context of higher education that needed interpretive, critical analysis, and inferential skills. Current literature seldom analyzed the motivation gains into particular writing skills that included inference-making, literary criticism, and retention of story details, and it limitedly considered how these academic performance measures, in their turn, supported student motivation in organized gamified settings. It meant that it was necessary to go beyond the generalized statements of gamification effectiveness and to test the motivation and performance correlation empirically in a well-defined teaching scenario, like a Directed Reading Thinking Activities (DRTA) instruction in World Literature in a Genially-based framework. It was necessary to address this gap in defining the ability of motivational advances induced by gamified instruction to become significant improvements in literary understanding and interpretive performance.

Instructional Plan Model Development in Gamified World Literature Class

Instructional plan model development has been identified in the research of education to be a significant line in the continuum between classroom practice and theory. Instructional models are systematic directions that help to put empirical evidence to practice which provide teachers with a systematic way of implementing, replicating and assessing pedagogical developments. Applying to gamified learning, some studies emphasized effectiveness of gamification does not reside solely with the inclusion of game elements, but with the manner in which the elements are structured within a coherent instruction design aligning with the learning goals and objectives and the needs of learners. Without such a systematic design, gamification will have a disjointed effect with inconsistent results and shallow engagement. The interpretive and critical nature of literature in the context of higher education makes instructional planning especially relevant in the teaching of literature. This instructional plan model may be disseminated through training of literature teaching that has to be sequenced progressively and learners need to be led to an initial engagement which will lead to further interaction, deeper understanding, interpretation, and reflection. Evidence shows

that instructional models combining active learning techniques, scaffolded questions, and reflective practices are more effective to develop higher-order thinking.

Nonetheless, as much as there is literature detailing reading instruction models and overall gamified learning, very few literature outlines the systemically developed model of an instructional plan which incorporates both gamified learning environment as well as systematic reading strategies including Directed Reading Thinking Activities (DRTA) in the context of World Literature. Further, most research on gamified learning provides practice recommendations but stop in stating more specific and evidence-based teaching instructions that are easy to implement by educators. These factors as shown between the research results and classroom practice outlines the significance of building instructional models that are based on empirical data, instead of being an exclusively conceptual assumption. The models of instructional plan based on experimental studies are especially effective in that they are driven by interventions that have been tested and so are more reliable and context sensitive. The proposed output of this research was an evidence-based model of gamified instruction plan which has been based on the application of Genially gamified Directed Reading Thinking Activities (DRTA). The Directed Reading Thinking Activity (DRTA) is a systematic plan of reading comprehension where the learners are led in following a sequence of prediction, reading and validation of ideas in a text. In teaching literature, it motivates learners to be active in their engagement with a literary work by either prediction of the story prior to reading, checking or refining their prediction as they read, or reflectively on what they have understood upon reading.

This process assists to build some higher-order thinking skills, including inference, critical analysis and interpretation as students have to constantly engage with textual hints instead of reading passively. This model was not placed as a theoretical construct but a product of empirical data about motivation and levels of student performance. It systematically planned the application of Genially-based ready-made gamified games like Escape Desert Island, the Millionaire Quiz, Question Wheel, and Secret Agent Escape in the stages of DRTA that made it compatible between the gameplay and the understanding mechanisms in literature education. Thus, the model offered a guided and systematic way to help teachers incorporate gamified activities into teaching literature, at the same time staying focused on particular learning outcomes, including literary inference, literary criticism, and remembering details in a story. Since there was a limited evidence-based study that presented the validated instructional plan models that were based on the combination of a standard gamified platform and a systematic approach to reading, this made the output of the study novel as it produced a contextualized, fact-based teaching paradigm of World Literature instruction in the tertiary institutions.

Research Gap

In spite of the increased literature about gamification, there were still numerous gaps found. Initially, most of the studies still explored gamification as a generalized instructional approach and general term without indicating the specifics of a platform, activity, or instruction design in action. Such research was limited in its specific nature; thus, it restricted its clarity, reproducibility, and andragogical utility. Second, the literature on this topic included mostly research on language learning, STEM and other skill-oriented studies, but little on literature instruction, during which interpretive, analytical, and critical thinking applies. Third, the body of research that combined gamification with known reading strategies, like the Directed Reading Thinking Activities (DRTA) was limited, especially in the higher education-based setting. Fourth, the relationship between motivation and academic performance in structured gamified settings developed to learn literature had not been well studied. These gaps were further supported in the local context of the research as shown by difficulties in literary inference, literary analysis, and retention of story details as perceived by pre-reading assessments during program admission and as outlined in the Outcomes-Based Teaching and Learning Plan of the institution which were also being reflected on the Course

Learning Outcomes.

These gaps indicated that the conventional teaching methods might not be sufficiently helpful in fine-tuning the development of the necessary understanding skills in World Literature. This current research filled these gaps by applying a definite, systematic, and reproducible instructional intervention Genially gamified Directed Reading Thinking Activities (DRTA) and investigating its impact on the motivation and academic success of students. The study advanced the field of literature andragogy by making specific claims on the platform, activities and intended competencies to focus past general statements about the concept of gamification. Moreover, results of the present study were used as the empirical framework of the creation of a model of gamified instructional plan that helped contribute to the research, both in theoretical and practical way, to the teaching of World Literature in academic institutions.

Conclusion

The literatures reviewed showed that gamified instruction was broadly linked to increased student motivation, engagement, and academic outcomes, but was mainly focused on language learning, STEM, and skill-based teaching and learning rather than higher-order skills of interpretation, inference, and critical thinking in literature classes. Gamification is known to have the potential to produce more interactive and feedback-rich learning environments, using challenges and providing rewards and progress tracking; yet the literature mostly regarded gamification as a generic approach without any specific specification of platform, teaching design or connection to structured pedagogical approaches. In the field of World Literature teaching, where meaning making, text interpretation, cultural contextualization and literary criticism were key, the traditional model of teaching literature through lectures has been demonstrated to foster passive learning and reduce students' participation, especially in higher education settings where the size of classes and the scarcity of resources were factors. Furthermore, though the link between enjoyment and academic achievement had been consistently established and the effects of gamification on both motivation and academic achievement found to be positive, the literature had not paid much attention to the relationship between the two as two interrelated constructs in a structured teaching-learning environment. Previous studies also rarely focused on the effect of gamification on specific competencies in World Literature learning such as inferential comprehension, narrative retention, and literary analysis. Furthermore, although Directed Reading Thinking Activity (DRTA) was known to be an effective reading strategy to encourage prediction and guided reading, as well as comprehension monitoring, its use in conjunction with gamified tools like Genially was still under-researched, especially in higher education settings. The strategy of the synthesis was to highlight opportunities for the use of interactive learning environments provided by Genially, but also to show that pre-designed activities, including escape rooms, branching narratives and problem-solving activities, were promising, while there is a lack of studies examining how these tools can be systematically designed to align with andragogical principles and structured reading strategies to support interpretive learning. Similarly, although models of instructional planning that would facilitate coherence and effectiveness in gamified learning have been highlighted as necessary to support this, few evidence-based models of gamified learning that also integrated DRTA and literature instruction into a coherent pedagogical model had been developed. The literature review showed that there is a clear and consistent lack of contextually grounded, structured, and empirically supported use of gamified instruction in World Literature education. The gaps highlighted the necessity for a more thoughtful and systematic teaching method that incorporates Genially as a gamified DRTA in an andragogical context, thus boosting students' motivation, involvement, and learning outcomes, especially in the literary context of literary inference, critical analysis, and comprehension of narrative in higher education.

Conflicts of Interest

The authors declare no conflict of interest.

Funding

This research received no external funding.

Author contribution

Marko L. Aratea: Conceptualization; Methodology; Software. Lourdes I. Nati: Data curation; Writing-Original draft preparation. Lourdes I. Nati: Visualization; Investigation. Marko L. Aratea and Lourdes I. Nati: Supervision. Lourdes I. Nati: Software; Validation. Marko L. Aratea: Writing - Reviewing and Editing. All authors have read and agreed to the published version of the manuscript.

Declaration of generative AI in scientific writing

Generative AI was employed in this study strictly for language enhancement and structural formatting. The authors maintain full accountability for the intellectual integrity, originality, and factual accuracy of the entire manuscript. No AI tool was used to create or alter primary research data.

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