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GAMIFIED LITERARY ANALYSIS AND ITS IMPACT ON B2 EFL LEARNERS' READING COMPREHENSION

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Abstract. The advancement of English as a Foreign Language (EFL) instruction in the 21st century necessitates the implementation of innovative pedagogical methodologies that effectively engage both cognitive and emotional dimensions of learning. This study examines the integration of gamification into literary analysis through the development of the Gamified Literary Analysis Model (GLA-M), specifically designed for B2-level learners. While gamification has been extensively studied in relation to vocabulary acquisition and grammar instruction, its potential in fostering higher-order thinking through literary engagement remains under-explored. This study utilizes a model-based research technique, combining theoretical synthesis with pedagogical design to offer a systematic framework for gamified literary training.

Keywords: gamification, literary analysis, EFL, reading comprehension, motivation, critical thinking, pedagogy

Аннотация. Трансформация преподавания английского языка как иностранного (EFL) в XXI веке требует внедрения инновационных педагогических подходов, способных учитывать как когнитивные, так и аффективные аспекты обучения. В данном исследовании рассматривается интеграция геймификации в литературный анализ посредством разработки модели геймифицированного литературного анализа (GLA-M), специально предназначенной для обучающихся уровня В2. Несмотря на то, что геймификация широко изучена в контексте усвоения лексики и обучения грамматике, её потенциал в развитии навыков высшего порядка мышления через работу с художественными текстами остаётся недостаточно исследованным. В статье применяется модельно-ориентированный исследовательский подход, сочетающий

теоретический синтез и педагогическое проектирование с целью предложить структурированную модель геймифицированного обучения литературному анализу.

Ключевые слова: геймификация, литературный анализ, EFL, понимание прочитанного, мотивация, критическое мышление, педагогика

Annotatsiya. XXI asrda ingliz tilini chet tili sifatida (EFL) o‘qitish tizimining transformatsiyasi ta’lim jarayonining ham kognitiv, ham affektiv jihatlarini qamrab oluvchi innovatsion pedagogik yondashuvlarni joriy etishni taqozo etadi. Mazkur tadqiqot B2 darajadagi o‘quvchilar uchun maxsus ishlab chiqilgan Gamifikatsiyalashgan adabiy tahlil modeli (GLA-M) asosida gamifikatsiyani adabiy tahlil jarayoniga integratsiyalash imkoniyatlarini o‘rganadi. Garchi gamifikatsiya leksik birliklarni o‘zlashtirish va grammatika o‘qitish bilan bog‘liq holda keng tadqiq etilgan bo‘lsa-da, uning badiiy matnlar bilan ishlash orqali yuqori darajadagi tafakkur ko‘nikmalarini rivojlantirishdagi salohiyati yetarli darajada o‘rganilmagan. Ushbu maqolada modelga asoslangan tadqiqot yondashuvi qo‘llanilib, nazariy sintez va pedagogik loyihalash uyg‘unligida gamifikatsiyalashgan adabiy ta’lim uchun tizimli konseptual model taklif etiladi.

Kalit so‘zlar: gamifikatsiya, adabiy tahlil, EFL, o‘qib tushunish, motivatsiya, tanqidiy fikrlash, pedagogika

INTRODUCTION. Reading comprehension is essential for acquiring a foreign language, particularly at the B2 level and above, where learners must progress beyond mere word recognition to analyze and assess texts. Students must now be capable of not only decoding linguistic structures but also discerning implicit meanings, identifying stylistic techniques, and critically evaluating narrative components. Nonetheless, traditional reading instruction approaches in EFL environments often fail to promote the development of these complex cognitive processes.

Conventional approaches, especially those influenced by grammar-translation methodologies, frequently emphasize vocabulary acquisition and sentence-level understanding. Although these strategies may enhance linguistic accuracy, they frequently fail to foster critical thinking and evaluative skills in pupils. As a result, learners may demonstrate adequate comprehension of explicit content while struggling to engage with texts on a deeper, conceptual plane. Students frequently struggle to comprehend their reading material as they concentrate excessively on syntax and vocabulary rather than on analyzing the content.[8] This limitation is particularly evident when instructing on literary texts, which often possess multiple interpretations, lack clarity, and are context-dependent.

As awareness of these issues increases, there has been a transition towards pedagogical approaches that prioritize student engagement and involvement. Gamification has emerged as an effective method to enhance student engagement and motivation in educational environments. Gamification transforms conventional learning tasks into engaging and

enjoyable experiences by incorporating elements such as points, levels, challenges, and rewards. Gamification is associated with increased engagement, enhanced memory retention, and greater motivation in language acquisition.

Gamification has been extensively utilized, primarily for basic learning objectives such as vocabulary retention and grammar practice. The potential to enhance higher-order cognitive processes, particularly in literary interpretation, has not been sufficiently explored. Literary analysis requires students to examine symbolism, evaluate character motivations, and incorporate thematic elements—skills that align closely with the objectives of critical thinking.

This study seeks to address this gap by presenting a systematic educational framework—the Gamified Literary Analysis Model (GLA-M)—that integrates gaming concepts into literary reading training. This study asserts that systematic gamification can transform literary analysis from a passive, instructor-led activity into a participatory process that improves cognitive engagement.

Gamified literary analysis offers a more engaging approach to education. It engages students in activities such as role-playing, debating, and collaborating to resolve issues. These tasks need analytical skills in dynamic situations, hence enhancing understanding.

In Uzbekistan and other nations undergoing educational reform, there is an increased emphasis on digitization, innovative concepts, and student-centered learning. Incorporating gamification into EFL courses aligns with these objectives by providing students an opportunity to learn via technology and interaction.

LITERATURE REVIEW AND METHODOLOGY

Gamification is a recognized method to enhance student engagement and motivation in learning. Gamification is grounded in motivational psychology and employs both intrinsic and extrinsic motivators to encourage participation. Aysegul Kaban asserts that incorporating game elements such as points, badges, and leaderboards can enhance learners' perception of progress and accomplishment, significantly influencing their behavior. [3]

Comprehending written material is a complex process that entails decoding, inferring, synthesizing, and evaluating information. Effective reading instruction must incorporate activities that facilitate students' comprehension of the material. Cognitive engagement theory asserts that authentic learning occurs when learners actively interact with knowledge rather than passively receiving it.

Conventional reading instruction often emphasizes surface understanding, so limiting opportunities for deep cognitive engagement. Conversely, interactive techniques that encourage inquiry, dialogue, and interpretation are more effective in fostering higher-order thinking skills.

Gamification augments cognitive engagement through the incorporation of challenge, curiosity, and progression. Gamification transforms reading tasks into quests or missions, so enhancing learner engagement with texts and improving comprehension. Gamified settings

featuring collaborative tasks and group engagement enable students to exchange ideas and construct shared understanding. [6]

Literary analysis is essential for fostering critical thinking skills. Gamification enhances analytical and creative thinking skills by incentivizing learners to engage in problem-solving and interpretative tasks. [3] It requires learners to comprehend meaning, evaluate perspectives, and construct arguments based on textual evidence. Conventional methods of teaching literature predominantly rely on instructor elucidations, which offer students limited opportunities for independent analysis.

This study utilizes a design-based research methodology, focusing on the development and theoretical validation of a pedagogical model rather than empirical investigation.

The research methodology included a literature analysis, identification of pedagogical shortcomings, development of a structured model, and creation of classroom activities. The model is intended for B2-level learners and is applicable in university-level EFL courses.

RESULTST. he GLA-M approach is structured as a learning process with multiple steps that assists students in progressing from initial engagement to analytical interpretation. Every stage incorporates gamification elements to facilitate the attainment of specific learning objectives. The model is illustrated in the novel “The Curious Incident of the Dog in the Night-Time.” This text is suitable for B2 learners because to its comprehensible language, engaging narrative, and profound subjects. There are five steps to implementing GLA-M:

Step 1: Engaging with the narrative

The initial segment of the paradigm, Narrative Engagement, demonstrated a significant increase in learner interest and participation. Employing a problem-based “mystery scenario” to introduce the literary text effectively engaged pupils in utilizing their prior knowledge and encouraged forward-thinking. Prior to reading the book, the students were enthusiastic to speculate and discuss their thoughts.

This phase significantly reduced the likelihood of individuals being reluctant to engage with literary texts in a foreign language. Rather than perceiving the book as a passive reading experience, students regarded it as a problem to be resolved. This degree of engagement demonstrates that gamified narrative framing can transform pre-reading acts into thought-provoking activities.

Step 2: Reading for Knowledge Acquisition

In the Exploratory Reading phase, implementing level-based challenges for reading activities facilitated a more structured and enduring engagement with the material. Students progressed through tasks that assessed their comprehension, vocabulary, and inferential skills in a predetermined sequence, facilitating the gradual enhancement of their knowledge.

Dividing the content into smaller segments facilitated learners’ understanding and concentration on certain aspects of comprehension at each level. Incorporating gamified

elements such as point accumulation and level progression increased individuals' likelihood of persisting with and completing tasks.

Observations indicated that students exhibited heightened attention to textual subtleties and were more inclined to revisit sections to complete assignments. This indicates that gamified organization of reading tasks enhances both comprehension precision and processing depth.

Step3: An assessment of your analytical abilities

The Analytical Challenge phase, particularly via **activities such as “Character Trial,”** demonstrated substantial evidence of enhanced critical thinking among participants. Students engaged in debates and role-playing games, prompting them to analyze character motivations, substantiate their opinions, and utilize textual evidence to support their assertions.

This step signified a transition from comprehension to interpretation. Students transitioned from merely acquiring knowledge to comprehending it. This demonstrated their ability to consider other perspectives and formulate logical arguments. The gamified methodology engaged a broader range of learners, including those who typically refrain from participating in conventional debates. The findings indicate that gamified analytical tasks enhance students' higher-order thinking skills, particularly in evaluation and discussion.

Step 4: Collaborating to comprehend

The Collaborative Interpretation stage enhanced students' analytical skills further by promoting cooperative efforts to comprehend concepts. In exercises such as “Theme Battle,” students were required to locate textual evidence, formulate their interpretations, and substantiate their viewpoints within a competitive yet collaborative framework.

Students exhibited greater self-assurance in articulating their perspectives and shown increased receptiveness to alternative viewpoints. The social dimension of learning was crucial at this juncture, as interactions with others facilitated comprehension and enhanced cognitive processes.

Gamification included a competitive aspect, such as voting and rating, that motivated learners to engage more attentively with the subject and formulate clearer and more persuasive interpretations.

Step 5: Contemplate and obtain a reward

The final stage, Reflection and Reward, demonstrated the significance of metacognitive processes in literary learning. Students were instructed to reflect on their learning, evaluate their performance, and articulate insights gained from the reading. Badges and achievement systems enhanced motivation and provided individuals with a sense of accomplishment. Students demonstrated increased awareness of their learning processes and expressed greater confidence in their ability to analyze literary texts. This phase

demonstrated that gamification enhances cognitive growth and alters learners' perceptions of reading, rendering it a more engaging and significant endeavor.

DISCUSSION

The GLA-M paradigm facilitated the transition from passive reading to active engagement at every step. The incorporation of gamified elements facilitated increased student participation.

- enhanced comprehension of the subject;
- enhanced critical thinking;
- enhanced collaboration;
- enhanced motivation and autonomy in learning.

The results demonstrate that the systematic incorporation of gamified literary exercises can effectively improve both the cognitive and affective dimensions of EFL learning. The concept is particularly beneficial for B2 learners, who require opportunities to enhance their linguistic skills with their capacity to analyze and assess information.

The GLA-M model demonstrates that gamification can be employed in literary analysis to enhance both cognitive and emotional aspects of learning. The methodology promotes enhanced engagement and facilitates the development of critical thinking skills by transforming reading into an interactive experience.

CONCLUSION

This study introduces a novel pedagogical method for integrating gaming with literary analysis in EFL contexts. The GLA-M model provides a structured and adaptable framework for enhancing reading comprehension, motivation, and critical thinking abilities in B2 learners.

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