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DEDICATORY

I want to dedicate this thesis to my parents, Walter and Yadira, for their understanding and help in bad and less bad times. They have taught me to face adversity without giving up trying. They have taught me everything I am as a person, values, principles, perseverance, and determination. To all my family because with their prayers and advice, they have made me a better person, and in one way or another, they accompany me in all my dreams and goals. Finally, I would like to dedicate this thesis to my siblings for supporting me when I needed it most, for holding my hand in difficult moments and for the love they give me daily.

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ABSTRACT

This research investigated the use of gamification in Ecuador at the Victor Manuel Guzman school and the reading comprehension of sophomores. The research objectives are to design a guide based on the Genially platform using the gamification technique, to describe the gamification technique to improve reading proficiency, to analyze the effectiveness of gamification in improving reading proficiency and to diagnose the gamification techniques used by teachers to enhance reading proficiency. This research used a mixed approach, meaning it uses both qualitative and quantitative data. The researcher applied a survey, an interview, and a validation grid to analyze teachers' and students' different points of view. The result of this research showed that all 24 students are interested in improving their reading skills through gamification techniques as they find it fun and exciting. On the other hand, the teachers are unfamiliar with the Genially platform and have not used gamification to develop reading skills because they prefer associating it with the natural context. Therefore, the academic proposal will be helpful for the development of reading skills, as it contains readings, vocabulary, dialogues, and tasks. In addition, the students interacted with the Genially platform achieving the first unit of the academic proposal where they stated that they found it interactive and easy to use. In addition, they said that their teacher uses pictures and worksheets but not games in the classroom. This research also confirmed that vocabulary teaching is critical for students to understand words when they read.

Keywords: Genially, Gamification, reading skills, games, investigation.

RESUMEN

Esta investigación indagó sobre el uso de la gamificación en Ecuador en el colegio Víctor Manuel Guzmán, con la comprensión lectora de estudiantes de segundo año. Los objetivos de la investigación son diseñar una guía basada en la plataforma Genially utilizando la técnica de gamificación, describir la técnica de gamificación para mejorar la competencia lectora, analizar la efectividad de la gamificación en la mejora de la competencia lectora y diagnosticar las técnicas de gamificación utilizadas por los docentes para mejorar la competencia lectora. Esta investigación utilizó un enfoque mixto, lo que significa que utiliza datos cualitativos y cuantitativos. El investigador aplicó una encuesta, una entrevista y un cuadro de validación para analizar los diferentes puntos de vista tanto de los profesores como de los alumnos. El resultado de esta investigación mostró que los 24 estudiantes están interesados en mejorar sus habilidades de lectura a través de técnicas de gamificación, ya que les resulta divertido e interesante. Por otra parte, los profesores no están familiarizados con la plataforma Genially y no han utilizado la gamificación para desarrollar habilidades lectoras, debido a que prefieren asociarlo con el contexto real. Por lo tanto, la propuesta académica será de ayuda para el desarrollo de las habilidades lectoras, ya que contiene lecturas, vocabulario, diálogos y tareas. Además, los estudiantes interactuaron con la plataforma Genially logrando la primera unidad de la propuesta académica donde manifestaron que la encontraron interactiva y fácil de utilizar. Además, afirmaron que su profesor utiliza fotos y hojas de trabajo, pero no juegos en el aula. Esta investigación también confirmó que la enseñanza del vocabulario es clave para que los alumnos comprendan las palabras cuando leen.

Palabras Clave: Genially, Gamificación, destreza de lectura, juegos, investigación.

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INTRODUCTION

In Ecuador, there are several aspects that can be detrimental to both pupils and teachers. When some English teachers have little interest in innovating their methods, this might be unfavourable for pupils because of the conventional method application (Walia, 2012). Statistical data has shown that only 10% of the country's teachers know how to speak a foreign language, as stated by Endara (2020). Therefore, a low English level in students might be related to the lack of pedagogical updating on the part of tutors, as Sevy-Biloon (2017) stated.

Moreover, a significant percentage of the students in Ecuador have an A1 level, as last year, this country had to take tests to measure English language proficiency. The report revealed that Ecuador remains one of the two countries in Latin America with the worst quantity of English language. The rating is 440/1000 (Castillo, 2021). Since most public schools do not have the necessary financial resources due to this pandemic, they have reduced the English teaching load to two hours (Custode, 2022).

As a result, students learn less English and therefore remain at a low level (Primicias, 2019). In a sense, students are responsible for their learning, but if the teachers use conventional methods, students become bored because they require learner-centred classes. "If students do not acquire the knowledge, the teaching process must be reinforced and changed in order to achieve the proposed objective" (Rojas, 2019, p.58). Now is a technological age when learners expect active participation in their learning.

However, in Ecuador, a South American country, there are provinces where English is not taught. Nevertheless, in cities such as Ibarra, the teaching of English has improved compared to the rural areas. Thanks to the teachers trained daily in the language, students in Ibarra have a higher rate of English than in their rural cantons. Most of the backcountry does not have the necessary resources to teach adequately. Due to the pandemic, the situation has worsened as many students in these areas do not have mobile devices to attend virtual classes. They go to pick up activities at school and then do them at home without having a guide to explain what and how to do (Calderón, 2015).

In addition, one of the urban areas that can be emphasized is Ibarra, the largest city in Imbabura and connects with the smaller parishes, where English education leaves much to be desired. Several educational institutions exist in the city. Therefore, the aimed at presenting activities to enhance students' reading skills from Victor Manuel Guzman high school, where English language teaching needs to be improved.

According to the new educational trends, English teachers in Ecuadorian high schools require permanent training to teach. However, due to time or economic situations is not always the case. This is due to the teaching method used by the teachers to encourage learners to acquire knowledge of a new speech, as with the traditional teaching method, the scholars will not find the essential motivation to be interested in learning (Paredes, 2021). Consequently, they will have no interest in learning the language.

Nowadays, English is essential for many things; for example, “it increases intelligence because people are learning a language that is not their native one, also makes easier to have relationships because citizens can communicate with strangers” (Putra, 2020). Therefore, the level of English that students have should be improved, and it should start with how it is taught, implementing the use of Gamification as a complement to the different techniques.

The present investigation arises from the need to study the English level that the sophomores of Victor Manuel Guzman high school have in order to establish complementary activities techniques to advance their reading skills, where the scholars indicated that the teaching strategies adapted by the educators of their institution were traditionalist. Thus, this research aims to provide information that will be useful to the Victor Manuel community to improve knowledge about teaching techniques.

Since there are not enough studies on the use of gamification and its strategies for teaching in this school, the present work is suitable to strengthen the knowledge of the use of *Genially* as a gamification application for teaching English. Additionally, the research contributes to obtaining data on the effectiveness of such an application that can improve the students' knowledge and analyze the rate of advancement in reading skills. Therefore, this work has methodological utility. Future research could be carried out with consistent methodologies so that joint analyses, period-specific comparisons, and evaluations of the interventions to be implemented are possible.

Due to this research, teachers will benefit since this new strategy provides them with a new tool to work with their students. This way, thanks to gamification, they will get their pupils to learn while playing. Consequently, learners will find the motivation to continue learning the language, as they will be inspired by the game's thematic as it will be related to the students' likes. Thanks to this, the student will generate new knowledge unconsciously, and they can improve their language.

All these reasons are the foundations on which the research work is based. The main objective is to evaluate the possible limitations that gamification can offer as well as the benefits that it can generate in the teaching-learning process, specifically in reading skills of a foreign language in reading skills. Therefore, it is necessary to emphasize that the overall objective is to Determine a suitable Gamification technique based on the Genially platform for improving English learning reading skills in sophomore students at Victor Manuel Guzman high school in the academic period 2022-2023. This will be divided into three specific objectives, one of which is to describe the gamification technique to enhance reading skills. In addition, analyze the efficacy of gamification techniques in developing reading skills. Finally, design interactive activities based on the Genially platform using gamification to improve reading skills.

Once the objectives have been stated, it is necessary to focus on reading skills. Reading plays a fundamental role in pupils' learning and social development. Children are expected to be engaged readers with positive reading habits and a high motivation to read. However,

the development of the digital age poses a challenge for pupils' reading, as they lack the motivation to read in their mother tongue and English; technology has changed traditional approaches and content because the students have diverse interests. In addition, digital entertainment occupies learners' attention and energy, which has led to a recent decline in reading.

A considerable number of students rarely read for pleasure outside of school because they are not motivated to read. Motivation is an essential mental regulation for initiating and maintaining goal-directed behaviour, described as personal reasons to act, want and need. Consequently, it is indispensable to have a wide range of knowledge of the types of motivation that exist so that the teacher can apply them in the classroom; since not all students are motivated by the same activities, teachers must know how to reach them so that they become interested.

Nevertheless, how do you get students interested in reading? Nowadays, numerous apps help students get interested in reading. These apps consist of educational games that motivate students to complete various quests and get rewards for achieving them. The reason is that most of them are created according to the player's tastes. Genially is one application that can be highlighted, allowing one to complete missions and puzzles and get rewards. It is helpful in the educational process as it helps the teacher and the students to learn while having fun playing.

Hence, this research will be conducted at Victor Manuel Guzman high school in Ibarra, Imbabura- Ecuador. The target population are the 24 sophomore students from the secretary major. It is essential to mention that in this class, some issues cause grammar and reading difficulties in the language. Finally, the present research will be conducted in the 2022-2023 school year.

It is crucial to discuss the following study questions for a clearer understanding:

- Can gamification strategies improve reading skills?
- What are students' perceptions of using gamification for reading skills?

This research work is structured as follows:

This introduction contains the justification, description, and established goals for this study. The theoretical basis for this study is described in Chapter 1 and includes theories, research papers, and several definitions of the variables. The research's population, tools, and methodology are all described in Chapter 2. Chapter 3 summarizes all research findings and analyses all data gathered using the research instruments. A research proposal that addresses the problem that has been found is also included in Chapter 4. It contains the game-playing method created by Genially for teachers. Chapter 6 compiles a set of recommendations and findings related to this research.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Innovation in Education

Firstly, it is necessary to know what innovation is; according to Arias (2002), innovation would thus be both the entry of something new into a pre-existing reality and the extraction or emergence of something new from within a pre-existing reality. Once it is known that innovation is creating something new from something existing, it is necessary to establish the concept of educational innovation. Martínez (2008) reported that innovation is the desire that moves a teacher to improve their professional practice beyond technique or theory and is always accompanied by an educational purpose. Therefore, it is necessary to stress the importance of innovation in education.

Pupils have always seen school as a place where they must attend compulsorily to learn boring subjects in a traditionalist way that only forces the pupil to retain words, causing the pupil not to achieve meaningful learning as this is achieved through practice. The result is that most pupils remember what they are asked to learn by rote and forget what they have learned within a few days. This can be detrimental because teachers encourage pupils not to want to study, as they are only asked to investigate and repeat information (Lee et al. 2019). Consequently, it is necessary to innovate, and in order to do so, several aspects must be taken into account.

Hence, it is necessary to alternate teaching methods; for example, teachers can make young people play while they learn and, at the same time, return to traditional methods from time to time, but without abusing them, as this could lead pupils to develop a negative emotion that will eventually lead to anxiety and frustration when they have to study rigorously. A study in Germany found a way to relieve stress by improving a more ideological and political education model, and an educational approach can significantly benefit pupils (Long et al., 2021). Therefore, teachers must look for different alternatives to help them achieve meaningful learning through innovation.

1.2. Gamification in EFL

Gamification was born in 2008, and it was not until 2010 that it became popular. Although some references talk about gamification, the Professor Bartle of the University of Essex states that gamification transforms anything into a game that is not one (Werbach & Hunter, 2015, p. 345). However, this definition gave way to the emergence of gamification as it was known today in 2010. In addition, gamification has been gaining popularity in recent years, as it is an innovative methodology that increases the motivation of students and, in turn, facilitates the internalization of concepts. In 2010 and 2011, during a congress, two famous video game designers spread the idea of gamification, and since then, it has been gaining popularity.

Chapman and Rich (2018) state that gamification does not mean turning tasks into games. That is why gamification is unique and very different from other games, for the reason that the principle of gamification is to motivate learners, as well as to influence attitudes and performance through interaction in non-game environments and through rewards for completing missions, which provides unconscious learning on the part of the learner.

Despite this, people hesitate to apply a new technique because they fear failure, fear that the chosen approach is not viable for learning and decide not to use it. Very few people innovate in their classes because they have become accustomed to their traditionalist strategies. That is why a new definition of gamification has been established where it is pointed out that it can help in the educational field. According to Al Fatta et al. (2018), *Gamification* expresses aspects of the interactive system that intend to motivate and get end users to become involved through game mechanics and elements. Therefore, gamification can help in the educational field as a technique used to motivate students through rewards so that they can learn more dynamically.

1.2.1. Gamification in Education

Gamification in education incorporates game mechanics and components into a learning setting (Kiryakova et al., 2018). The education system has a learning objective for each class, to be achieved through specific activities in a lesson plan. Pupils are the critical factor in achieving the learning objective of each course, so if a class focuses only on grammar, they may learn the rules, but they will only find it boring to understand them. Students' learning is determined by the level of knowledge and skills they have attained during school. To keep students motivated to learn, teachers must start varying their strategies to teach each class because the goal can be achieved differently.

Therefore, there is gamification, whereby learners will unconsciously learn the set topics, as most learners see it as just another game they must pass. This influences learners' behaviour, engagement, and motivation, which can optimise knowledge and skills. Gamification has a crucial element that will help the learner improve, including homework. Through tasks transformed into missions, points can be accumulated to reach the next level and win prizes to help them in their studies. These prizes are incorporated depending on the difficulty of the mission and the objective set for the class.

1.3. Gamification Process

There has been a lot of research linking gamification to new language learning, and most of it has been successful. Such is the example of a researcher named Lui, who conducted research testing gamification with two games at the University of Macau. The results showed that “100% of the students belonging to the first class had successfully learned, while the second class was 85,5%” (Lui, 2013). It shows that gamification is necessary for teaching a new language, and students get motivation through it.

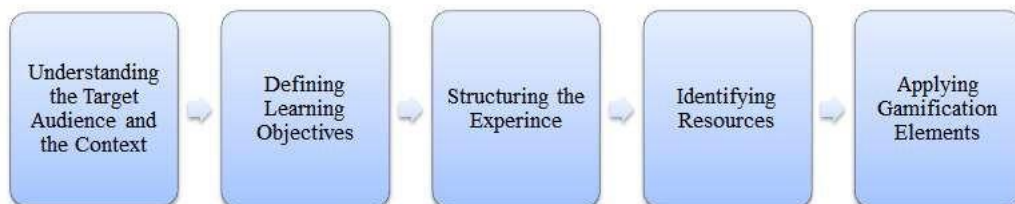
Subsequently, in 2017, García conducted a study in which she applied gamification to teach a foreign language in primary education, in which it was shown that it is an effective method for introducing a new speech that works on motivation, effort and engagement to obtain the knowledge corresponding to the different competences. In this way, a unique design is proposed that recognizes excellent work and generates interest in the students to complete various missions.

Later on, in 2020, Samson and Karthiga (2020) performed a research study in which they considered gamification as a new method to improve analysis, with the result that games are beneficial for learning, seeing it as a transformative breakthrough. In the same year, Díaz and Zajia (2020) researched the use of gamification to improve English, with the result that the mechanics of gamification contribute to the improvement of a language due to the motivation and commitment of learners. They want to implement this method, so learners lose the fear of making mistakes.

The gamification phases must be established because it has a broad relationship to teaching second languages, as set out by Huang and Soman (2019).

Figure 1

Steps of the Gamification Process



Note: The picture shows the graphic organizer about the five steps of the gamification process that everyone has to follow (Huang & Soman, 2019).

If some of these steps are not implemented when applying gamification in education, meaningful learning cannot be achieved. Thus, all these steps are fundamental for the excellent development of the class.

1.3.1. Game Elements in Gamification

Gamification includes points, badges, levels, leader boards, challenges, and rewards. Gamification elements include avatars, teams, narratives, treasures, and ranks. Gamification elements are easy to identify, probably because people have played them before. Therefore, it is worth highlighting the three fundamental aspects of gamification: mechanics, dynamics, and appearance.

➤ **Game Mechanics**

Epstein et al. (2021) assert that the rules of a game's universe are determined by its mechanics, laying the groundwork for player interaction. The sort of game being played will determine the mechanics overseeing establishing how the participants interact and act alone and in groups. From the moment the game starts, objectives and goals are already pre-set, and defeat or victory will depend on how the players pursue the goals. Depending on the game, feedback comes with statistics that show the player what they did wrong and how they can improve. There are also positive and negative punishments to reinforce behaviours and motivate the person to improve their performance within the game. Consequently, some mechanics game designers establish are mentioned below (Kumar, 2013).

- **Points**

An important aspect of gamification is scoring points. Depending on the game, people get points in different ways, e.g. in league of legends (LOL), people can earn points if they help a teammate, while in Genshin, players get points if they complete quests. The more points you get, the more players realise they have a better chance of winning and are motivated to keep playing.

- **Badges**

Collecting badges in different games is essential for players because it shows their status, i.e. whether they are good at playing. For example, in Genshin Impact, badges are assigned when many points are completed. So establishing your badge is a positive reinforcement for the player to keep playing the created game.

- **Leaderboards**

Leaderboards cause competition between teammates. They often show the positions of players when they are playing, and you can see who is in first and last position. This can demotivate people at the bottom because their teammates can see that they cannot accumulate points to move up in place, and they become demotivated and stop playing.

- **Relationships**

Relationships in games are meaningful. This is because many more games require group play, and players must trust that their partner can fulfil their role. Good relationships can often be established, but they usually denounce a player because they only harm the team.

➤ **Game Dynamics**

The game dynamics describes the behaviour of the mechanisms as they interact with player inputs and one another's outputs in real-time (Hunicke et al., 2004). This consists of the game asking the player to return at a specific time to complete the mission. Usually, in

addition to a fixed time, there is also an interval in which the player must reach the objective, and if they do not complete it, they will have to start from the beginning. Also, if they are playing against other opponents, the enemy team can take advantage of a spawn time limit to counterattack. Therefore, some game dynamics must be mentioned (Muangsrinoon & Boonbrahm, 2019).

- **Reward**

Rewards play a crucial role in motivating the player. Depending on the mission assigned, the prize will be more incredible. You can earn anything from characters to weapons to help you lead the game. This keeps the player wanting to play because they know they will get a good reward if they complete the mission.

- **Status**

The status allows other players to recognise the player with multiple badges as someone experienced and worth being on their team, as they will secure victory. People who play with that player want to be like him by striving to reach the same status in a few months.

- **Achievement**

There exist two types of people: those who take the games slowly and take it one step at a time, and those who do it in a few days to achieve a feat no one has achieved before. They are left with a lofty status that no one can surpass for long.

- **Competition**

People often want to compete to see who is better at a game, and if one wins, the other will be motivated to challenge and beat them again. Since the winner always gets satisfaction from demonstrating their performance within the game.

- **Game Aesthetics**

Wigdor and Wixon (2011) consider aesthetics as sensation, fantasy, and narrative, challenging the artwork and the goal of immersion in an environment that can induce the most committed players. So, game designers should consider whether the player will like the theme or the game's design because just as some games focus only on telling narratives, some are fighting games with no story behind them. Finally, these are the three fundamental elements of gamification. Hence, for the purpose of achieving the objectives, it is required to motivate the players by employing rewards that they will obtain according to the level they advance.

1.4. Gamification as a Motivation Resource

It is essential to motivate students to show interest in what they are learning, and there are several ways in which teachers can work to achieve this. Therefore, it is necessary to establish what motivation is. In a study carried out in 2020, Cazorla mentions that:

Two fundamental internal and external factors that obtain a significant benefit in learning with students in behaviour are to form a habit, store knowledge, and maintain a productive activity in every effort made since this satisfies their motivation. It is a process that promotes self-interest. Cazorla cited by (Alcivar, 2020, p.139).

Therefore, it can be established that motivation is a factor that allows the pupil to develop an interest in a subject. Still, if this motivation exists and the issue is not taught in a didactic way, most pupils will not be interested. This translates into a failure on the part of the teacher, as they oversee switching off motivation.

Additionally, motivation is also essential because it activates the brain. Mero mentions in her research that the brain generates knowledge- based processes, whereby external information provides a motivating stimulus (Mero. C et al., 2019, p.142). External information must be worked on through the educator, as the teacher shows a vital position in the development of the learner. For the educator to be able to motivate, they must consider the different methodologies and which of them can be adapted to extrinsic and intrinsic motivation. To conclude, a study by Guevara- Betancourt (2015) explains that meaningful learning can occur through inspiration together with materials appropriate to the subject matter of the learners' studies.

1.4.1. Extrinsic and Intrinsic Motivation

Both motivations must be considered to make learning meaningful because they complement each other. For this, it is necessary to establish the concept of extrinsic motivation. Serin (2018) states that it is a way to reinforce which can improve students' performance while they strive for learning. Therefore, a reward system can be set up for performing an activity in the classroom. In this way, the learner will associate that they will receive a reward if they complete the task. On the other hand, intrinsic motivation allows a person to do what they like to do without the need to receive any compensation. Thus, if a student's natural motivation is rewarded, significant learning can be obtained to help the student continue. Finally, a study by Andrade et al. (2021) showed that didactic strategies for learning English could be generated with good motivation and practical implications.

1.4.2. Motivational behaviours

Gamification motivates students, but it is necessary to establish the mechanics and dynamics that can result in intrinsic motivation for students. Therefore, Table 1 shows the dynamics discovered by Bunchball for six-game mechanics.

Figure 2

Game Elements.

Game mechanics	Game dynamics
Points	Reward
Levels	Status
Challenges	Achievement
Virtual goods and spaces	Self- expression
Leader boards	Competition
Gifts and charity	Altruism

Note: The figure illustrates the different game dynamics (Bunchball, 2010).

Thanks to the elements indicated in the table, students develop intrinsic motivation, in other words, a natural stimulant, because if leader boards are applied, they will always seek to be the first, so they will develop a competition that aims to win over others. Therefore, it can be deduced that gamification motivates students in two completely different ways. However, this favours the teacher and the institution as it will improve their status among other schools.

Bear in mind that within the class, there are different behaviours among the young people, some are extroverted, and some are not, so if you send everyone to do the same activity, some will find it boring and will not feel like doing it. Dale 2014 (cited in Garcia, 2017) establishes different types of motivational behaviours:

- **Express**

Creative people like to express themselves and show their creations to others, so they enjoy self-expression.

- **Compete**

Some learners like to compete, especially if there is a reward involved. Competition is healthy up to a point where it can lead to disputes between peers. An example of controlled competition is *Gamification*, which promotes competition but focuses on collaboration.

- **Explore**

Gamification has models where the participant must complete quests, puzzles, and games to move to another level. This must be done by exploring and collecting clues to get a reward. Therefore, people who enjoy learning through exploration are ideal.

- **Collaborate**

Playing alone to get your rewards and not sharing them with the team is very common, but some people enjoy sharing, and that is why they like to play in a group and usually complete the game in less time than alone. Thus, in gamification, there are missions that individuals have to complete unaided or in a group.

1.5. Information and communication technologies (ICT) Apps to Gamify an English Learning Process

The term ICT is an acronym that corresponds to “Information and communication technology”; thus, Ratheeswari (2018) states that “it refers to technologies that provide access to information through telecommunication”. ICTs help to enhance learning as teachers can adapt them to their classroom environment to suit individual needs; due to the online work the students were subjected to, several ICTs were implemented to enable them to continue studying virtually. Therefore, here are some applications that help to enhance the learning process.

➤ **Kahoot**

It is necessary to establish what Kahoot is. The online educational company Kahoot offers a free student answering platform similar to the popular quiz game Quizzo (Plump & LaRosa, 2017). Kahoot is an application that teachers use to test students' abilities through this game that has a set time for each question, and the player must choose one of the boxes to move on to the next one.

➤ **Edmodo**

It is a valuable tool that makes different things inside a classroom. The concepts of a social network are refined on the educational website Edmodo to adapt the to a teaching space (Cauley, 2014). Edmodo is a safe platform where students must complete tasks the teacher sends. Although it is digital, there is no bullying within it as the teacher monitors what is posted on it, so it is a helpful platform to work on as it also involves parents.

➤ **Classcraft**

It is a game that is considered an app. “It is a web tool that allows teachers to run a role-playing game in which their students play several characters, and that transforms how they experience teaching” (Mora Márquez & Camacho Torralbo, 2019, p.56). This game allows students to work in the classroom, in teams or alone. They can earn powers that will give them rewards in real life which motivates the student and makes them want to keep playing as they learn.

➤ **ClassDojo**

This is a different app that is considered an ICT. According to Guerrero (2019) ClassDojo “is a free-of-charge gamification tool that permits you to personalize avatars and store badges as a reward” (p.66). In addition, people can also work in teams and show what they have done through a portfolio in which you can also make class reports. ClassDojo is a simple-to-use application, so it is highly recommended within the educational environment.

➤ **Plickers**

Plickers is different from other ICT because this is not an application. In the words of Chng and Gurvitch (2018), it “is an online software that works like a

classroom response system, and it is free” (p. 20). This application makes it possible to recognise how students are doing in terms of their level of studies. Thanks to cards they have to scan to record their answer, the teacher will decide after checking whether they should advance or give feedback on the subject.

➤ **Minecraft: Education Edition**

The game’s educational edition is designed to make teaching in schools and classrooms more accessible and effective (Sajben et al., 2020). In Minecraft, people can create worlds where teachers can ask questions to pass a mission. This makes students play while they learn.

➤ **Nearpod**

The Nearpod application, a free web-based tool used as an alternative medium for teaching methodology, allows the teacher to show students the teaching material to be taught (Cordón-García, José A.; Gomez Diaz, 2010). In addition, it is a tool in which multimodal content can be incorporated to interact with students.

➤ **Genially**

González (2019) asserts that genially is considered an online platform which presents a variety of options that allow you to create interactive content by designing interactive content through the design of interactive content by designing animated and eye-catching presentations (p.528). Moreover, the different representations are designed as slides so that the learner actively interacts in the learning process. It is also considered an innovative resource that awakens interest in learning.

1.6. Genially in Educational Field

Genially, being a platform with several tools facilitates the work of the teacher, who only has to plan a lesson and find the desired design to deliver it, resulting in a classroom climate where learning is expected. This platform has several uses, so it is essential within the education system; for example, you can use it genially to teach the class and also to gamify and energize the class when teachers feel that their students lost interest in continuing to listen an excellent time to apply the use of genially. It can also be used to practice lessons and to plan and manage assignments.

It is necessary to highlight the studies where the platform has been used in education. Thus, in a survey carried out by Ponce and Ochoa (2021), they introduced the use of Genially within the educational environment, where it was found that it facilitates the teaching-learning process, giving rise to motivated students who, thanks to the technological tool, were able to develop new knowledge and skills in the classroom. In addition, this platform is helpful in the educational field because it adapts to any methodology and strategy, favouring educational innovation since students create their content, thus encouraging creativity and helping them to express themselves.

On the other hand, this tool facilitates the creation of content for teachers, allowing them to contribute something different to traditional presentations. The great thing is that interactive books can be created to help teach students. As can be seen, genially has many advantages for teaching, but certain disadvantages have caused teachers not to implement this tool in their classrooms.

1.6.1. Background

Genially was created in 2015 when its creators thought they needed something more to keep innovating in technology. Therefore, genially was created in Spain to make communication more interactive. As seen in the previous paragraph, genially is an online platform where interactive content can be created, and presentations can be chosen depending on the objective set for the class. Since genially is very easy to use, many students use it for their assignments. However, few teachers use it even though they know it can benefit students' motivation. Baena states that *Genially* comprises three main pillars: the users, the competition, and the vision of the partners (Baena, 2018). All these pillars are what keep Genially in the position it is in today.

1.6.2. Genially Learning Activities

Genially is used for a variety of activities in education. This application is used more by students than teachers, which means students often create presentations to present research topics in a didactic way. Teachers, however, can utilize it to create meaningful learning for their students. However, very few teachers use this application to aid their classes. They do not know that people who have used this tool have made significant progress in learning. Therefore, it can be deduced that genially is an essential tool in the educational field to motivate students.

In a study conducted by Azizah et al. (2021), it was found that the implementation of *Genially* in their classrooms reinforced oral skills by incorporating infographics. This enables students to understand and process the learning meaningfully by working visually and significantly. Therefore, the website is functional when teaching activities, as it allows for the creation of various didactic actions.

Furthermore, in another research conducted by Hermita et al. (2021), it was decided to implement *Genially* for primary school students. Several activities were applied, showing that the web was helpful for teachers, indicating that it genially changed the educational environment and made it more independent and motivating for them to learn. Finally, the teachers recommended different designs to continue applying this kind of activity using *Genially*.

There is a lot of research on using genially to create activities. Most of them show that it is an excellent application where you can create various activities that motivate the student because you develop activities and design them. Certain teachers ask about the students' tastes, so the activity's theme is based on the class's tastes. Consequently, it is a great and essential tool in education.

1.6.3. Advantages and Disadvantages of Genially

Genially is a digital platform that helps in the educational field, resulting in very positive aspects for students' motivation. However, many teachers do not want to implement this tool due to the time they must dedicate. As mentioned, it has more advantages than disadvantages, but it is valuable to understand them. Micolta (2014) describes the advantages and disadvantages of using this application.

On the one hand, there are advantages, and these are, this tool has many presentation formats, it also has many models that can be modified, and you can insert resources in the form of text, audio, videos, and maps, among others. In addition, it can be changed at any time, and you can get an html code to insert the presentation in another web space and share it with other people.

On the other hand, the advantages are few but sufficient to prevent this platform from being used in education. One of the main drawbacks is that several people cannot edit simultaneously. However, it is possible to work in shifts, with one person sharing the screen and the other suggesting changes, so this would not be a significant problem. There exists a paid version that does not allow access to all presentations. Even so, many productions are still not delivered and can be used. Another disadvantage is that the mobile version of this platform is distorted, it cannot be downloaded, and finally, if teachers or students do not have internet, they cannot use it. Nevertheless, you can continue to use the platform without problems, without downloading it, as it does not take up space and is only used on a website. Finally, if you don't have internet, the institutions have internet, and you can share Wi-Fi with the students and work together.

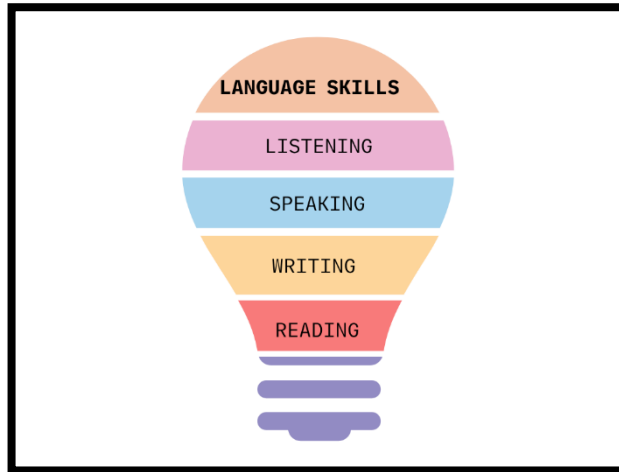
In conclusion, this platform is handy but time-consuming, especially because working with several people at the same time is impossible. Nevertheless, knowing that there are more advantages than disadvantages is essential. And this can be positive for the educational field as students love to work with this tool.

1.7. English language Reading Skill

A key talent is language. It is not a discipline that focuses on imparting information and educating the human mind, like science, psychology, math, etc. Language naturally belongs in the category of psychomotor skills because it is a skill. The ability to perform an action well might be a skill. People use skills like swimming and playing after they have learned them. Noushad says that understanding these concepts is a cognitive workout. Utilizing or carrying out these things is a skill (action) while thinking about them is an intellectual exercise” (Husain, 2015, p. 2). The following four sub-capabilities make up the complicated speed of language.

Figure 3

The four Skills. Self-authorship.



Bojovic (2010) characterizes reading as a problematic, deliberate, interactive, understanding, adaptable, and time-resource-intensive activity. Reading text is quick, so readers should keep the information flowing quickly enough to draw the connections and inferences essential to comprehension. Reading develops gradually because it is adaptable.

➤ **Reading Comprehension**

Pourhosein Gilakjani and Sabouri (2016) state that reading comprehension is reading, analyzing, and comprehending the text. It depends on two related skills like word reading and language comprehension. This occurs when words are not just language but also ideas and thoughts. When reading is comprehended, it is enjoyable, engaging, and enlightening. Success in life, work, and school depends on it.

➤ **Reading Skills**

Reading is one of the linguistic skills that students will study and practice to improve. It is vital to read in order to set methods like:

- **Scanning**

Reading fast while looking for specific information is known as scanning. People use scanning to find key terms to assess the text's significance.

- **Skimming**

Skimming makes it easier to decide whether to keep reading, what to read in-depth, and where to start. Before closely reading educational material, skimming can assist the reader in thinking about how the student might be able to build a reading objective.

- **Predicting**

Making a prediction aids the reader in determining why they are reading. Only by observing the title or image of the text will the reader anticipate what the text is about.

- **Inferring**

Reading between the lines is referred to as inferring. It comes to their findings, students must combine information from the text with prior knowledge.

- **Questioning**

Readers can pose questions before, during, and after reading. Readers can develop meaning, increase knowledge, find answers to problems, acquire information, and learn by asking themselves questions.

1.7.1. Genially to Enhance Reading Skill

Since this platform allows people to create different activities, it can be adapted to develop skills focused on the English language, such as listening skills, as teachers can insert audios and videos to teach, as well as speaking skills, as you can give instructions so they can repeat certain words or mix the skills to create meaningful learning. Once it is known that this tool can be used to develop skills, it is necessary to mention how genially it can help build reading skills.

Numerous findings have been conducted testing the tool to improve reading skills, and it has been found to improve reading skills. In a research conducted by Mejía et al., (2020), it was found that it is brilliantly feasible to enhance students' reading because it can be applied in three phases pre-reading, reading and post-reading, which means that in addition to motivating, and developing creativity and having better interaction, students learn unconsciously while playing.

In the same year, another research was carried out by Castellanos (2020) in which the pupils were tested, and most had low knowledge. They then designed different escape rooms based on films to attract the children's attention. Depending on the challenge, these games used inferential comprehension exercises of short and long texts. This platform was applied for five weeks, and the pupils could see significant progress. At the culmination of the five weeks, an ending test was carried out where it was evident that the reading comprehension level had increased significantly compared to the first test. Therefore, it can be deduced that gamification plays an essential role in the education system.

Rodríguez, in 2021, conducted a study where the platform was used to improve the reading comprehension of children in third grade because children are easily distracted, and the parents were always with them, resulting in an enhancement in reading comprehension owing to the use of colours and things that caught their attention. As a result, this platform can help not only young people but also children with the help of their parents.

One year later, Castillo (2022) researched the use of genially to improve reading and writing skills and found that with this tool, students could identify critical ideas, hold up details and other elements of reading while playing. That tool was successful not only in developing reading skills but also in writing skills. Given that, indeed, this platform can help students get hooked on reading and keep reading more often, as the task is not shown as if the students were reading a book in the game.

CHAPTER II: METHODOLOGY

This research was carried out in the Victor Manuel Guzman institution in Ibarra. Within this high school, second-year students corresponding to class B were considered, there being a total of twenty-four undergraduate students who will participate in this research.

2.1. Research approach and type of research

The current study is built on a mixed approach. According to Mertens (2013), mixed methods are an emerging methodology that promotes the systematic integration of quantitative and qualitative data within a single investigation or prolonged program inquiry. To understand better, it is necessary to clarify the quantitative method. Bhandari (2022) defines it as gathering and analyzing statistical data. It helps discover patterns and averages and generalizes results to larger populations. In addition, it is now necessary to clarify what the qualitative method consists of. In McLeod's words, the qualitative approach is collecting, analyzing, and elucidating data that is not numerical (McLeod, 2019), such as language, which can be used subjectively to perceive and make sense of their social reality.

Furthermore, this research employs mixed methods and uses a descriptive research approach. To better understand what descriptive research is, it is necessary to establish its definition. According to McCombes (2019), descriptive research describes a population, circumstance, or phenomenon accurately and methodically. In addition to relying on descriptive research, this investigation, combined with experimental research, has used the type of research that focuses on a one-shot case study design. In this design, a single case study sample group receives some treatment. Observations are compared with general expectations of how the situation would have appeared if the treatment had not been implemented to determine whether the adoption of the treatment resulted in a change in the group. There is no comparison or control group.

This study explored the teacher's techniques when teaching the English language and whether the proposed strategies were effective for students' learning. This study aimed to present interactive activities through the use of gamification based on the Genially platform for the improvement of reading proficiency. The researcher sought to collect data through deductive and inductive methods to apply gamification as a technique to help improve English language reading instruction. Bhat (2021) determines that, with this methodology, the researcher usually identifies respondent characteristics, assesses data patterns, makes comparisons, confirms the status quo, and performs research at various times.

2.2. Techniques and research instruments

Instruments of various kinds are used to measure essential variables. Sometimes, these methods can be mixed based on the researcher's preferences. These techniques can sometimes be combined according to the researcher's interest. Thus, the author

chose two instruments for this study and a method for collecting participant information. The first technique used by the author was a survey with the instrument of a validation chart. These instruments were chosen because it was necessary to ask the students about their perspectives on their learning. The questionnaire consisted of open-ended opinions where the scholars will give their beliefs about gamification and whether learning this technique would help them improve their reading skills. This instrument was applied to the students. Furthermore, the survey consisted of ten questions related to the topic of study. On the other hand, the technique used by the author was an interview. This technique was chosen because it is necessary to know the teachers' perspective towards the use of gamification and if this technique was effective in learning reading skills. This instrument was applied to the English teachers at Victor Manuel Guzman High School. Moreover, this interview consisted of six questions. It was a structured interview because the researcher formulated the questions beforehand, and no new questions were asked during the interview.

2.3. Research Questions

Considering this, the following questions served as the study's guiding principles:

- Can the Gamification technique improve reading skills?
- What are the students' perceptions of using gamification techniques for reading skills?

2.4. Operationalization Matrix

Table 1

Operationalization Matrix of variables.

Variables	Indicators	Data Collection Techniques	Information Sources
Gamification technique for the improvement	Training abilities	Survey Validation Chart	Academic Research Scientific Research
	Teaching methods		
	Educative environment Resources and sources		
Reading Skills	Students' involvement	Interview	Reviews Magazine articles Histories
	Interactions between students		
	Reading activities in English		

Note: This table shows the variables' operationalization matrix according to the investigation topic. The author

2.5. Participants

This study was conducted at a high school in Ibarra, Imbabura province. Victor Manuel High School has 1,000 students in total. The study included one class from the second year of high school and participants from the institution with an English proficiency level of A1 to A2. For convenience, non-probability sampling was adopted in this investigation. Non-probability, according to McCombes (2022), entails non-random selection based on comfort or other variables. Due to the fact that the sample includes twenty-four individuals who utilize technology and speak a suitable level of English for the study, it can be claimed that it was picked on purpose and for the researcher's convenience.

2.6. Investigation Procedure

The procedure begins with collecting theoretical data to support the formation of a trustworthy instrument. Instruments were created to collect qualitative and quantitative data. After being validated and accepted by two professors from the English Major at Universidad Técnica del Norte, the researcher developed each device. Interviews, surveys, and validation charts were applied to determine this research's importance. The interviews with the four teachers were conducted on paper, where educators wrote down their answers because they claimed they did not have time to discuss them. The teachers answered the questions in their second language and took three days to answer them; they answered six open-ended questions. On the other hand, the students answered ten questions in their mother tongue in the conducted forms, so they were sent a link and answered them for one day. Finally, they were sent a link to a structure in which the students had to choose how satisfied they were with using the platform and whether it was easy to use. It took them a whole day to answer the questions.

CHAPTER III: RESULTS AND DISCUSSION

3.1. Findings from teachers' interviews

Q1. Based on your experience, which methods or strategies do you typically use to develop reading skills?

- **Teacher A**

Let the students recognize the type of text they are going to read. They should also analyze the pictures, the title and other elements in the text. In addition, let them get an idea of the text from the reading title.

- **Teacher B**

The students read a specific text, and then I read with them so that they understand the pronunciation and ask if there are any doubts. Then they read again, and when they finish, they write down the text they read.

- **Teacher C**

I typically use guessing, predicting, making inferences, and visualizing methods to develop reading skills.

- **Teacher D**

I use skimming, scanning, extensive and intensive to develop reading skills in my students.

▪ **Analysis**

This question was asked to see what methods or strategies teachers use when teaching reading to students. It is observed that most of them use techniques corresponding to reading skills. They focus on making students recognize the type of text they will read by the pictures or the title. It is necessary to mention that these strategies are effective for reading development. However, they can be repetitive. Therefore, gamification combined with these strategies would help improve students' motivation. The study conducted by Rincon-Flores et al. (2022) showed that gamification helps promote participation and enhance the explanation of all learners. Thus, teachers should combine their strategies with different techniques, such as gamification.

Q2. Have you ever heard of gamification?

- **Teacher A**

Yes, I have heard about it.

- **Teacher B**

Yes, I have.

- **Teacher C**

Yes, I have a technique that uses games to develop and improve different skills.

- **Teacher D**

Yes, using games-based learning.

▪ **Analysis**

This question was necessary to find out if the teachers have an idea of what gamification is. All of them answered that they knew this technique; some knew it from other methodologies or techniques. The answers were optimistic because they knew how to work with it and what it consisted of. It is worth noting that this technique became popular during the pandemic and has been one of the most popular teaching techniques in the United States, while internationally, more than 70% use gamification (Boskamp, 2023). So teachers will know what the proposal consists of and how to apply it to their students to teach them to read.

Q3. May have you used gamification in your reading development techniques?

- **Teacher A**

Sometimes students get bored with what teachers want them to do because it is so monotonous, so I usually ask my students to work on the topic according to its natural context.

- **Teacher B**

Yes, I have used it, and it is a great technique to improve their reading skills.

- **Teacher C**

Not so far

- **Teacher D**

I haven't used gamification in reading skills, but I have used it in speaking skills.

▪ **Analysis**

This question was asked to determine whether teachers know about gamification and whether they have used it in their classes. Half of the teachers have not used this technique, as some try to focus on the natural context. One of the teachers indicated that they had not used it for this skill but for another skill, while the other teacher who has used it stated that it is an excellent technique to improve reading. In fact, in most of the research where gamification has been used to improve reading, it has been successful because the results have been compared, and the course that used this technique learned much more than the other class. For example, the study by Huertas (2021) determined that gamification to help improve students' reading is effective because it does help them with assignments. Therefore, it would be desirable for teachers to use this technique. However, most do not dare to do so because the school does not have the necessary resources to use the internet or projectors in class.

Q4. Can you tell me about your experience with gamification?

- **Teacher A**

I have had good experiences with this methodology because students enjoy what they learn when they are the protagonists of their learning.

- **Teacher B**

To use gamification, it is important to know how to use technology. I feel comfortable.

- **Teacher C**

I think it is a very useful and easy way to connect students with the topic.

- **Teacher D**

Positive experience since students have this kind of activity.

▪ **Analysis**

Most teachers have had a good experience using this technique, as they know that students like to be the protagonists of their learning, and what better way than using gamification to play while they are learning? They also consider this technique very useful as it helps connect with the topics to be taught because it motivates students to want to know, even more so if rewarded. Furthermore, a study conducted by Pokorny showed that teachers who had worked with gamification had an excellent experience and that it would be beneficial for them to include this technique in classroom management training for teachers (Pokorny, 2019).

Q5. Do you use platforms to improve the reading level of your students, such as Nearpod, Teams, Genially or Quizizz?

- **Teacher A**

From time to time, in most cases, students do not have the devices.

- **Teacher B**

Yes, I have used some often.

- **Teacher C**

I have used Quizizz and Kahoot

- **Teacher D**

In some cases, Quizizz, among others

▪ **Analysis**

This question is necessary because we need to know if teachers are familiar with the Genially platform. Most say they have used one of these platforms, but Quizizz and Kahoot stand out above the others. They are leaving aside the leading platform of this research. A study showed that the use of ICT in the educational system has become a

fundamental tool, so ICT should be promoted as students adequately receive these (Chaves-Montero et al., 2018). As can be seen, the platforms mentioned earlier are beneficial; however, the teachers left aside the leading platform of this research. So not knowing, the academic proposal will be well received when it comes to seeing all that can be done in Genially because this platform, combined with gamification, will help students to read better.

Q6. If you have used Genially, what is your opinion about this platform?

- **Teacher A**

For warm up it is ok, for lead in the class is fine.

- **Teacher B**

I haven't used this platform.

- **Teacher C**

I haven't used Genially.

- **Teacher D**

I haven't used Genially so far.

▪ **Analysis**

Most teachers are not familiar with the Genially platform, so it is necessary to teach them what this platform is and what it is for, as several things can be done on it that will help students to improve their level of English, such as games can be created for them to learn effectively through motivation. This platform uses interactive activities that encourage the learner to continue completing quests. In addition to the activities, they will find rewards that will make them meet the actions to find the reward for completing the mission. A study was conducted in 2021 where several teachers used Genially for an extended period. This platform is handy for teaching as it changes the educational environment as students feel more motivated, and several of these teachers combined gamification with Genially (Hermita et al., 2021). As a result, connecting media with technology makes the teaching process more effective.

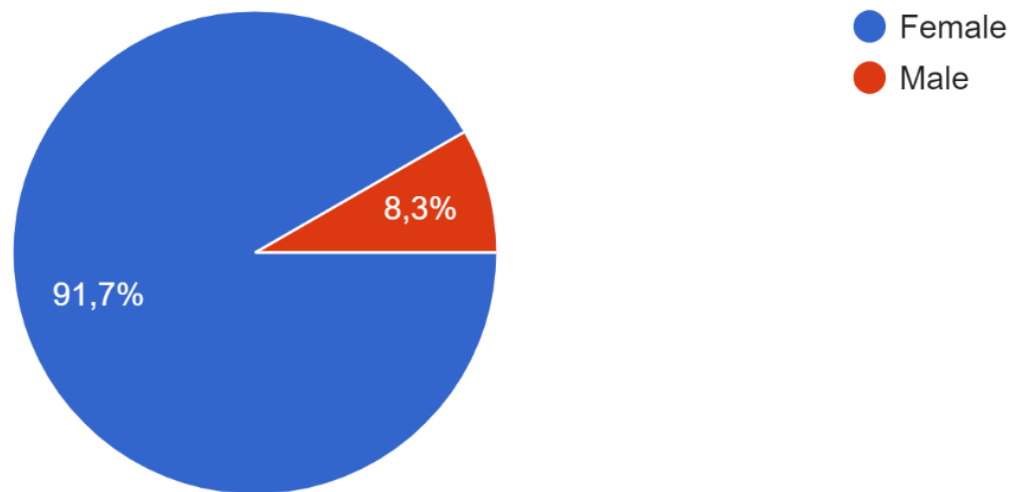
3.2. Survey results from students

Instructive queries

3.2.1. Gender of the interview participants among the pupils.

Figure 4

The participants' gender.

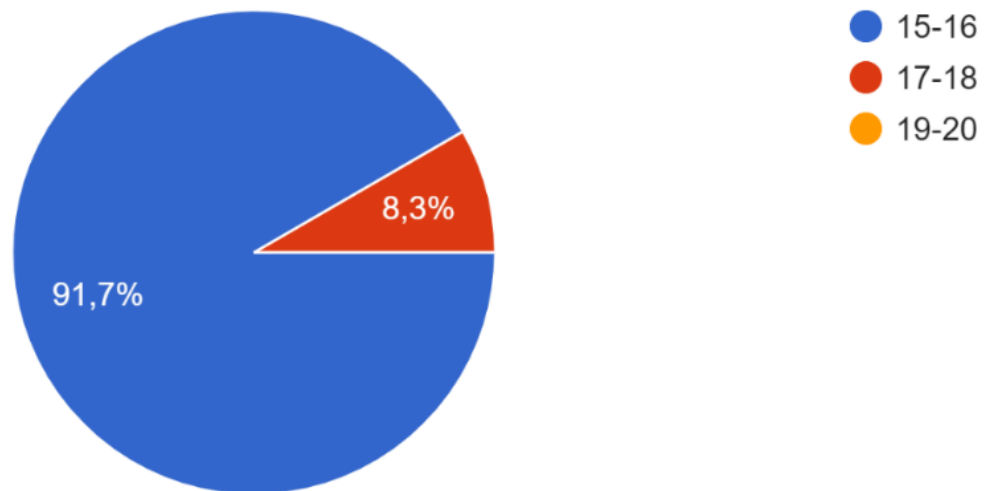


The gender range of the applicants varies, with more women than men. Studies have shown that men like to play more than a woman. In 2012, thanks to the entertainment software association, it was revealed that more than 80% of people who want to play games are men, and only 45% are women (Romrell, 2012). However, most of the population are women, so it will have to be seen how this might affect them.

3.2.2. Age of the survey participants, who were students.

Figure 5

Participants age

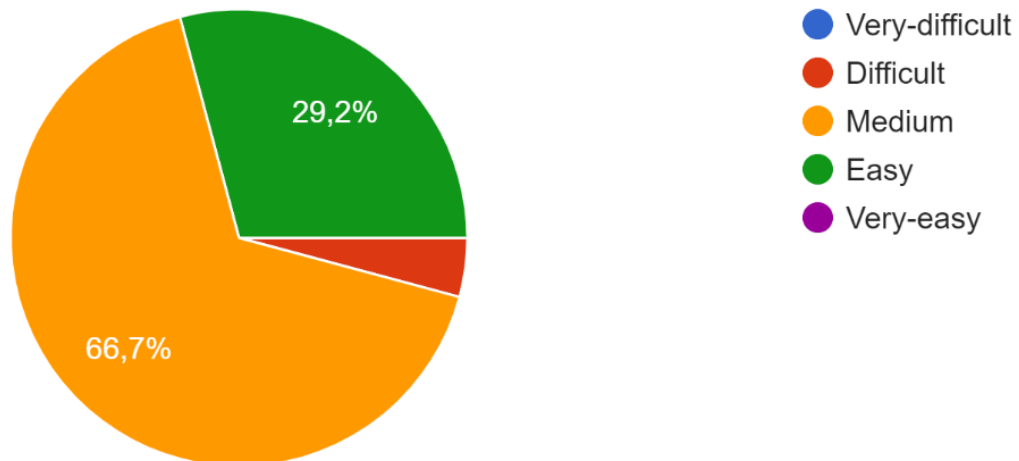


The participants' ages do not range widely, so their thoughts and reactions will align with what they learned during their school years. In a study conducted in the United States by Clement, it was shown that the age range in which people like to play video games is 18 to 34 years old, followed by 18 years old or younger (2022), which is the range of the population in this study. Therefore, there is an interest in games in this age range.

3.2.3. Analysis of students' perceptions towards their reading skills.

Figure 6

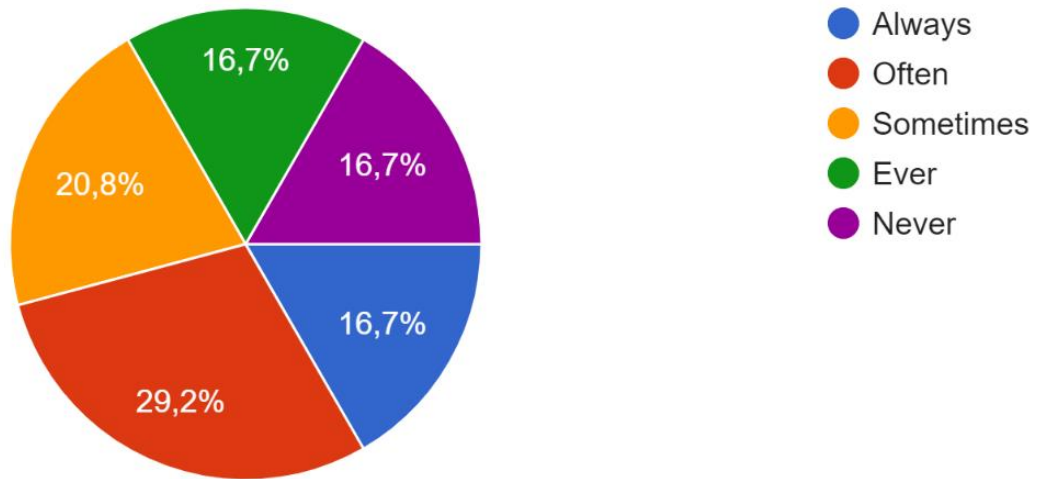
Difficulty in learning English



The chart displays the responses received in response to the first survey questions, which asked students about the challenges of learning English. The majority of pupils who responded indicated that it is challenging to learn English. Less than a quarter of the students polled believe that learning English is simple. A tiny percentage select the response that learning English is challenging. The vast majority of the students indicated that learning English is not easy. A study that regarded students of different ages expressed that they do not feel prepared to speak, write, or read English even though they have the motivation. They find it complicated to learn this language in a certain way. The students indicate that it is due to the methodologies used by the teacher (Díaz Mejía, 2014).

Figure 7

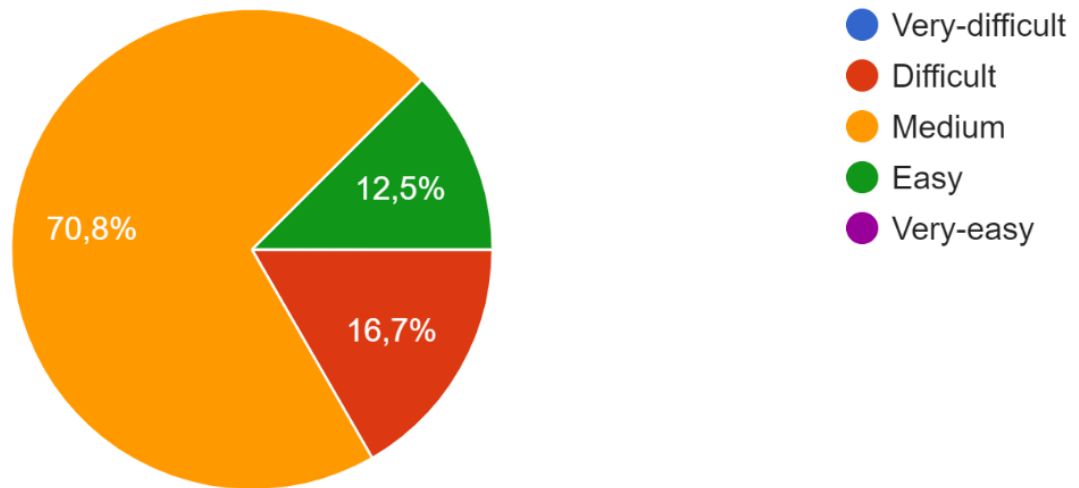
Use of innovative materials



The chart shows the responses obtained for the second query, which was about the innovative materials the teachers use. According to their reality, 26,1% of the students consider that their teacher rarely uses innovative materials. In addition, 21,7% believe that their teachers sometimes use innovative materials. However, 34,8% indicate that their teacher always uses innovative materials. The results show that only a quarter consider their teacher always using innovative materials. In a study conducted by Mantilla and Andrade (2020) that analyzed whether strategies would improve writing skills, it was observed that using complementary materials such as visual aids and realia, among others, could improve students' attention and minimize the use of L1 in class.

Figure 8

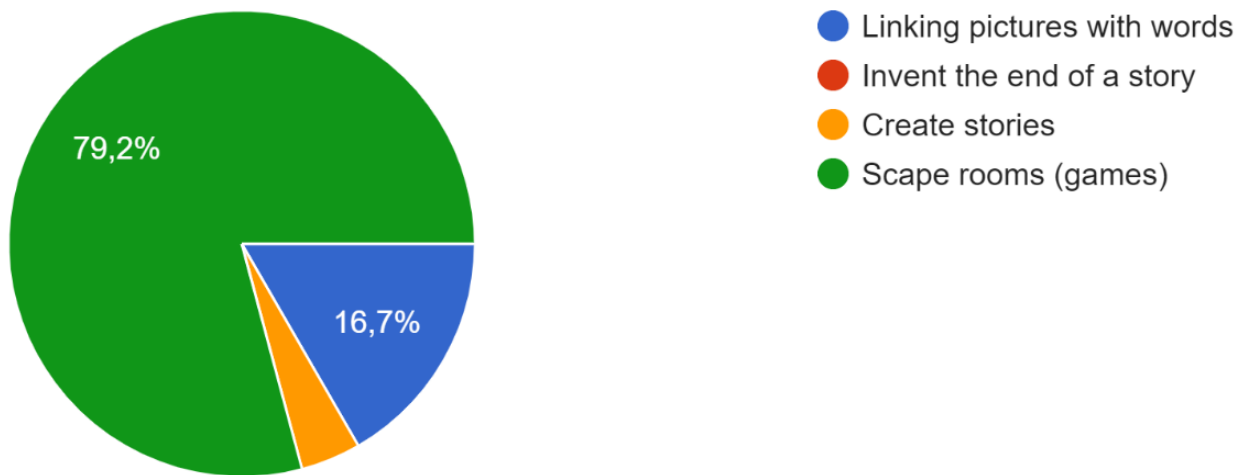
Difficulty in reading in English



The graph above shows the students' opinions about their difficulty reading. The vast majority of the contestants consider that reading is medium difficult for them. On the other hand, 17,4% believe the task is complex and just a little think reading easy. It has been shown that acquiring reading in a second language is complicated and that the main mistakes made are that students do not recognize errors such as omissions, substitutions, and mispronunciations (Abdulameer Mohammad & Hasbi, 2021). On the other hand, most learners can understand simple words but bit very advanced texts, so it is necessary to establish the meaning of words before starting to read a text.

Figure 9

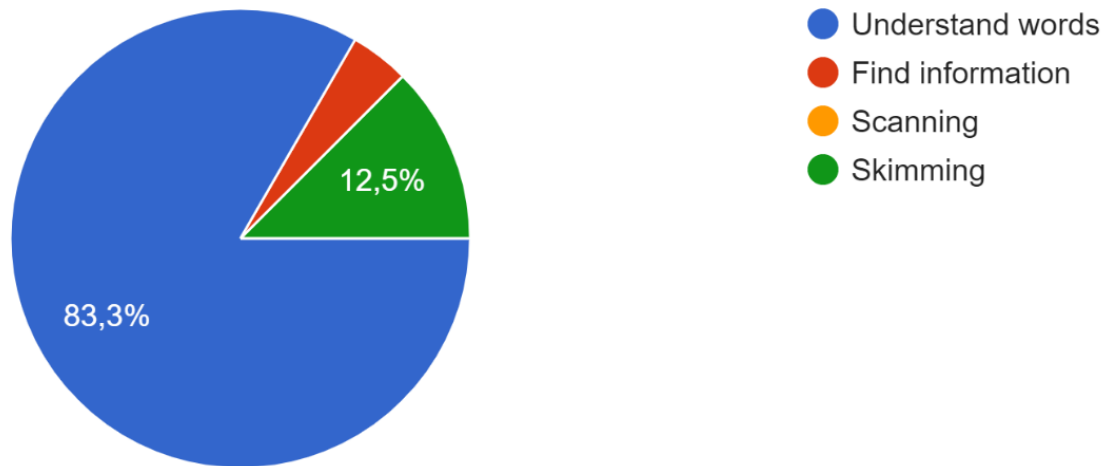
Preferences for easy reading



The pie chart presents the results regarding what they would like their teacher to use for reading activities. The results show that 78.3% of the participants wanted their teachers to use escape rooms to develop their reading skills. In contrast, 17,4% think the teacher should combine pictures with words. Only a tiny minority consider that creating stories is an activity to teach reading. Escape rooms effectively teach through gamification, so the students learn this way. Escape rooms are considered innovative, active, and collaborative; they can shape learning (Fotaris & Mastoras, 2019). Moreover, it helps students understand the value of problems from different perspectives, forces them to collaborate and encourages engagement and persistence on tasks.

Figure 10

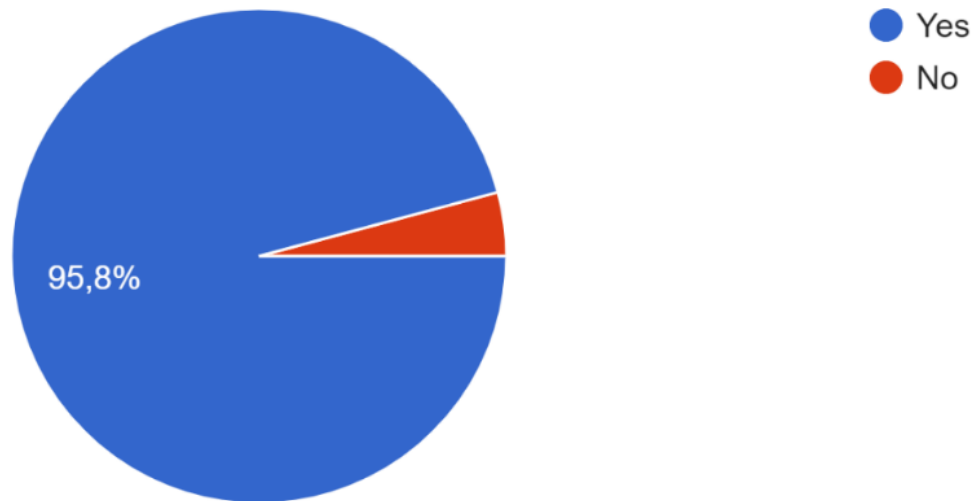
Strategies to improve reading.



This graph displays the student's responses to the question about the strategies that would benefit them in improving their reading skills. Most students consider that understanding words would help them upgrade their reading skills. 13% of the students believe that searching for information would allow them to improve their reading skills. Both options will help students in their reading, which is essential for reading in English. It should be noted that understanding words is important, so teachers should provide the vocabulary for the class. A study by Brooks et al. (2021) found that language should be taught inside and outside the classroom. In addition, they should be encouraged to expand and internalise their vocabulary, as this influences reading comprehension, fluency and overall reading skills.

Figure 11

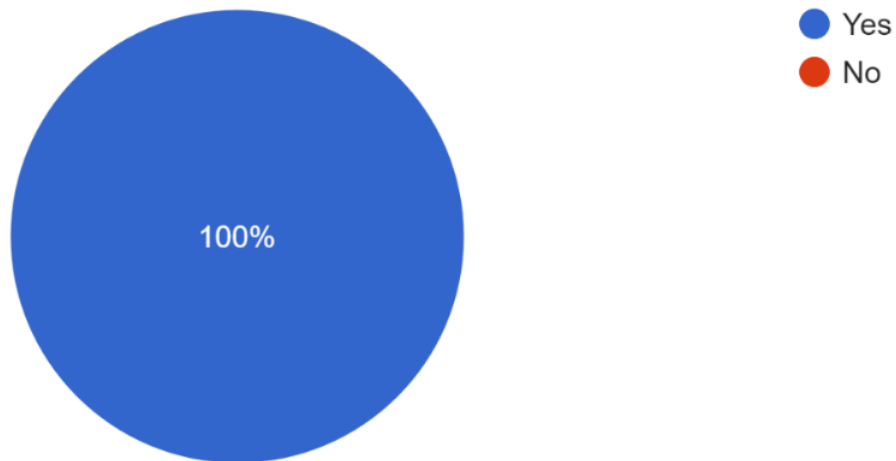
Games in reading improvement



Do you believe that games can help students improve their reading? The responses are represented in this pie chart. The outcomes were successful. Many are enthusiastic about using games to enhance their proficiency in English reading. One student indicates that rounds cannot help her improve their reading skills. So, it should be established that games are beneficial for the students as they include problem-solving, drilling and practice (Zirawaga, 2017). In addition, to motivate them, as mentioned in the theoretical framework, games encourage students so that they will want to continue learning in this way.

Figure 12

Improve English reading level.

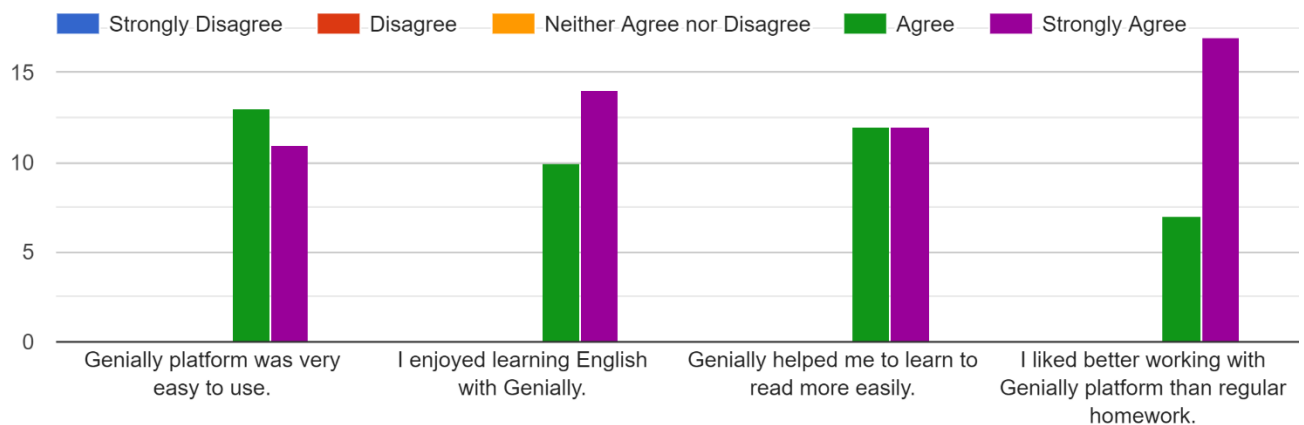


This graph displays the students' responses to questions regarding their interest in improving their reading level. All of them are interested in improving their reading skills. That means that 100% per cent of the students accept using games in their English group. It has been shown that students with good grades in reading skills are the ones who are most interested in further improvement as this relates to the ability to understand. One study by Rachman (2018) showed that several pupils are attracted to increasing their reading skills by using various techniques to help them learn better.

3.3. Results of the validation chart

Figure 13

Perceptions towards Genially



The results of this validation chart were obtained after using the Genially platform. The learners state that genially is an easy-to-use platform and enjoy learning English. Several noted that this platform helped them read easily. Finally, the students said they liked working with Genially more than the usual homework. Therefore, it can be assumed that if this platform continues to teach reading in English, good results will be obtained, as it is interactive, and students learn by playing.

3.4. Discussion

The results of both the surveys and the interviews were varied. Within these, some aspects can be highlighted: the techniques teachers use when teaching reading. Most of them use strategies such as skimming and scanning, among others. However, the students indicated that it is difficult for them to read in English, and the process they suggested would help them read skimming. They were able to state that this strategy can help them to improve their reading, and combined with gamification, it can help them to understand the meaning of words and identify words within texts.

Another aspect that can be highlighted is the use of gamification. Pupils say they want to learn to read through games, specifically escape room games. At the same time, teachers indicate that they have not used gamification to teach reading because they prefer to associate the topics with the natural context. However, as asserted by (Johnson et al., 2014), support for the gamification of education is growing among educators who understand that well-designed games may significantly increase students' productivity and creativity. Teachers in the interview acknowledged that monotony could be tiresome to teach, so gamification will be a good technique as it stimulates pupils to want to learn.

Furthermore, several studies have had positive results when using gamification. A survey by Abu and Baniabdelrahman (2020) shows two different effects in two groups.

The group that learned with the gamification technique obtained better results than the group that did not work with this technique. Another research to be highlighted is the interaction in English language learning through web 2.0 technologies, where favourable results were obtained by integrating these technologies with English language learning in all the different interactions concerning the teacher (Obando et al., 2017). Therefore, implementing this technique in the Victor Manuel Guzman school would be a good option as pupils would be motivated and obtain better results.

In addition, Gamification combined with the Genially platform has been successful because students can play in escape rooms where they choose their characters. A study by Jiménez et al. (2020) indicates that it was a high motivation for the pupils as it permitted them to enjoy learning and perform with their peers using escape rooms in the Genially platform. As can be seen, the combination of both can be effective, but most of the teachers are not familiar with the platform because they have not explored the different platforms. In the interview, teachers indicated that they use digital media for some tasks but have not used them Genially and do not know how to use them. So, it should be taught that this platform has different contents that would benefit teaching.

Thus, pupils stress that their teacher does not always use innovative materials, such as songs, games, drawings, etc. However, a study by Torrano-Guillamón et al. (2019) indicates that it is essential for the teacher to consider the pupil's level, interests, and motivations to adopt a technique that can be used with the majority of students. For this reason, students were given the option to choose what strategies they would like their teacher to use when teaching reading skills, and most of them indicated that they would like games. Therefore, it can be seen that varying the materials can benefit the pupils.

To conclude, the academic proposal called “Improving reading skills based on Gamification by using Genially platform” is a guide that will help teachers motivate their students to read in English by teaching them new vocabulary. In addition to teaching vocabulary, the focus has strategies that will benefit students with rewards that will keep them interested in knowing what kind of rewards they will receive if they continue to progress. The academic proposal is essential as it mixes techniques with strategies to create a good atmosphere while learning in a didactic way.

CHAPTER IV: ACADEMIC PROPOSAL

“Improving reading skills based on Gamification by using Genially platform.”

4.1. Rationale

This proposal has arisen with the idea of providing motivating English learning activities to show that learning English as a foreign language is not as dull as it seems and that they can learn it through interactive games and achieve the same intention. Moreover, applying this technique is significant because most learners are digital natives and know how to use a computer or a mobile phone. This makes it easier for teachers to have enjoyable and motivating classes because this technique has rewards that will motivate the student to want to continue learning.

Sometimes traditional methods are not so practical for teaching because they are always based on the same concepts, learning new vocabulary, and repeating the same thing repeatedly. Students end up losing interest in what they are doing. In addition, it is necessary to highlight that previous research has revealed how important it is to apply techniques or strategies to improve skills.

Gamification is an important technique that has gradually become more widely known, as many teachers prefer to use gamification in combination with the traditional method. As a result, gamification can improve reading skills, as the researcher found good results with the Genially platform. A study conducted by Li and Chu (2021) claims that gamification effectively enhances students' reading skills, as the research showed that most students had improved their reading speed, expanded their vocabulary and understood the text better, using the most effective platforms to achieve this.

Finally, it should be noted that this proposal has been developed to provide teachers with existing techniques based on gamification strategies on the genially platform where the student can choose their character and continue to progress as planned with a system of rewards and challenges as they progress.

4.2. Theoretical Foundation

Gamification is a proper technique that helps learners feel comfortable using the language. So, it can be interpreted that higher education frequently employs gamification strategies to increase student enrollment engagement and drive in a learning task (Alomari et al., 2019). However, they can also work for school students. Most of the research on which this research has been based has been carried out in schools where this technique has obtained excellent results in reading skills.

Gamification is the key to developing good learning. Studies have shown that the brain works in harmony with gamification because it secretes dopamine, which makes the learner motivated and enjoyable (Buljan, 2021). How does Gamification relate to psychology? Firstly, it is connected to people on an emotional level because emotions can create an emotional connection between content and learners. Secondly, once emotions are

connected, the hippocampus starts working. It is necessary to establish that the hippocampus is part of the brain with a significant role in learning and memory (Anand & Dhikav, 2012, p.1). As gamification stimulates the hippocampal memory, the students can retain better what they have learned during classes. Finally, playing games keeps students' brains healthy, as games encourage neuroplasticity, which is the ability to respond to stimuli and develop new connections. In summary, gamification is crucial to the learning process.

In addition, this technique has elements and strategies that can help teachers develop a smooth English class, as they can choose from the different types of gamification. For example, depending on the game, people get points in different ways, e.g. in League of Legends (LOL), people can earn points if they help a teammate, while in Genshin, players get points if they complete quests. The more players realise they have a better chance of winning and are motivated to keep playing. Another example is badges. Collecting them in different games is essential for players because it shows their status, i.e. whether they are good at playing.

Moreover, this technique cannot work alone. It needs a platform to be complete. For this reason, genially is an excellent platform to develop the purpose. Genially, being a platform with several tools facilitates the work of the teacher, who only has to plan a lesson and find the desired design to deliver it, resulting in a classroom climate where learning is expected. This platform has several uses which is essential within the education system. For example, you can use it genially to teach the class and gamify and energize the class when teachers feel that their students lose interest in continuing to listen. This is an excellent time to apply the use of genially. It can also be used to practice lessons and to plan and manage assignments.

The usage of this strategy aims to raise schoolchildren's reading proficiency to the B1 level recommended by the Common European Framework for the use and production of English as a foreign language. In order for students to meet the criteria expected of English language learners' teachers must follow the curriculum established by the Ministry of Education, with ground-breaking approaches that simplify the achievement process, enabling pupils to reach the standards obligatory of English language learners. Therefore, the proposed activities are based on the English modules the Ministry of Education created so that these activities can be used nationally.

4.3. Objectives

General Objective

Improve Reading Skills by implementing Gamification using Genially platform in English classes.

Specific Objectives

- Choose the appropriate strategies to execute on the Genially platform to improve the reading level.
- Design interactive activities based on Genially platform using Gamification to improve reading skills.

4.4. Guide and platform game



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UNIT 1

GO
LEARNING!



An illustration of a young girl with long brown hair and glasses, wearing a light purple shirt. She is positioned in the upper right corner of the page, appearing to be part of the dragonfly illustration. The dragonfly is large and green, with its wings spread across the top and sides of the page. The background is a light pinkish-white with some faint, darker spots.

OBJETIVE FOR STUDENTS


GENERAL OBJECTIVE

- Create a game using the vocabulary learned in this lesson.


SPECIFIC OBJECTIVE

- Construct their knowledge by playing their own game.


CONTEXT	Language through the Arts.
ACTIVITY	Match the images with their correct names.
TIME	10 minutes
PROCEDURES	
<ul style="list-style-type: none"> ✓ The teacher introduces the vocabulary associated with the ministry module. The link for the language can be found in the section below. ✓ The teacher explains each of the words. ✓ The teacher will ask questions about the vocabulary to verify its understanding. ✓ Once the students have learned the new vocabulary, the teacher will share the game with them. ✓ The teacher shares the link with the students. (Look for the link called link to the activity) ✓ Before starting, the teacher has to explain how the game works and how much time they have to solve the activity. ✓ The students will find images related to the vocabulary and label every image by selecting the corresponding word. 	
ACTIVITY FOR	<ul style="list-style-type: none"> ● Students must recognize new words related to art. (Presentation)
LINK TO THE PRESENTATION AND ACTIVITY	<p>Link to the presentation: https://acortar.link/aaxByx</p> <p>Link to the activity: https://acortar.link/aaxByx</p>

ENGLISH MODULE	Extension for the activities of lesson C, page 22. English Pedagogical Module. Ministerio de Educacion.
LESSON	A
LESSON STAGE	PRACTICE
APP TO BE USED	<p style="text-align: center;">GENIALLY</p>  <p style="text-align: center;">genially</p>
STRATEGY	Competition
LANGUAGE	<p>Reading</p> <p>Hi, I am Elian, and I am an artist. My job is to create art by drawing, painting, and sculpting. I use watercolours, paintbrushes, clay, and carving tools to make my artwork. I think about colours, shapes, and lines as I work. Sometimes I make my art look like sculptures of people I know or things I can see, like animals or flowers. Other times I come up with ideas like impressionism.</p>

CONTEXT	Language through the Arts.
ACTIVITY	Read the text and underline the previous words.
TIME	5 minutes
PROCEDURES	
<ul style="list-style-type: none"> ✓ After learning the new vocabulary, the teacher will share the reading with the students. (Open the link that is in the section below). ✓ Before starting, the teacher has to explain what they have to do and how much time they have to solve the activity. ✓ The students follow the link. ✓ They will find a reading related to art. ✓ The students must identify and underline the words they already know in the text. 	
ACTIVITY FOR	<ul style="list-style-type: none"> ● Students must read a text related to art that involves the new vocabulary learned. (Practice)
LINK TO THE ACTIVITY	https://acortar.link/aaxByx

ENGLISH MODULE	Extension for the activities of lesson C, page 22. English Pedagogical Module. Ministerio de Educacion.
LESSON	A
LESSON STAGE	PRACTICE
APP TO BE USED	<p>GENIALLY</p>  <p>genially</p>
STRATEGY	Competition
LANGUAGE	<p>Questions</p> <ul style="list-style-type: none"> ♣ What tools does Elian use? ♣ What is Elian's profession? ♣ What kind of ideas does Elian have?

CONTEXT	Language through the Arts.
ACTIVITY	Complete the maze
TIME	5 minutes
PROCEDURES	
<ul style="list-style-type: none"> ✓ After reading the text and identifying words, the teacher will share the game with the students. (Share the link that is in the section below). ✓ Before starting, the teacher has to explain what they have to do in the activity and how much time they have. ✓ The students follow the link. ✓ They will find a maze which they have to complete. ✓ There will be three levels. ✓ They have to read the questions and move the character to the correct answer. 	
ACTIVITY FOR	<ul style="list-style-type: none"> ● Seek if the reading has been understood correctly. (Practice)
LINK TO THE ACTIVITY	https://acortar.link/aaxByx

ENGLISH MODULE	Extension for the activities of lesson C, page 22. English Pedagogical Module. Ministerio de Educacion.
LESSON	A
LESSON STAGE	PRODUCTION
APP TO BE USED	GENIALLY  genially
STRATEGY	Competition

CONTEXT	Language through the Arts.
ACTIVITY	Make a craft
TIME	20 minutes
PROCEDURES	
<ul style="list-style-type: none"> ✓ After completing the practice stage, the teacher will explain what the craft will consist of. ✓ Students will have to bring it to the next class. ✓ The students have to create a game in which they have to draw in foam the vocabulary learned in this lesson. ✓ They have to create the name of the game and their rules. ✓ They must explain the game's components and challenge their partners to complete their matches. 	
ACTIVITY FOR	<ul style="list-style-type: none"> ● Internalize the vocabulary and compete for who made the best game in the class.
LINK TO THE ACTIVITY	https://acortar.link/aaxByx

The background features a watercolor-style illustration of a girl with long brown hair and glasses, wearing a white shirt. She is positioned in the center, with her hands raised in a gesture. The background is composed of soft, blended watercolor washes in shades of green, orange, and brown, with white leaf-like shapes scattered throughout. The text is overlaid on the girl's face and chest.

UNIT 2
READ
WITH ME!

OBJECTIVES FOR STUDENTS




GENERAL OBJECTIVE


- Compose a story using the vocabulary learned in this lesson.

SPECIFIC OBJECTIVE


- Defend their story by reading in front of the class.

ENGLISH MODULE	Extension for the activities of English Pedagogical Module 3. Ministerio de Educacion.
LESSON	B
LESSON STAGE	PRESENTATION
APP TO BE USED	<p>GENIALLY</p>  <p>genially</p>
STRATEGY	Providing rewards
LANGUAGE	<p>Vocabulary</p> <ul style="list-style-type: none"> - Travel - Roam - Move - Journey - Step


CONTEXT	Why should we travel?
ACTIVITY	Froggy Jumps
TIME	10 minutes
PROCEDURES	
<ul style="list-style-type: none"> ✓ The teacher introduces the vocabulary associated with the ministry module. (Open the link in the section below, called "link for the presentation"). ✓ The teacher explains each of the words. ✓ The teacher asks questions about the vocabulary to verify if it is understood. ✓ After learning the new vocabulary, the teacher will share the link with the pupils. (Share the link that is in the section below, called "link for the activity") ✓ Before starting, the teacher has to explain how the game works. ✓ The students have to follow the link. ✓ They will find images related to the vocabulary, and they will label every image by selecting the corresponding word. 	
ACTIVITY FOR	<ul style="list-style-type: none"> ● Seek if the vocabulary was understood (Presentation)
LINK TO THE PRESENTATION AND ACTIVITY	<p>Link for the presentation: https://acortar.link/a5RlwV</p> <p>Link for the activity: https://acortar.link/GijJDY</p>

ENGLISH MODULE	Extension for the activities of English Pedagogical Module 3. Ministerio de Educacion.
LESSON	B
LESSON STAGE	PRACTICE
APP TO BE USED	GENIALLY  genially
STRATEGY	Providing rewards
LANGUAGE	Vocabulary <ul style="list-style-type: none"> ● Travel ● Roam ● Move ● Step ● Fly

CONTEXT	Why should we travel?
ACTIVITY	Unjumble the sentences
TIME	15 minutes
PROCEDURES	
<ul style="list-style-type: none"> ✓ After the teacher introduces the words, the students will play a word search game. (Open the link that is in the section below). ✓ The teacher explains what the students have to do in this activity. Which is to find the words in the soup. ✓ Once they have finished looking up the words, they have to tell the teacher that they have finished. ✓ Then, the teacher has to send them to draw a picture for each word. 	
ACTIVITY FOR	<ul style="list-style-type: none"> ● Seek if the presentation was understood
LINK TO THE ACTIVITY	https://acortar.link/GjjJDY

ENGLISH MODULE	Extension for the activities of English Pedagogical Module 3. Ministerio de Educacion.
LESSON	B
LESSON STAGE	PRACTICE
APP TO BE USED	<p style="text-align: center;">GENIALLY</p>  <p style="text-align: center;">genially</p>
STRATEGY	Providing rewards
LANGUAGE	<p>Vocabulary</p> <ul style="list-style-type: none"> ● I travel to Tulcán every weekend. ● I roam the whole market to find what I want. ● I move from one place to another. ● My grandma can only take one step. ● My sister likes to fly every month.

CONTEXT	Why should we travel?
ACTIVITY	Unjumble the sentences
TIME	15 minutes
PROCEDURES	<ul style="list-style-type: none"> ✓ After identifying words, the teacher will share the game with the students. ✓ Before starting, the teacher must explain what they must do in the activity. ✓ The students have to follow the link. ✓ They will find a game called Unjumble in which they have to order the sentences. ✓ There will be five levels where they will have to put the words in order to form a sentence.
ACTIVITY FOR	<ul style="list-style-type: none"> • Verify if the presentation was understood (Practice)
LINK TO THE ACTIVITY	https://acortar.link/GjjJDY

ENGLISH MODULE	Extension for the activities of English Pedagogical Module 3 for sophomore students. Ministerio de Educacion.
LESSON	B
LESSON STAGE	PRODUCTION
APP TO BE USED	<p>GENIALLY</p>  <p>genially</p>
STRATEGY	Providing rewards
LANGUAGE	<p>Vocabulary</p> <p>Language through the Arts</p> <ul style="list-style-type: none"> - Sculpture - Paintbrush - Clay - Impressionism - Watercolour - Carving

CONTEXT	Why should we travel?
ACTIVITY	Create a story
TIME	1 minute per student
PROCEDURES	
<ul style="list-style-type: none"> ✓ The teacher is going to explain the activity in which they have to create a story using the vocabulary learned during this lesson. ✓ After that, they have to create characters to read their story. ✓ The students have to create a story. ✓ They have to make crafts. ✓ They have to read their story. ✓ The best three stories will win a special prize. 	
ACTIVITY FOR	<ul style="list-style-type: none"> ● Construct a story in order to see if they understood the vocabulary and practice reading. Providing rewards to the best three stories.
LINK TO THE ACTIVITY	https://acortar.link/GijJDY

An illustration of a young girl with long, straight brown hair and round glasses. She is wearing a light purple or lavender short-sleeved shirt. She has a friendly expression and is waving her right hand. The background is a soft, painterly style with warm orange and yellow tones, accented with blue and purple watercolor-like splashes.

UNIT 3


LET'S PRACTICE!




OBJECTIVE FOR STUDENTS

GENERAL OBJECTIVE


- Create a craft to practice the vocabulary learnt. Also, read a paragraph using the words about the weather.

ENGLISH MODULE	Extension for the activities of English Pedagogical Module 3 of Seniors Students. Ministerio de Educacion.
LESSON	C
LESSON STAGE	PRESENTATION
APP TO BE USED	<p>GENIALLY</p>  <p>genially</p>
STRATEGY	Achievement
LANGUAGE	<p>Vocabulary</p> <ul style="list-style-type: none"> - Rain - Pressure - Dry - Overcast - Tornado - Sunset - Cloudy - Warm - Storm - Muggy - Smog - Blizzard - Cold


CONTEXT	How is our planet doing?
ACTIVITY	Learning Vocabulary
TIME	10 minutes
PROCEDURES	
<ul style="list-style-type: none"> ✓ The teacher introduces the vocabulary associated with the ministry module. (Please, open the link in the section below called "link for the presentation"). ✓ The teacher explains each of the words. ✓ The teacher asks questions about the vocabulary to verify if it is understood. ✓ After learning the new vocabulary, the teacher will share the game with the pupils. (Please, open the "link for the activity"). ✓ Before starting, the teacher has to explain how the game works. ✓ The students have to follow the link. ✓ They will find images related to the vocabulary and must match the pictures with the correct word. 	
ACTIVITY FOR	<ul style="list-style-type: none"> ● Seek if the vocabulary has been understood correctly.
LINK TO THE PRESENTATION AND ACTIVITY	<p>Link for the presentation: https://acortar.link/wngvZt</p> <p>Link for the activity: https://acortar.link/wngvZt</p>

ENGLISH MODLE	Extension for the activities of English Pedagogical Module 3 of Seniors Students. Ministerio de Educacion.
LESSON	C
LESSON STAGE	PRACTICE
APP TO BE USED	<p>GENIALLY</p>  <p>genially</p>
STRATEGY	Achievement
LANGUAGE	<p>Today we expect rain in the cities of Ibarra, Tulcan and Cuenca. Don't forget to bring an umbrella as it will be cloudy and freezing all week. However, in the coastal region, it will be very hot and droughts all over the area. Try to bring water everywhere you go. On the other hand, in Quito, there will be a blizzard and overcast so it is recommended not to go out of your houses. This is all for the weather section.</p>

CONTEXT	How is our planet doing?
ACTIVITY	TV presenter
TIME	1 minute per student
PROCEDURES	
<ul style="list-style-type: none"> ✓ The teacher has to open the link below. ✓ The teacher explains that they have a certain amount of time to read the text. ✓ Once the text has been read, the students should review the pronunciation of the text. ✓ Then, they take on the role of the presenter and explain the weather in Ecuador. ✓ Once the presentation is finished, the student must ask for the secret word that the teacher must give them in order to move on to the next stage. ✓ Students have to read the text. ✓ They have to check their pronunciation. ✓ They will act as presenters in front of the rest of the class. 	
ACTIVITY FOR	<ul style="list-style-type: none"> ● Improve their reading involving specific vocabulary.
LINK TO THE ACTIVITY	https://acortar.link/wngvZt

ENGLISH MODULE	Extension for the activities of English Pedagogical Module 3 of Seniors Students. Ministerio de Educacion.
LESSON	C
LESSON STAGE	PRACTICE
APP TO BE USED	<p>GENIALLY</p>  <p>genially</p>
STRATEGY	Achievement
LANGUAGE	<p>Vocabulary</p> <ul style="list-style-type: none"> - Rain - Pressure - Dry - Overcast - Tomado - Sunset - Cloudy - Warm - Storm - Muggy - Smog - Blizzard - Cold

CONTEXT	How is our planet doing?
ACTIVITY	Whack-a-mole
TIME	5 minutes
PROCEDURES	<ul style="list-style-type: none"> ✓ The teacher has to share the link below. ✓ The teacher explains what the game consists of. ✓ The students will have to hit the correct mole. ✓ There will be some moles with misspelt words which they should not hit. ✓ Students will have 5 minutes to complete the game. ✓ They will complete the game by choosing the correct words.
ACTIVITY FOR	<ul style="list-style-type: none"> • Check the vocabulary.
PRODUCTION	<ul style="list-style-type: none"> • Whack-a- mole game
LINK TO THE ACTIVITY	https://acortar.link/wngvZt

ENGLISH MODULE	Extension for the activities of English Pedagogical Module 3 of Seniors Students. Ministerio de Educacion.
LESSON	C
LESSON STAGE	PRODUCTION
APP TO BE USED	 GENIALLY genially
STRATEGY	Achievement

CONTEXT	How is our planet doing?
ACTIVITY	Create a map specifying the vocabulary of the lesson.
TIME	30 minutes
PROCEDURES	
<ul style="list-style-type: none"> ✓ The teacher will ask them to create a map of the world on a poster board specifying the vocabulary they have learnt on the different continents. ✓ Then they will have to write a paragraph about these countries and present it as a TV presenter. ✓ When they finish presenting the weather, the teacher will give them the secret code to open the box. They do this to achieve the last unit. 	
ACTIVITY FOR	<ul style="list-style-type: none"> • Check the vocabulary and achieve the goal of the last unit.
LINK TO THE ACTIVITY	https://acortar.link/wngvZt

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

The following chapter presents the conclusions and recommendations from the previously developed chapters.

5.1. Conclusions

Reading is a difficult language skill to be developed. Therefore, teachers must focus on applying up-to-date procedures and tactics to create valuable and innovative materials to provide opportunities for language learners to practice and internalize what they have learned. Using gamification can be an effective strategy for improving students' reading skills. Using game elements and interactive tools can make reading activities more engaging and motivating for students, leading to improved reading skills and comprehension.

The survey results show that teachers and students receive innovative activities, such as games, well received. Technology is widely used these days. Thus, the integration of technological devices in the educational environment is what the people involved in this process are looking for. However, the identified problem through research was that teachers are unfamiliar with websites designed to create interactive materials for language learning, nor with the methodologies and tactics associated with such tools.

The online platform and the guide, presented as the academic proposal, were seen by teachers as a positive way of learning a foreign language. This guide offers games and activities to develop reading comprehension as an extension of the activities found in the Ecuadorian English education module. This website shows the steps a teacher should follow to generate an interactive game for an English class. The virtual guide called "Improving reading skills based on Gamification using Genially platform" was socialized to the English teachers at Victor Manuel Guzman and had three kinds of impacts: tremendous social impact, excellent technological implications, and perfect academic impact.

5.2. Recommendations

The tactics of the gamification process can be applied to English lessons to encourage student collaboration and language use. To better understand how this can be done, instructors and learners can use guides and online platforms to find specific information on how it can be used with language learners. Furthermore, incorporate game elements into reading activities. Adding game components such as points, badges, and leader boards to reading activities can make them more engaging and motivate students to read more. As the academic proposal, teachers could create reading challenges where students earn points for reading books and compete against each other.

Teachers need to be constantly informed about existing teaching practices to ensure second language acquisition and use. For this to be feasible, teachers must be aware that they are the ones closest to the truth, that is, who know the teaching-learning context regarding students' learning styles and the applicability of determined classroom activities. Using interactive reading tools, such as genially platform combined with reading, can make reading more interactive and fun for students. These tools can include features such

as animations, videos and quizzes, which can help students better understand the content and improve their reading comprehension.

Providing teachers and students with sufficient material to solve and improve learning problems is essential. Learning to use technological material should be remembered as a meaningful way to develop new skills. In this way, English teachers could discover new tactics to use in their classes. Creating a collaborative and social learning environment is essential, as gamification promotes student collaboration and social learning.

Games are very well-received tools by the students; they showed great interest in using didactic materials in English lessons. Therefore, teachers should consider what the students like, adapting their plans to the demonstrated needs of the students, especially in English classes. In these situations, the guides and web pages presented in this plan can change the game's rules by employing new procedures and tactics. This platform's application can bring positive results in each student's language learning.

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APPENDIX



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 24 de noviembre de 2022

Dra.

Sandra Guevara Betancourt

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto “Gamification Technique for the Improvement of Reading Skills in Sophomore students at Victor Manuel Guzman”. Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Allison Calderón

C.C.: 092458632-4



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS

Interview for teachers

INTERVIEW

Theme: Gamification Technique for the Improvement of Reading Skills in Sophomore Students at Victor Manuel Guzman High School, academic period 2022-2023

Objective: Collect information from teachers' perception towards the use of Gamification technique when reading English.

1. Based on your experience, which methods/strategies do you typically use to develop reading skills?

.....

2. May have you used gamification in your gamification in your reading development techniques?

.....

3. Have you ever heard of gamification?

.....

4. Can you tell me about your experience with gamification?

.....

5. Do you use platforms to improve the reading level of your students, such as Nearpod, Teams, Genially or Quizizz?

.....

6. If you have used Genially, what is your opinion about this platform?

.....



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....
.....
.....



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS

Survey for students

Theme: Gamification Technique for the Improvement of Reading Skills in Sophomore Students at Victor Manuel Guzman High School, academic period 2022-2023

Objective: Obtain relevant information about gamification technique based on genially program to improve reading skills.

SURVEY

1. Please, indicate your gender.

- Female
- Male

2. Choose your age.

- 15-16
- 17-18
- 19-20

3. Do you think English is difficult for you to learn?

- Very difficult
- Difficult
- Medium
- Easy
- Very easy

4. Does your English teacher use innovative materials like games, maps, photos, videos when teaching?

- Always
- Often
- Sometimes
- Ever
- Never

5. Do you think that reading is difficult for you?

- Very difficult
- Difficult
- Medium
- Easy
- Very easy

6. From this list of reading activities, which one would you like your teacher to use during your lessons?

- Linking pictures with words.
- Invent the end of a story.
- Create stories.

- Scape rooms (games).
- 7. Which of these strategies do you think would help you most to improve your reading?**
- Understand words.
 - Find information.
 - Scanning.
 - Skimming.
- 8. Do you think games can help you improve your reading level?**
- Yes
 - No
- 9. Are you interested in improving your English reading level?**
- Yes
 - No



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS

Validation Chart for students

VALIDATION CHART

Theme: Gamification Technique for the Improvement of Reading in Sophomore Students at Victor Manuel Guzman High School, academic period 2022-2023

Objective: Collect information on students' perceptions towards the use of Genially program when reading in a Foreign Language.

Instructions: I need your collaboration; please, fill out the following survey by marking with a “√” the answer of your choice in the appropriate column.

Survey questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Genially platform was very easy to use.					
I enjoyed learning English with Genially.					
Genially helped me to learn to read more easily.					
I liked better working with Genially program than regular homework.					



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FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

.....
.....
.....



UNIVERSIDAD TÉCNICA DEL NORTE
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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS



A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	x			
2	x			
3	x			
4	x			
5	x			
6	x			
7	x			
8	x			
9	x			

Firma del Evaluador
C.C.: 1002503520

Apellidos y nombres completos	SANDRA MARIANA GUEVARA BETANCOURT
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Fecha de envío para la evaluación del experto:	24 de noviembre, 2022
Fecha de revisión del experto:	29 de noviembre, 2022



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 30 de noviembre de 2022

MSc.

Fernando Flores

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto “Gamification Technique for the Improvement of Reading Skills in Sophomore students at Victor Manuel Guzman”. Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Allison Calderón

C.C.: 092458632-4



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS

Interview for teachers

INTERVIEW

Theme: Gamification Technique for the Improvement of Reading Skills in Sophomore Students at Victor Manuel Guzman High School, academic period 2022-2023

Objective: Collect information from teachers' perception towards the use of Gamification technique when reading English.

1. Based on your experience, which methods/strategies do you typically use to develop reading skills?

.....

2. May have you used gamification in your gamification in your reading development techniques?

.....

3. Have you ever heard of gamification?

.....

4. Can you tell me about your experience with gamification?

.....

5. Do you use platforms to improve the reading level of your students, such as Nearpod, Teams, Genially or Quizizz?

.....

6. If you have used Genially, what is your opinion about this platform?

.....



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En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

.....
.....
.....



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Survey for students

Theme: Gamification Technique for the Improvement of Reading Skills in Sophomore Students at Victor Manuel Guzman High School, academic period 2022-2023

Objective: Obtain relevant information about gamification technique based on genially program to improve reading skills.

SURVEY

10. Please, indicate your gender.

- Female
- Male

11. Choose your age.

- 15-16
- 17-18
- 19-20

12. Do you think English is difficult for you to learn?

- Very difficult
- Difficult
- Medium
- Easy
- Very easy

13. Does your English teacher use innovative materials like games, maps, photos, videos when teaching?

- Always
- Often
- Sometimes
- Ever
- Never

14. Do you think that reading is difficult for you?

- Very difficult
- Difficult
- Medium
- Easy
- Very easy

15. From this list of reading activities, which one would you like your teacher to use during your lessons?

- Linking pictures with words.
- Invent the end of a story.
- Create stories.

- Scape rooms (games).

16. Which of these strategies do you think would help you most to improve your reading?

- Understand words.
- Find information.
- Scanning.
- Skimming.

17. Do you think games can help you improve your reading level?

- Yes
- No

18. Are you interested in improving your English reading level?

- Yes
- No



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Validation Chart for students

VALIDATION CHART

Theme: Gamification Technique for the Improvement of Reading in Sophomore Students at Victor Manuel Guzman High School, academic period 2022-2023

Objective: Collect information on students' perceptions towards the use of Genially program when reading in a Foreign Language.

Instructions: I need your collaboration; please, fill out the following survey by marking with a “√” the answer of your choice in the appropriate column.

Survey questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Genially platform was very easy to use.					
I enjoyed learning English with Genially.					
Genially helped me to learn to read more easily.					
I liked better working with Genially program than regular homework.					



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En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....
.....
.....



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A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			

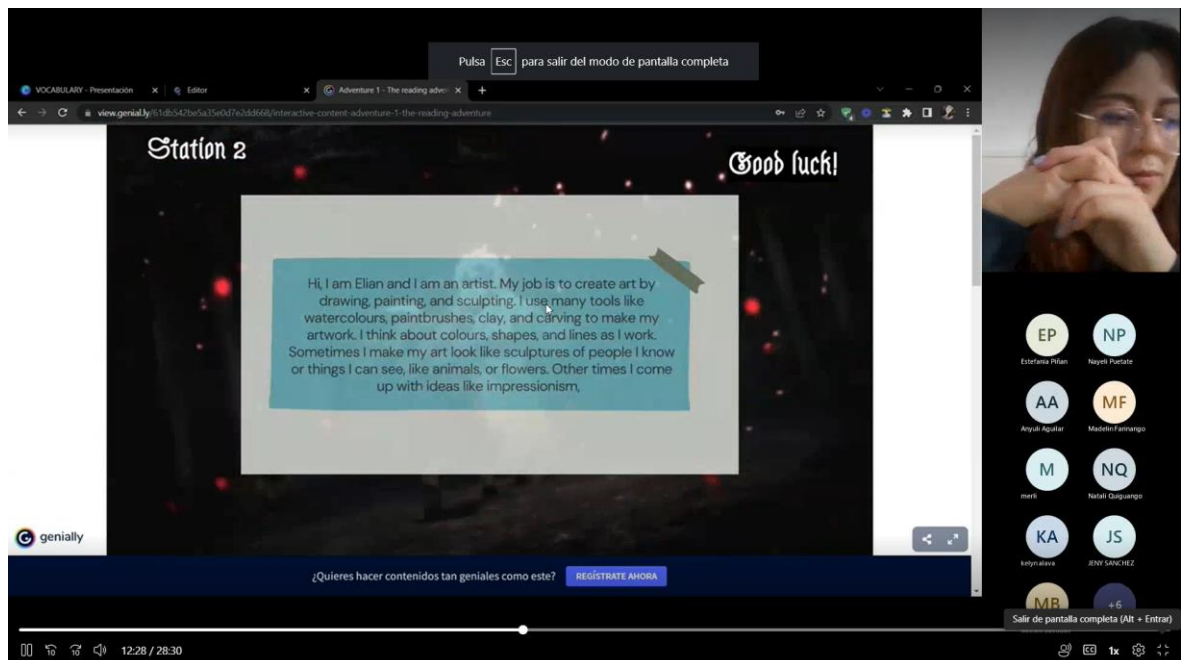
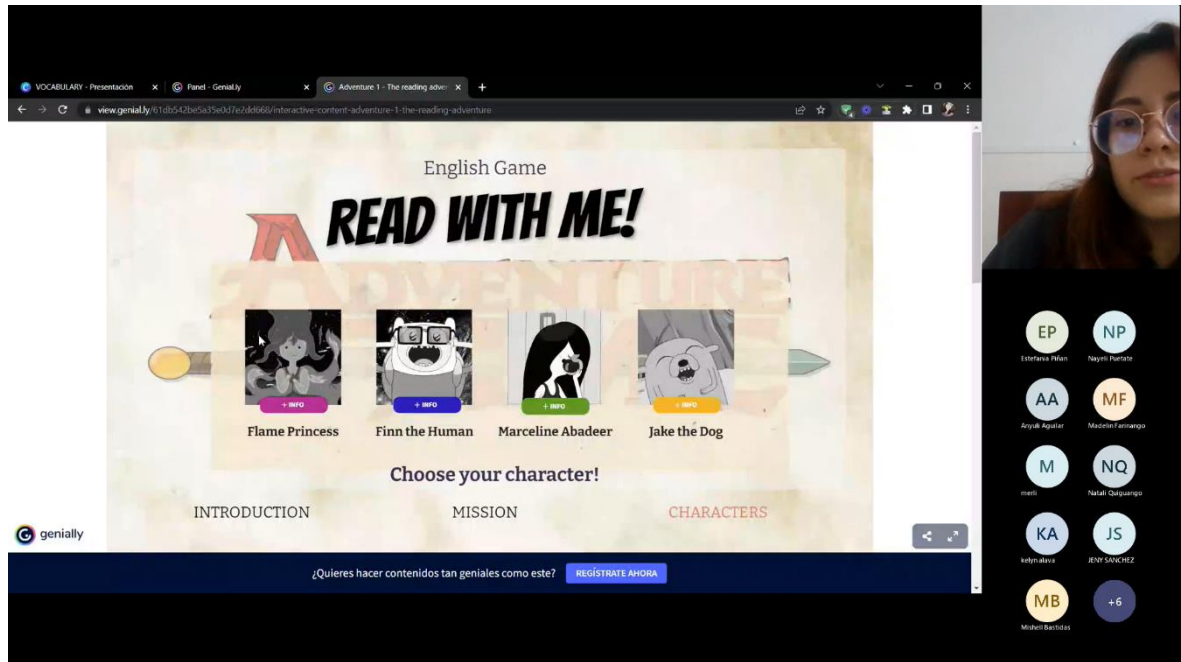
Firma del Evaluador

C.C.: 100218847-0

Apellidos y nombres completos	<i>Flores Albuja Darwin Fernando</i>
Título académico	<i>Magister en Lingüística</i>
Institución de Educación Superior	<i>UTN</i>
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Teléfono	<i>0986357931</i>

Fecha de envío para la evaluación del experto:	<i>30 de Noviembre 2022</i>
Fecha de revisión del experto:	<i>12 de Diciembre 2022</i>

PILOT TEST OF THE ACADEMIC PROPOSAL



LINK TO PILOT TEST OF THE ACADEMIC PROPOSAL

https://utneduec.sharepoint.com/sites/Socializacndelapropuesta/Documentos%20compartidos/General/Recordings/Sesi%C3%B3n%201-20230120_174953-Grabaci%C3%B3n%20de%20la%20reuni%C3%B3n.mp4?web=1

CERTIFICATE OF THE SOCIALIZATION OF THE ACADEMICAL PROPOSAL



Unidad Educativa
"Victor Manuel Guzmán"

RECTORADO 2022-2023



Ministerio de Educación

Oficio 2251 -2022-2023 UEVMG - RECJA
Ibarra, 16 de mayo de 2023

Doctora
Sandra Guevara
**COORDINADORA DE LA CARRERA DE PEDAGOGIA E IDIOMAS DE LA
"UTN"**
Presente.-

De mi consideración:

Reciba un atento y cordial saludo a la vez deseos de éxitos en las funciones a Usted encomendadas.

A través del presente documento me permito INFORMAR que el día Viernes 12 de mayo del 2023 de 12:00pm a 13:30pm se realizó la socialización de la propuesta académica de Inglés " Gamification Technique based on Genially platform for the Improvement of Reading Skills in sophomore students at Victor Manuel Guzmán High School, academic period 2022c – 2023", la misma que se llevó a cabo en el Vicerrectorado de la institución, por la Señorita: Calderón Rosero Allison Denisse , con C.I. 0924586324, alumna de la Universidad Técnica del Norte.

Es cuento puedo informar en honor a la verdad pudiendo la interesada hacer uso del presente documento para los fines que estime conveniente.

Atentamente,

Msc. Jenny Arciniega H.

RECTORA (E)

Correo: Jenny.arciniega@educacion.gob.ec

Cedula: 1001746682

Cel: 0989962974



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