

LANGUAGE GAMES INTEGRATION IN TEACHING LITERATURE

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ABSTRACT

This study explored how integrating language games can improve the literary competence of Grade 5 learners, particularly in sequencing events, analyzing figures of speech, making predictions, and inferring characters' feelings and traits. Using a quasi-experimental pretest–posttest control group design, the study involved 30 learners from two elementary schools in the Burgos-San Benito District, Division of Siargao. The experimental group engaged in contextualized language games, while the control group received conventional instruction. Researcher's analyzed data collected through a researcher-made test. Data were analyzed using descriptive statistics, t-test, and analysis of covariance. The results showed that learners who played language games performed better in the posttest, with significant gains in analyzing figures of speech and making predictions. Other competencies also improved, though at varying levels. Overall, the findings suggest that language games are an effective and engaging strategy for enhancing literary competence. Based on these results, a set of contextualized language games was developed to support literature instruction.

Keywords: *analyzing figures of speech, language games, literary competence, making predictions, sequencing of events*

Introduction

Literature was an important part of learning because it helped children understand stories, learn new words, and develop an appreciation for reading. Listening to short stories, poems, and rhymes helped learners build vocabulary and improve comprehension. However, many children did not have enough opportunities at home to read, discuss stories, or participate in literature-related activities. Even when teachers taught stories in school, students still needed more engaging and interactive activities to better understand and appreciate literature.

The Department of Education, through the MATATAG Curriculum, encouraged teachers to integrate literature into daily lessons. This included the use of stories, oral language activities, and simple reading tasks that helped learners understand what they read or heard. Teaching literature was not limited to reading stories aloud; it also involved activities that allowed learners to discuss characters, recall events, and learn key words from the text. However, in many classrooms, lessons still relied on traditional methods that were less engaging.

Studies showed that the use of games helped learners improve their language skills and understanding of literature. Dy et al. (2023) found that activities involving speaking, listening, and expressing ideas helped learners acquire new vocabulary and better comprehend stories. Language games also helped learners remember story events because the learning process became more active and enjoyable.

Despite the presence of reading programs, very few activities utilized language games to teach literature skills. There were limited materials that allowed learners to practice vocabulary, sequence events, identify story elements, and retell stories through interactive games. This indicated the need to develop engaging and interactive instructional materials that integrated language games with literature learning.

This study aimed to address this need by developing language games that helped learners improve their understanding of stories. The games allowed students to speak, listen, and use new vocabulary while completing story-based tasks. Through these activities, learners practiced identifying words from stories, recalling events, arranging story sequences, and sharing ideas about texts.

In summary, this study supported the Department of Education's goal of improving literacy by making literature lessons more engaging, interactive, and meaningful. The language games served as supplementary materials that teachers and parents could use to enhance literature learning. The activities were implemented at San Juan Elementary School, which served as the research setting to evaluate the effectiveness and usability of the developed games for learners.

Review of Literature

This part presents varied reviews of related literatures and studies culled out from books, journals, articles, and internet data that contributed to the present study which are organized thematically.

Play and Cognitive Development

In terms of cognitive development, play serves as one of the most essential aspects of a child's growth and learning (Haoyue & Oyam, 2024). It goes beyond simple recreation, functioning as a vital tool for thinking, exploring, and understanding the world. Through play, children develop reasoning skills, experiment with ideas, and make sense of their surroundings. Piaget's theory of cognitive development explains that children learn best when they actively interact with their environment, and play provides that opportunity. Whether it is through role-playing, building blocks, or solving puzzles, play helps children think critically and learn how to make logical connections (McLeod, 2025)

Play also supports the development of attention, memory, and concentration. When children participate in activities that require following instructions or remembering rules, they strengthen their ability to focus and recall information. For example, memory games or strategy-based activities help them train their brains to organize and retain knowledge. A study by Blinkoff et al. (2023)

revealed that learners who engaged in structured play demonstrated higher attention spans and better memory retention. This finding suggests that regular exposure to meaningful play can enhance mental alertness and support academic learning.

In addition, play contributes significantly to the development of language and communication skills. During play, children naturally talk, negotiate, and share their thoughts with others. These interactions help them expand their vocabulary and improve sentence construction. The study of Dominey (2021) explained that children who engage in interactive and imaginative play develop better storytelling and expressive abilities. Through these social exchanges, they learn how to listen, respond appropriately, and communicate their emotions which are considered as skills that are essential in both school and daily life.

Play also helps children improve their problem-solving skills. When faced with challenges, such as completing a puzzle or deciding how to win a game, children learn to think creatively and make independent decisions. According to Chatzipanteli and Adamakis (2022), learners who were frequently exposed to free and guided play activities were able to handle new situations more effectively. This ability to think critically not only strengthens their academic performance but also builds self-confidence and independence.

Furthermore, play enhances emotional and social development, which are both connected to cognitive growth. As children play with peers, they learn patience, cooperation, and emotional control. These social skills improve their ability to focus and manage classroom behavior. In the study of Kaizar and Alordiah (2023) on the effect of group play among children, it was found that children who regularly participate in group play activities tend to show better emotional regulation and classroom engagement. This means that play helps form well-balanced learners who can think clearly while managing their feelings responsibly.

Finally, play is a powerful foundation for cognitive development. It enhances memory, language, problem-solving, and emotional control, all of which are essential for successful learning (Haoyue & Oyam, 2024). Encouraging children to participate in a balance of structured and free play allows them to think more deeply, communicate better, and develop lifelong learning habits. In this way, play is not just a form of entertainment but an important part of how children grow intellectually and emotionally.

Language Games

Language games help children improve how they speak, listen, and understand words. These games make learning more enjoyable because they allow students to learn while playing. When learners have fun, they remember lessons better and stay more interested. According to Hwang et al. (2023), games that involve speaking and listening help students recall lessons more easily and use language with more confidence.

Language games also help children learn new words and form correct sentences. When they play naming games, word-matching activities, or simple question-and-answer games, they practice using language in real situations. Bustrillo et al. (2024) found that students who joined word and vocabulary games improved more in vocabulary and grammar than those who only used books. This shows that learning through games helps children understand and remember words better.

Another benefit is that language games help students work well with others. Since many games are played in pairs or groups, children learn to communicate, cooperate, and support one another. Boowou (2023) explained that working together in games builds confidence, especially for shy students. Through group games, they learn how to express their ideas and interact with classmates.

Language games also help keep children active and engaged. Instead of being bored or relying on gadgets, students move, talk, and think during the activity. In the study of Peiris et al. (2021), students who were active during lessons were more cheerful, focused, and ready to learn. Games make lessons lively and meaningful while promoting healthier learning habits.

In summary, language games are a simple yet effective way to make learning fun and meaningful. They help children improve their speaking, listening, and vocabulary skills while also teaching teamwork and cooperation (Alotaibi, 2024). Through play, students gain confidence, stay engaged, and develop a stronger interest in learning.

Literary Competence

Reading stories and literary texts helps students understand language, remember events, and enjoy reading. Studies show that students who read fiction often improve their comprehension and use new words more confidently compared to those who are not. Also, it has been cited that they are also more motivated to read and can recall story details better (Waheed et al., 2021). Reading literature regularly leads to stronger reading skills and a better understanding of stories.

Consequently, interactive reading activities, such as shared reading, story discussions, and guided questions, help students get better at telling and understanding stories. As emphasized in studies, those students who join these activities improve at retelling events, putting stories in order, and using vocabulary from the texts (Pagute & Apas, 2025). Being actively involved helps students understand texts more deeply, which is important for teaching literature.

Meanwhile, group discussions and dialogic reading have found to be of great help to students in improving their comprehension and vocabulary, even during online or remote learning. Students who take part in weekly story discussions become better at understanding texts, learning new words, and reasoning (Santoso & Ginting, 2023). These activities let students practice sharing ideas, retelling stories, and connecting events, which are important for building literary skills.

Similarly, studies have revealed that using games and technology in reading lessons makes learning more fun and effective. In a particular study, it has been emphasized that a web-based platform with game-like reading activities helps students improve comprehension, remember story events, and practice reading strategies (Wang et al., 2024). With that, students also become more motivated to participate. This shows that playful and interactive methods can increase engagement and help students learn literature better.

Studies show that interactive games during reading lessons improve comprehension, vocabulary, and confidence. Students who play these games remember story events more easily and enjoy learning (Delgado et al., 2023). These results suggest that games can be used together with reading lessons to make learning literature more active and interesting.

Finally, combining interactive games with reading activities helps students of all grade levels improve their skills. Results from studies emphasized that using technology, games, and story-based tasks improves comprehension, vocabulary, and memory of the students. In result, students become more motivated, engaged, and confident when they take part in learning through games (Agregado et al., 2024). This supports using language games as a fun and effective way to teach literature.

Sequencing of Events

Sequencing of events is the ability to recognize the order in which things happen in a story. It helps students understand how one event leads to another and how the story develops from beginning to end. Research shows that students who practice sequencing can retell stories more clearly and remember important details better (Vretudaki, 2022). Being able to put events in order also helps learners understand characters' actions and the reasons behind events. This skill is important for students in developing strong reading and comprehension abilities.

Moreover, teachers can use different strategies to help students learn sequencing. Activities such as storyboards, picture cards, and comic strips allow students to arrange events visually and see the story's flow, as cited from the article of Bakkegard (2022) about using storyboards in the classroom instruction. These activities help students focus on the main events and understand their connections. Guided questions and discussions can also help learners identify the beginning, middle, and end of a story. Using these methods repeatedly helps students develop confidence in organizing events.

Also, studies have presented that games and interactive tasks are also effective for practicing sequencing. For instance, digital storytelling apps, role-playing, and prediction games allow learners to move, act, and arrange story events (Maureen et al., 2020). These activities make sequencing more enjoyable and motivate students to participate actively. Furthermore, it has been emphasized that when students interact with the story in different ways, they remember events more easily and understand the story better. Thus, playful approaches can also encourage collaboration and discussion among students.

Lastly, group-based activities support sequencing while developing communication skills. A study found that students who work together to retell stories or act out events practice explaining their choices and listening to others (Regis-Onuoha, 2021). These activities teach learners how events are connected and how to use language to describe actions. A study by Ligmon (2024) also shows that practicing sequencing improves comprehension, vocabulary, and storytelling skills. Combining visual, interactive, and group-based methods makes learning sequencing engaging and helps students internalize story structures effectively.

Analyzing Figures of Speech

Looking at figures of speech helps students see how writers share ideas in creative ways. Research shows that students understand texts better when they can explain similes, metaphors, and personification (Song, 2020). It was emphasized by the researcher that these expressions let them find deeper meanings in simple words. Accordingly, when students learn to spot figures of speech, they notice small hints in sentences that help them understand. This skill also makes stories more enjoyable because students can picture ideas more clearly.

Moreover, it has been observed that teaching figures of speech through simple examples makes learning easier. In a particular study by Bawa (2020), the researcher emphasized that students perform better when teachers give real-life situations that match the figurative language found in texts. For example, comparing a person to a lion becomes clearer when students link it to bravery. Lessons that use pictures, short videos, or short poems also improve understanding. With this approach, learners become more confident in explaining what these expressions mean.

Other studies find that practice activities help students get better at figures of speech (Jaashan, 2022). When students do matching tasks, short quizzes, and group discussions, they start to think about why a writer chose a certain expression. These activities help them look past the literal meaning. They also learn how a figure of speech changes the tone and mood of a sentence. Over time, students improve their reading because they can explain how language works in different ways.

Furthermore, researchers point out that students understand figures of speech better when teachers use familiar stories or poems (Mohammed & Jaashan, 2022). In their study, the researchers cited that familiar texts help students guess meanings from the context. This makes things less confusing because students are not faced with too many hard words. When students learn through familiar examples, they remember ideas longer. This shows that meaningful examples help build stronger reading skills.

Finally, recent findings show that studying figures of speech helps students build critical thinking skills (Perez & Cadawas, 2025). Students learn to ask why the author used a certain comparison or what message the expression gives. This habit helps them think more deeply about the text. It also makes it easier for them to share their own ideas clearly. For these reasons, learning about figures of speech is an important part of getting better at reading.

Making Predictions

Making predictions helps students think more actively while reading because it encourages them to use clues from the text before reaching the ending. Instead of waiting for the story to unfold, learners begin to guess possibilities and imagine what might take place. This kind of thinking keeps them alert and helps them notice important details as they read. Studies show that students who regularly practice predicting become more focused and prepared for the events that follow (Brod, 2021). The researcher cited that the students' understanding grows because they read with a purpose.

Consequently, in another study, it was explained that students improve in making predictions when they learn to look closely at pictures, headings, and short descriptions before reading the full text as cited in the study of Lynch (2021). Accordingly, these small pieces of information give hints about the direction of the story. When learners talk about these hints, they begin forming ideas about situations or actions that may appear later. This early thinking supports better comprehension. It also prepares them to follow the flow of the story more smoothly.

Researchers also observed that predictions become stronger when students connect the characters' feelings or actions to possible outcomes (Nobles & Ortega-Dela Cruz, 2020). It has been observed that when they pause and consider why a character behaves

in a certain way, they develop logical guesses about what might happen next. This process strengthens critical thinking because learners must base their predictions on reasons found in the text. Instead of random guessing, they make thoughtful ideas that help them understand the story more deeply. Moreover, this habit makes reading more meaningful.

Furthermore, group reading activities also help students become better at predicting. When learners share their guesses with classmates, they listen to different viewpoints and rethink their own ideas as emphasized by Banditvilai (2020) in his study on the effectiveness of reading strategies on reading comprehension. The researcher cited that exchange often leads to clearer and more accurate predictions. Talking about “what might happen next” builds confidence and encourages students to use clues from the story. Group work also helps them learn how to explain their thinking. Through these discussions, comprehension becomes easier.

Inferring Character’s Feeling and Traits

Inferring a character’s feelings and traits helps students understand stories in a deeper way. Instead of relying only on what the text directly says, learners learn to read between the lines. They look at the character’s actions, words, and reactions to understand how the character might feel. When students practice this skill, they become more aware of emotions and motivations in the story (Griffith, 2025). This makes the reading experience clearer and more meaningful.

Consequently, studies show that students become better at inferring when they are guided to notice small details such as facial expressions in pictures, tone of voice in dialogues, and changes in behavior as cited in the study of Hall et al. (2020). These details help learners think about what the character may be experiencing. For example, if a character frowns, stays quiet, or moves away, learners can connect these clues to emotions like sadness or fear. When learners focus on these clues, they create more accurate ideas about characters.

Also, another study found that students make stronger inferences when they connect the character’s behavior to real-life situations (Pinoliad 2021). When they think about how people usually feel in similar moments, they understand characters better. This connection helps them build a clearer picture of the character’s personality. It also encourages learners to think about reasons behind actions, not just the actions themselves. This process builds empathy and deeper comprehension.

Group discussions also help develop this skill. When learners talk about a character’s feelings and traits, they learn to compare their ideas and listen to others’ explanations as cited by Rahmat and Jon (2023). Sometimes classmates notice clues that others miss. By hearing different interpretations, students refine their thinking and adjust their inferences. This shared learning experience helps them form better judgments about the characters in the story.

Lastly, studies showed that technology and digital story tools also play a role in helping students infer emotions and traits. Many story apps highlight characters’ expressions or include interactive questions that ask learners to guess how a character might feel before moving to the next scene as explained by Rout (2024). These features guide students to look more carefully at clues. As they practice, they become more confident in identifying emotions and traits, making them better readers who can understand stories beyond the surface.

Synthesis. The studies show several similarities in how the learners develop their skills in learning and acquiring skills for literature competence. Many studies say that learners improve when they join interactive activities like reading together, talking about stories, and playing learning games. These activities help them understand texts, remember events, and use new vocabulary. The studies also show that students enjoy learning more when they are active. These similarities suggest that engagement is important in all areas of literary learning.

The studies reflected above also showed clear differences between the skills being developed among the learners. Literary competence grows from reading many stories, while sequencing improves through tasks that arrange events in order. Understanding figures of speech needs practice with meanings and comparisons, while making predictions depends on using clues from the text. Inferring feelings and traits improves when learners observe characters and talk about their actions and words. These differences show that each skill needs a specific kind of activity for learners to improve.

Theoretical and Conceptual Framework

This study is based on the Montessori Theory by Maria Montessori (1890), which says that students learn best by doing things themselves and being active. According to this theory, children learn most when they are involved, exploring, and finding out things on their own. This idea supports the view that students learn literature better when they discuss stories, share ideas, and engage in activities that prompt them to think. Instead of just listening to lessons, when students do real, useful tasks, they are more interested and understand more.

Similarly, the Montessori theory supports classroom activities that allow students to move, explore, and work together. In literature lessons, for instance, this might mean students retell events, describe characters in the story they have read, and predict what could happen next in a story (Ruhl, 2024). Also, when students discuss stories and share their ideas, they connect new information to what they already know, which helps them better understand the text. Language games are helpful for this because they let students think, talk, and take an active role in learning.

Following Montessori’s ideas, this study shows that students learn better when they are involved in real tasks. In this study, language games give students a fun way to practice reading and writing skills. These activities help students put story events in order, examine figures of speech, predict what might happen next, and understand how characters feel and act. Doing these games helps students understand stories better, showing how language games fit with the Montessori method.

Furthermore, the results from the study of Santoso and Ginting (2023) support this approach. As revealed in their study, interactive storytelling and group sharing help students better understand texts. In addition, students improved at putting story events in order, predicting outcomes, and recognizing characters’ emotions. These results show that interactive activities help students build important literary skills, supporting the use of language games to improve literary competence.

Using Montessori's theory and the findings of Santoso and Ginting (2023), this research uses language games to help students develop four main literary skills: sequencing events, analyzing figures of speech, making predictions, and understanding characters' emotions and traits. Each game encourages students to think about the story, practice certain skills, and show what they understand. By participating in these games, students connect ideas from the text and improve their comprehension, demonstrating how Montessori's theory relates to the activities used in this study.

In summary, this framework shows how Montessori's theory supports active, hands-on learning in literature. The theory explains why exploratory and participatory activities work well, and Santoso and Ginting's (2023) research confirms that interactive tasks help students build literary skills. By using language games, this study aims to help students get better at sequencing events, analyzing figures of speech, making predictions, and understanding characters' emotions and traits.

Statement of the Problem

1. What is the level of literary competence of the participants before and after the implementation of the language games in terms of the following:
 - 1.1. Sequencing of events;
 - 1.2. Analyzing Figures of Speech;
 - 1.3. Making predictions; and
 - 1.4 Inferring Characters' feelings and traits?
2. How are language games be implemented?
3. Is there a significant improvement in the literary competence of the participants in the control and experimental groups?
4. Is the integration of language games in teaching literary competence more effective in the experimental group than in the control group?
5. Based on the findings, what instructional resource can be developed?

Scope and Limitations of the Study

Focus. This study aimed to develop and assess the use of language games in teaching literature. It examined how these games helped improve learners' understanding of literary concepts and how students responded to the activities. The study also evaluated the acceptability, usefulness, and effectiveness of the language games as perceived by the learners and their parents or guardians. The goal was to explore how language games enhanced learning and engagement during literature lessons.

Participants. The participants of the study included Grade 5 learners from two public elementary schools. Fourteen (14) learners from San Juan Elementary School were assigned to the experimental group, while sixteen (16) learners from Bongdo Elementary School served as the control group. The learners were chosen because they already had the reading and thinking skills needed to participate in language games and apply them in literature activities. They were also at a stage where interactive and meaningful tasks could help strengthen their understanding of stories and literary concepts.

Place and Time

The study was conducted at San Juan Elementary School and Bongdo Elementary School, both public schools in the San Benito District, Division of Siargao, during the fourth quarter of School Year 2025–2026. The research process included the development and validation of the language games, the implementation of the activities with the experimental group, and the administration of assessments to both control and experimental groups to measure how the games supported learning in literature.

METHODS

Research Design

This study utilized a Quasi-Experimental Design, specifically the Pretest–Posttest Control Group Design. This design was used to determine the effectiveness of the developed language games in improving learners' literary competence. It was considered appropriate because it involved two groups of participants, namely the experimental group and the control group, allowing for comparison of learning outcomes after the intervention.

Moreover, this design was applied to the Grade 5 learners from two different schools. The experimental group, composed of learners from San Juan Elementary School, and the control group, composed of learners from Bongdo Elementary School, both underwent a pre-assessment to determine their initial level of literary competence in terms of sequencing events, analyzing figures of speech, making predictions, and inferring characters' feelings and traits. After the pre-assessment, the developed language games were introduced and implemented only in the experimental group for a specified period, while the control group continued with the usual teaching methods.

Upon completion of the intervention, a post-assessment was administered to both groups using the same instrument to measure any improvement in literary competence. The results of the pretest and posttest were then statistically compared to determine whether there was a significant improvement within and between the groups.

This design allowed the researcher to examine the effect of the language games by comparing the performance of the experimental group with that of the control group, thereby providing stronger evidence of the effectiveness of the intervention.

Finally, the pretest–posttest control group design was suitable for this study because it was practical in a classroom setting and aligned with the objective of evaluating the effectiveness of the developed language games. It also provided quantitative evidence of learning gains and enabled comparison between groups, which strengthened the validity of the findings.

Research Environment

This study was conducted at San Juan Elementary School and Bongdo Elementary School in the San Benito District, Division of Siargao. The area is primarily coastal and agricultural, with communities that support educational initiatives despite existing challenges. San Juan Elementary School served as the experimental group, while Bongdo Elementary School served as the control group. Both schools provided quality basic education and implemented programs that supported learners' development. These settings were suitable for comparing the effectiveness of language games in improving the literary competence of Grade 5 learners.

Participants

This study involved a total of thirty (30) Grade 5 learners from two public elementary schools in the San Benito District, Division of Siargao. Sixteen (16) learners from Bongdo Elementary School were assigned to the control group, while fourteen (14) learners from San Juan Elementary School were assigned to the experimental group. These learners were considered appropriate participants because they were at an age where they could actively engage in structured and interactive activities, making them suitable for examining literary competence.

The experimental group participated in the designed language games, while the control group underwent regular instruction. The inclusion of learners from both groups ensured comprehensive data collection for comparison of the intervention's effects. Learners' willingness to participate and parental consent were secured prior to the conduct of the study to ensure ethical compliance.

Research Instrument

This study used researcher-made instructional materials designed to determine how language games supported Grade 5 learners in understanding literature lessons. The primary materials consisted of a set of contextualized language games adapted from familiar play-based activities such as Chinese Garter, Tumbang Preso, Patintero, Agawan Base, and Pass the Panyo. These games focused on key literary skills, including sequencing events, analyzing figures of speech, making predictions, and inferring characters' feelings and traits.

Each language game was designed to promote active participation, collaboration, and critical thinking among learners. The activities involved identifying character traits and emotions, analyzing textual clues, comparing character behaviors, and explaining answers based on given situations. These tasks allowed learners to engage meaningfully with the text while practicing essential literary competencies.

The language games were utilized only by the experimental group, while the control group underwent regular instruction without the use of these materials. A detailed activity guide was prepared, outlining the objectives, materials, procedures, and assessment points for each activity. This ensured that all tasks were implemented consistently, were developmentally appropriate for Grade 5 learners, and aligned with the MATATAG Curriculum's learning competencies in literature.

To measure the effectiveness of the intervention, a researcher-developed test with a Table of Specifications was administered before and after the implementation. This instrument assessed learners' skills in sequencing events, analyzing figures of speech, making predictions, and inferring characters' feelings and traits. The test followed a structured scoring system to determine changes in learners' literary competence after the intervention.

Ethics and Data Gathering Procedure

This study followed clear and systematic procedures to ensure fairness, accuracy, and adherence to ethical standards. The language games, activity guides, and assessment tools were carefully developed and refined to examine how the integration of language games supported learners' engagement and understanding of literature lessons. All procedures were implemented consistently to ensure the reliability of data and ethical conduct throughout the study.

Prior to the implementation of the study, formal permission was requested from the Dean of the Graduate School. Upon approval, letters were submitted to the Division of Siargao Public Schools District Supervisor and to the School Heads of San Juan Elementary School and Bongdo Elementary School to obtain authorization to conduct the study. After securing the necessary approvals, two Master Teachers reviewed the language games to determine their suitability for Grade 5 learners. Their comments and recommendations guided the refinement of the activities to ensure alignment with the intended learning competencies in literature.

Following the validation process, the researcher oriented the learners and their parents or guardians regarding the purpose, procedures, and expectations of the study. Parents or guardians signed an informed consent form allowing their children to participate. Learners were informed that participation was voluntary, that all information gathered would be treated with strict confidentiality, and that their academic standing would not be affected in any way by their involvement in the study.

Data collection began with a pretest administered to both the control and experimental groups to determine the learners' initial level of literary competence. The experimental group then participated in scheduled literature lessons incorporating language games, facilitated by the researcher in coordination with the classroom teacher, while the control group received regular instruction without the use of language games. These activities aimed to promote active participation, collaboration, and improved comprehension of literary texts.

After the intervention period, a posttest was administered to both groups to assess changes in learners' literary competence. All collected data were organized, analyzed, and interpreted to determine the effectiveness of the intervention. Throughout the research process, ethical principles such as informed consent, confidentiality, and the protection of participants' welfare were strictly observed.

Data Analysis

The following statistical tools were used in analyzing the data:

Mean and Standard Deviation. These were used in determining the level of literary competence of the participants before and after implementation of the language games.

t-test for Independent Samples. This was used to test the significant improvement in the literary competence of the participants of both groups before and after implementation of the language games.

Analysis of Covariance (ANCOVA). This was used to compare the effectiveness of language games in the experimental group with the literary competence of participants in the control group.

RESULTS AND DISCUSSION

Literary Competence of the Participants

The table presents the level of literary competence of the participants in the experimental group before and after the implementation of the language games. It includes the mean scores, standard deviation, percentage, transmuted ratings, and descriptive interpretations across the four identified competencies.

The presentation of both pretest and posttest results allows for a clear comparison of learners' performance before and after the intervention, providing a basis for determining any changes in their level of literary competence.

Table 2
Literary Competence of the Participants in the Experimental Group

Test	Competency	Mean	SD	%	TR	D
Pretest	Sequencing of Events	6.21	2.22	62.14	76	FS
	Analyzing Figures of Speech	6.71	1.94	67.14	79	FS
	Making Predictions	5.43	1.91	54.29	73	DNME
	Inferring Characters' Feelings and Traits	7.21	1.53	72.14	82	S
Posttest	Sequencing of Events	7.29	1.27	72.86	83	S
	Analyzing Figures of Speech	8.29	1.33	82.86	89	VS
	Making Predictions	7.36	1.50	73.57	83	S
	Inferring Characters' Feelings and Traits	8.00	1.57	80.00	87	VS

Legend: TR - Transmuted Score

D - Description

DNME - Did Not Meet Expectation

FS - Fairly Satisfactory

S - Satisfactory

VS - Very Satisfactory

Table 2 presents the level of literary competence of the participants in the experimental group before and after the implementation of the language games. The results show that in the pretest, the learners obtained a Fairly Satisfactory performance in sequencing of events with a mean of 6.21 and in analyzing figures of speech with a mean of 6.71. They obtained a Did Not Meet Expectation level in making predictions with a mean of 5.43, and a Satisfactory level in inferring characters' feelings and traits with a mean of 7.21. After the intervention, all areas showed improvement. Sequencing of events with a mean of 7.29 and making predictions with a mean of 7.36 reached a Satisfactory level, while analyzing figures of speech with a mean of 8.29 and inferring characters' feelings and traits with a mean of 8.00 reached a Very Satisfactory level. These results indicate an overall improvement in the learners' literary competence after the implementation of the language games.

The highest mean in the posttest was observed in analyzing figures of speech with a mean of 8.29, interpreted as Very Satisfactory. This means that the learners were able to recognize and interpret figurative language such as metaphors, similes, and personification with greater accuracy, allowing them to derive deeper meanings from the text. This indicates that the intervention strengthened higher-order thinking skills, particularly in analyzing how language is used to express ideas and emotions. This implies that language games provided meaningful opportunities for learners to practice interpreting figurative expressions in an engaging and structured way. This finding is supported by Waheed et al. (2021) who explained that continuous exposure to literary texts helps learners become more familiar with different language forms and improves their ability to understand complex meanings. This supports the present result because the learners were repeatedly exposed to varied expressions through the activities. Pagute and Apas (2025) also emphasized that interactive activities help learners construct meaning through active participation. This supports the finding since the learners were not passive recipients but were involved in tasks that required them to think and respond. In addition, Santoso and Ginting (2023) pointed out that discussion-based learning enhances reasoning and comprehension. This relates to the present study because the language games encouraged interaction, allowing learners to explain and refine their interpretations.

On the other hand, the lowest mean in the pretest was recorded in making predictions with a mean of 5.43, interpreted as Did Not Meet Expectation. This means that the learners initially had difficulty anticipating outcomes and forming logical guesses based on textual clues and prior knowledge. This indicates that their inferential and predictive thinking skills were not yet well developed. This implies that learners needed guided and engaging activities to help them practice thinking beyond what is directly stated in the text. However, the improvement in the posttest suggests that these skills can be developed through appropriate instructional strategies. This finding is supported by Wang et al. (2024) who explained that game-based activities encourage learners to apply reading strategies such as predicting in a more engaging context. This supports the improvement observed since the learners were given repeated opportunities to practice these skills during the intervention. Delgado et al. (2023) also found that games improve understanding and retention because learners actively participate in the learning process. This is evident in the present study as the learners showed better performance after engaging in the activities. Furthermore, Agregado et al. (2024) stated that interactive approaches increase learner engagement and lead to improved learning outcomes. This explains the increase in scores since the learners were more involved and motivated during the intervention.

In conclusion, the results of Table 2 demonstrate that the implementation of language games improved the literary competence of the experimental group across all components. The findings suggest that integrating interactive and game-based strategies in literature instruction can effectively enhance learners' comprehension, analytical skills, and engagement by providing meaningful and participatory learning experiences.

Table 3

Literary Competence of the Participants in the Control Group

Test	Competency	Mean	SD	%	TR	D
Pretest	Sequencing of Events	4.56	1.41	45.63	71	DNME
	Analyzing Figures of Speech	6.69	1.92	66.88	79	FS
	Making Predictions	4.81	1.72	48.13	72	DNME
	Inferring Characters' Feelings and Traits	6.00	1.41	60.00	75	FS
Posttest	Sequencing of Events	4.94	1.57	49.38	72	DNME
	Analyzing Figures of Speech	6.00	1.83	60.00	75	FS
	Making Predictions	5.44	1.97	54.38	73	DNME
	Inferring Characters' Feelings and Traits	6.44	2.13	64.38	77	FS

Legend: TR - Transmuted Score

D - Description

DNME - Did Not Meet Expectation

FS - Fairly Satisfactory

S - Satisfactory

VS - Very Satisfactory

Table 3 presents the level of literary competence of the participants in the control group before and after the implementation of the intervention. The results reveal that in the pretest, the learners obtained a Did Not Meet Expectation level in sequencing of events with a mean of 4.56 and in making predictions with a mean of 4.81. In contrast, a Fairly Satisfactory level was observed in analyzing figures of speech with a mean of 6.69 and in inferring characters' feelings and traits with a mean of 6.00. In the posttest, slight improvements were observed. However, the overall performance remained relatively low. Sequencing of events with a mean of 4.94 and making predictions with a mean of 5.44 still fell under the Did Not Meet Expectation level, while analyzing figures of speech with a mean of 6.00 and inferring characters' feelings and traits with a mean of 6.44 remained at the Fairly Satisfactory level. These results indicate that although there were minor gains, the level of literary competence in the control group did not show substantial improvement.

The highest mean in the posttest was observed in inferring characters' feelings and traits with a mean of 6.44, interpreted as Fairly Satisfactory. This suggests that learners were able to identify characters' emotions and traits using explicit clues from the text, although their understanding remained at a developing stage. This indicates that even without a targeted intervention, learners can acquire basic inferential skills through continuous exposure to reading tasks in the classroom. This implies that while general instruction supports initial comprehension, it may not be sufficient to advance learners toward higher levels of analysis. This finding is supported by Griffith (2025) who explained that the ability to infer characters' feelings contributes to deeper comprehension of texts. This supports the present result since the learners were able to demonstrate some level of understanding despite the absence of enhanced strategies.

Hall et al. (2020) also emphasized that focusing on characters’ actions and reactions helps learners interpret emotions more accurately. This relates to the findings as learners likely relied on observable details in the text to arrive at their answers. In addition, Pinoliad (2021) pointed out that connecting characters’ behaviors to real-life experiences improves understanding of traits and feelings. This supports the result because learners may have used familiar experiences to interpret the characters, even with limited instructional support.

In contrast, the lowest mean in the pretest was recorded in sequencing of events with a mean of 4.56, interpreted as Did Not Meet Expectation. This indicates that learners initially had difficulty arranging events in the correct order and understanding the flow of the story. This suggests limited ability to recognize how events are logically connected within a narrative. This implies that learners needed more structured and guided activities to help them organize information and follow the progression of events. This finding is supported by Vretudaki (2022) who explained that sequencing plays a key role in understanding story structure and recalling important details. This supports the present result as the learners struggled to demonstrate this skill in the absence of focused instruction. Bakkegard (2022) also emphasized that structured and visual activities help learners organize events more effectively. This relates to the findings because such supports were not emphasized in the control group, which may have contributed to the low performance. Furthermore, Maureen et al. (2020) highlighted that interactive and game-based tasks improve sequencing skills by increasing engagement. This supports the implication that without engaging strategies, learners may find it difficult to develop this competency.

Overall, the results of Table 3 indicate that the control group demonstrated only minimal improvement in literary competence across all components. While slight gains were observed, the overall performance remained within the lower proficiency levels. These findings suggest that regular instruction alone may not be sufficient to significantly enhance learners’ literary competence. Consequently, more engaging and structured instructional strategies may be necessary to support meaningful improvement in learners’ understanding of literature.

Improvement in Literary Competence

Table 4 presents the difference in the literary competence of the participants in the experimental group before and after the implementation of language games.

Table 4

Difference on the Literacy Competence of the Participants in the Experimental Group Before and After Implementation of Language Games

Competency	t	p	Decision on Ho	Interpretation
Sequencing of Events	1.53	0.15	Not Rejected	Not Significant
Analyzing Figures of Speech	2.70	0.02	Rejected	Significant
Making Predictions	3.80	0.002	Rejected	Significant
Inferring Characters' Feelings and Traits	1.46	0.17	Not Rejected	Not Significant

The results indicate that two competencies, analyzing figures of speech ($t = 2.70, p = 0.02$) and making predictions ($t = 3.80, p = 0.002$), showed statistically significant differences, leading to the rejection of the null hypothesis. This implies that the integration of language games had a measurable and meaningful effect on improving these specific aspects of literary competence. On the other hand, sequencing of events ($t = 1.53, p = 0.15$) and inferring characters’ feelings and traits ($t = 1.46, p = 0.17$) did not show significant differences, indicating that the observed improvements in these areas were not strong enough to be considered statistically significant.

The significant improvement in analyzing figures of speech suggests that language games were effective in enhancing students’ ability to recognize and interpret figurative language. This means that learners were able to move beyond literal understanding and interpret deeper meanings embedded in the text. This indicates that the use of interactive tasks helped make abstract literary concepts more accessible and easier to process. This implies that when learners are actively engaged, they are more capable of developing higher-order comprehension skills. Similarly, the significant gain in making predictions indicates that language games strengthened students’ ability to anticipate outcomes and engage actively with the text. This means that learners were able to use clues and prior knowledge to form logical expectations about what may happen next. This indicates that structured game-based activities encouraged learners to think ahead and justify their ideas. This implies that such strategies promote active reading and deeper engagement with the text. This finding is supported by Song (2020) who explained that understanding figures of speech contributes to improved overall comprehension. This supports the present result because learners who can interpret figurative language are better able to grasp deeper meanings in texts. Bawa (2020) also emphasized that using familiar and relatable examples helps learners understand figurative expressions more effectively. This relates to the findings since language games often present concepts in simplified and engaging ways. In the same way, Brod (2021)

pointed out that prediction strategies enhance learners’ focus and comprehension during reading. This supports the improvement observed as learners became more attentive and actively involved in processing the text.

Referring to Table 2, these significant findings are further supported by the notable increases in mean scores and performance levels. Analyzing figures of speech improved from a mean of 6.71 with a Fairly Satisfactory rating in the pretest to 8.29 with a Very Satisfactory rating in the posttest, while making predictions increased from 5.43 with a Did Not Meet Expectation rating to 7.36 with a Satisfactory rating. These substantial improvements in both numerical scores and descriptive ratings reinforce the statistical results in Table 4, confirming that the gains in these competencies can be attributed to the use of language games. This finding is supported by Hwang et al. (2023) who explained that language games enhance learners’ recall and understanding by providing repeated and meaningful practice. This supports the present result as learners were given multiple opportunities to engage with the content. Bustrillo et al. (2024) also found that students who participated in language games showed improvement in vocabulary and comprehension. This relates to the findings since better vocabulary understanding supports the interpretation of figurative language and predictions. In addition, Delgado et al. (2023) emphasized that game-based activities improve understanding and retention of story elements. This explains the observed improvement as learners were able to retain and apply what they learned during the activities.

In contrast, although sequencing of events and inferring characters’ feelings and traits showed increases in mean scores in Table 2, their lack of statistical significance in Table 4 suggests that these improvements may not be directly caused by the intervention. This means that while learners showed some progress, the changes were not strong or consistent enough to confirm a clear effect of the language games. This indicates that these competencies may require longer exposure or more focused strategies to achieve significant improvement. This implies that other factors such as prior knowledge, regular classroom exposure, and gradual skill development may have contributed to the observed gains. This finding is supported by Vretudaki (2022) who explained that sequencing skills develop through continuous practice and repeated exposure to structured tasks. This supports the result since limited intervention time may not have been sufficient to produce significant change. Hall et al. (2020) also highlighted that inferring characters’ emotions develops gradually as learners learn to observe and interpret details. This relates to the findings because such skills require sustained guidance over time. In the same way, Rout (2024) emphasized that repeated engagement in interactive tasks strengthens learners’ ability to infer feelings and traits. This supports the implication that consistent and prolonged use of such strategies is needed for significant improvement.

Table 5 presents the test of significant difference between the pretest and posttest scores of the participants in the control group. The results reveal that all four competencies, sequencing of events ($t = 0.62, p = 0.54$), analyzing figures of speech ($t = -0.94, p = 0.36$), making predictions ($t = 0.80, p = 0.44$), and inferring characters’ feelings and traits ($t = 0.89, p = 0.39$), yielded no statistically significant differences, leading to the non-rejection of the null hypothesis across all areas.

These results mean that the changes observed in the control group were minimal and may have occurred by chance rather than as a result of any structured intervention. This indicates that regular instruction alone did not produce meaningful improvements in learners’ literary competence. This implies that without engaging and targeted strategies such as language games, learners may struggle to achieve significant progress in key comprehension skills.

Table 5

Difference on Literacy Competence of the Participants in the Control Group Before and After Implementation of Language Games

Competency	t	p	Decision on Ho	Interpretation
Sequencing of Events	0.62	0.54	Not Rejected	Not Significant
Analyzing Figures of Speech	-0.94	0.36	Not Rejected	Not Significant
Making Predictions	0.80	0.44	Not Rejected	Not Significant
Inferring Characters' Feelings and Traits	0.89	0.39	Not Rejected	Not Significant

These findings indicate that there were no meaningful improvements in the literary competence of the control group between the pretest and posttest. This means that the learners did not show noticeable progress in their ability to understand and analyze literary texts over the duration of the study. This indicates that exposure to regular instruction without enhanced strategies was not sufficient to significantly develop either basic or higher-order literary skills. This implies that learners need more engaging and structured learning experiences to achieve measurable growth. Even the negative t-value observed in analyzing figures of speech suggests that performance may have slightly declined, although not to a statistically significant extent, which further reflects the limited impact of conventional instruction.

This finding is supported by Waheed et al. (2021) who explained that improvement in literary competence requires continuous and meaningful interaction with texts. This supports the present result because the absence of such engagement may have limited learners’ progress. Pagute and Apas (2025) also emphasized that learners develop better comprehension when they actively participate in structured activities. This relates to the findings since the control group did not experience such active involvement. In the same way, Santoso and Ginting (2023) found that interactive discussions enhance reasoning and understanding. This supports the result as the lack of interaction in the control group may have contributed to the minimal improvement.

Moreover, the uniformly non-significant results across all competencies highlight that traditional or non-gamified instruction alone may not be sufficient to produce measurable gains in literary competence over a short period. This means that skills such as analyzing figurative language, making predictions, sequencing events, and inferring characters' traits cannot easily develop without active participation. This indicates that these competencies require continuous engagement, guided practice, and opportunities for interaction. This implies that relying solely on conventional teaching approaches may limit learners' ability to fully develop these skills. This finding is supported by Haoyue and Oyam (2024) who explained that active engagement plays a crucial role in cognitive development. This supports the findings because the absence of engaging strategies may have restricted learners' progress. Blinkoff et al. (2023) also found that learners exposed to structured and interactive activities demonstrate better attention and retention. This relates to the results since the control group may not have experienced sufficient stimulation to sustain learning. In addition, Dominey (2021) emphasized that interactive experiences improve language and communication skills. This supports the implication that without such experiences, improvement in literary competence remains limited.

In contrast to the experimental group, where significant improvements were observed in selected competencies, the control group's results strengthen the inference that the language games intervention played a crucial role in facilitating learning gains. This means that the difference in outcomes between the two groups can be attributed to the presence or absence of engaging instructional strategies. This indicates that language games provided added value in promoting learners' understanding and skill development. This implies that incorporating innovative and interactive approaches is essential in improving literary competence. This finding is supported by Boowou (2023) who noted that interactive group activities enhance learners' confidence and participation. This supports the present study because increased participation can lead to better learning outcomes. Peiris et al. (2021) also found that active learning environments improve engagement and focus among learners. This relates to the findings since engagement is a key factor in skill development. In the same way, Alotaibi (2024) emphasized that game-based strategies promote meaningful learning and improve language skills. This supports the conclusion that the use of language games contributed to the improved performance observed in the experimental group.

Effectiveness of the Integration of Language Games

Table 6 presents the analysis of covariance (ANCOVA) results comparing the literary competence of the control and experimental groups after the implementation of language games.

Table 6

Difference on Literacy Competence of the Participants in the Control Group and Experimental Groups After Implementation of Language Games

Competency	F	p	Decision on Ho	Interpretation
Sequencing of Events	19.39	<0.01	Rejected	Significant
Analyzing Figures of Speech	14.57	<0.01	Rejected	Significant
Making Predictions	8.80	<0.01	Rejected	Significant
Inferring Characters' Feelings and Traits	2.14	0.16	Not Rejected	Not Significant

The findings show statistically significant differences between the two groups in three competencies: sequencing of events ($F = 19.39, p < 0.01$), analyzing figures of speech ($F = 14.57, p < 0.01$), and making predictions ($F = 8.80, p < 0.01$). These results led to the rejection of the null hypothesis, which indicates that the performance of the experimental group is significantly higher than that of the control group in these areas. This means that learners who were exposed to language games performed better in organizing events, interpreting figurative language, and predicting outcomes compared to those who received regular instruction. This indicates that the intervention had a strong effect on improving key components of literary competence. This implies that interactive and game-based strategies are more effective than traditional approaches in developing these skills.

In contrast, inferring characters' feelings and traits ($F = 2.14, p = 0.16$) did not show a significant difference, which means that the null hypothesis is not rejected for this competency. This means that both groups performed at a similar level in this area despite the intervention. This indicates that the strategy used may not have been sufficient to produce a measurable difference in this skill. This implies that this competency may require different or more extended instructional support. This finding is supported by Wang et al. (2024) who explained that interactive and game-based reading activities enhance comprehension and learner engagement. This supports the present result because the experimental group, which experienced such activities, demonstrated better performance. Delgado et al. (2023) also found that learners exposed to game-based instruction show improved understanding and retention of story elements. This relates to the findings as the experimental group performed better in competencies that involve understanding and recalling text. In the same way, Agregado et al. (2024) highlighted that integrating games into reading lessons increases motivation and improves overall literary performance. This supports the result since motivated learners are more likely to engage and perform well.

The significant findings in Table 6 suggest that the integration of language games effectively improved selected aspects of literary competence. These competencies involve understanding the sequence of events, interpreting figurative language, and predicting outcomes, all of which benefit from active engagement and participation. This means that learners were able to practice these skills in a more meaningful and interactive way. This indicates that the improvement was not only due to exposure but also to the quality of the learning experience. This implies that structured and engaging activities can lead to better learning outcomes. Since analysis of covariance controls for initial differences between groups, the results provide stronger evidence that the observed improvements are due to the intervention rather than pre-existing variations. This finding is supported by Maureen et al. (2020) who explained that interactive

and game-based tasks help learners organize and understand story events more effectively. This supports the improvement in sequencing of events observed in the study. Jaashan (2022) also found that practice-based activities improve learners' ability to analyze figurative language. This relates to the findings since learners in the experimental group were given repeated opportunities to engage with such tasks. In addition, Banditvilai (2020) emphasized that interactive reading strategies enhance predictive thinking and comprehension. This supports the result as learners showed significant improvement in making predictions.

Table 7 supports these results by presenting the adjusted mean scores of both groups after the implementation. For all competencies that showed significant differences, the experimental group obtained higher adjusted mean scores than the control group. In sequencing of events, the experimental group had an adjusted mean of 7.40 compared to 4.84 for the control group. In analyzing figures of speech, the experimental group scored 8.29 while the control group scored 6.00. In making predictions, the experimental group achieved 7.39 whereas the control group obtained 5.41. These differences in adjusted means confirm that the experimental group performed better and that the use of language games contributed to this improvement. This means that even after controlling for initial differences, the advantage of the experimental group remained evident. This indicates that the intervention had a consistent and measurable impact on learners' performance. This implies that language games can be an effective instructional tool in improving literary competence. This finding is supported by Hwang et al. (2023) who explained that language games enhance learners' performance by increasing engagement and providing meaningful practice. This supports the present result since the experimental group demonstrated higher scores. Bustrillo et al. (2024) also found that learners who participated in language games improved their language skills. This relates to the findings as improved language skills contribute to better comprehension. In the same way, Boowou (2023) emphasized that collaborative game-based activities strengthen participation and understanding. This supports the improvement observed as learners actively engaged in the tasks.

The lack of a significant difference in inferring characters' feelings and traits is consistent with earlier results, which suggests that this competency may require deeper comprehension and more extended practice. This means that learners need more time and varied strategies to fully develop this skill. This indicates that interpreting characters' emotions involves complex thinking processes that are not easily improved within a short intervention period. This implies that additional strategies such as guided discussion and reflection may be necessary. This finding is supported by Griffith (2025) who explained that inferring emotions requires deeper comprehension skills. This supports the result since learners may not have reached this level within the study duration. Hall et al. (2020) also highlighted that interpreting characters' feelings develops gradually through careful observation of details. This relates to the findings because such skills require continuous guidance. In addition, Rahmat and Jon (2023) found that discussion and reflection help strengthen learners' ability to infer traits and emotions. This supports the implication that more focused and sustained strategies are needed to improve this competency.

Table 7

Literacy Competence of the Participants in the Control Group and Experimental Groups After Implementation of Language Games

Competency	Group	Adjusted Mean
Sequencing of Events	Experimental	7.40
	Control	4.84
Analyzing Figures of Speech	Experimental	8.29
	Control	6.00
Making Predictions	Experimental	7.39
	Control	5.41

The findings indicate that the integration of language games in teaching literary competence was more effective in the experimental group than in the control group. This was evidenced by the statistically significant improvements observed in the experimental group across selected competencies, as well as their higher adjusted mean scores compared to the control group. In contrast, the control group did not demonstrate significant gains, suggesting that conventional instruction alone was less effective in enhancing learners' literary skills. Therefore, it can be concluded that language games provided a more engaging and effective approach to improving literary competence among the participants.

Instructional Resource

Based on the findings of the study, there is a need to develop an instructional material that will further enhance learners' literary competence through engaging and interactive strategies. The significant improvements observed in the experimental group highlight the effectiveness of language games as a teaching approach. In response, a language games-based module is proposed to support teachers in delivering more meaningful and effective literature instruction.

Proposed Instructional Resource:

Enhanced Language Games Module for Developing Literary Competence in Grade 5 Learners

Rationale

The findings indicate that the integration of language games in teaching literary competence was more effective in the experimental group than in the control group. This means that learners who participated in language game-based activities demonstrated greater improvement in understanding and analyzing literary texts compared to those who received conventional instruction. This

indicates that interactive and engaging strategies had a stronger impact on the development of literary skills. This implies that active participation plays a vital role in enhancing learners' comprehension and analytical abilities. This was evidenced by the statistically significant improvements observed in the experimental group across selected competencies, as well as their higher adjusted mean scores compared to the control group. This means that the gains were not due to chance but were influenced by the intervention. Thus, indicating that language games contributed to measurable improvements in learners' performance.

In contrast, the control group did not demonstrate significant gains, which means that learners who were not exposed to language games showed minimal progress. This indicates that conventional instruction alone may not provide sufficient opportunities for deeper engagement with texts. This implies that without innovative strategies, the development of literary competence may remain limited. Therefore, it can be concluded that language games provided a more engaging and effective approach to improving literary competence among the participants, and this further highlights the need to develop a learning material in the form of a module that will serve as a guide for teachers in implementing structured, interactive, and game-based strategies in literature instruction.

Objectives

This module aims to:

1. Enhance learners' ability to analyze figures of speech; making predictions based on textual clues; through interactive language games; sequencing of events and inferring characters' feelings and traits; and
2. Promote active engagement and participation in literature learning.

Summary

This study examined the effectiveness of integrating language games in improving the literary competence of Grade 5 learners. Specifically, it sought to answer the following questions: (1) What is the level of literary competence of the participants before and after the implementation of language games in terms of sequencing of events, analyzing figures of speech, making predictions, and inferring characters' feelings and traits?; (2) How are language games implemented in the teaching of literary competence?; (3) Is there a significant improvement in the literary competence of the participants in the control and experimental groups?; and (4) Is the integration of language games in teaching literary competence more effective in the experimental group than in the control group?

Furthermore, this study utilized a quantitative research approach employing a Quasi-Experimental Design, specifically the Pretest–Posttest Control Group Design. The study was conducted in San Juan Elementary School and Bongdo Elementary School, both located in San Benito District, Division of Siargao. The experimental group was composed of Grade 5 learners from San Juan Elementary School, while the control group was composed of Grade 5 learners from Bongdo Elementary School. A total of thirty (30) learners participated in the study, with fourteen (14) assigned to the experimental group and sixteen (16) to the control group.

The experimental group was exposed to researcher-developed language games adapted from familiar play-based activities such as Chinese Garter, Tumbang Preso, Patintero, Agawan Base, and Pass the Panyo, while the control group received conventional instruction. Both groups underwent a pretest and posttest using a researcher-made assessment tool measuring sequencing of events, analyzing figures of speech, making predictions, and inferring characters' feelings and traits. The data were analyzed using descriptive statistics and inferential statistics, including t-test for dependent samples and analysis of covariance (ANCOVA), to determine the significant differences within and between groups and to evaluate the effectiveness of the intervention.

Findings

The study yielded the following findings:

1. The experimental group demonstrated improvement in all areas of literary competence after the implementation of language games. Learners showed the greatest progress in making predictions, followed by analyzing figures of speech. Improvements were also observed in sequencing of events and in inferring characters' feelings and traits, indicating overall development across the assessed competencies.
2. The control group showed only slight changes in performance from pretest to posttest. While small improvements were noted in some areas, the overall progress was limited, and one competency showed a slight decline, indicating inconsistency in learning gains under conventional instruction.
3. The test of difference for the experimental group revealed statistically significant improvements in analyzing figures of speech and making predictions. However, no statistically significant improvements were found in sequencing of events and inferring characters' feelings and traits.
4. The control group showed no statistically significant differences between pretest and posttest results across all competencies, indicating that the observed changes were not enough to establish meaningful improvement.
5. The comparison between the experimental and control groups using ANCOVA indicated statistically significant differences in sequencing of events, analyzing figures of speech, and making predictions in favor of the experimental group. However, no significant difference was found in inferring characters' feelings and traits.
6. The adjusted mean scores showed that the experimental group consistently outperformed the control group across the competencies where significant differences were observed, particularly in sequencing of events, analyzing figures of speech, and making predictions.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. The implementation of language games contributed to the improvement of learners' literary competence, as evidenced by the increase in mean scores of the experimental group across all competencies.
2. Language games were particularly effective in enhancing learners' ability to analyze figures of speech and make predictions, as shown by the statistically significant improvements in these areas.
3. Conventional teaching methods resulted in minimal improvement, as the control group did not exhibit statistically significant gains in any of the measured competencies.
4. The integration of language games was more effective than traditional instruction in improving literary competence, particularly in sequencing of events, analyzing figures of speech, and making predictions.
5. Inferring characters' feelings and traits may require more sustained and varied instructional approaches, as no significant differences were observed between groups in this competency.
6. The developed instructional resource, consisting of contextualized language games, is a viable tool for enhancing learners' literary competence.

Recommendations

In light of the findings and conclusions, the following recommendations are proposed:

Administrators. They are encouraged to support the integration of language games in literature instruction by providing necessary instructional materials, facilitating teacher training, and ensuring continuous monitoring of classroom implementation to promote effective use of innovative teaching strategies.

Teachers. They may integrate language games into literature instruction to enhance learners' engagement and improve literary competence, particularly in analyzing figures of speech and making predictions. They are also encouraged to design additional and sustained activities that further develop learners' ability to infer characters' feelings and traits, as this competency requires more focused and continuous practice.

Curriculum Planners and Instructional Material Developers. They may consider the development, refinement, and contextualization of language games as instructional resources that can be adapted across different grade levels and learning contexts to strengthen literacy instruction.

Learners. They are encouraged to actively participate in language game activities to enhance their engagement, comprehension, and overall literary competence, particularly in understanding texts and analyzing literary elements.

Future Researchers. They may conduct similar studies involving larger sample sizes, longer intervention periods, and additional variables to further validate and expand the findings on the effectiveness of language games in improving literary competence.

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