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**TITLE**

GAMIFICATION ACTIVITIES TO ENHANCE   READING SKILLS INTENTH-GRADEE STUDENTS FROM "SAN ANTONIO OF PADUA" SCHOOL DURING THE PERIOD 2020-2021

A Master Thesis

Submitted in Partial Fulfillment of the Requirements for the

Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés

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After being appointed by the Honorable Board of Directors of the Master Institute of the North Technical University of Ibarra City, I have accepted to participate as Thesis Director of the research work: "Gamification Activities to Enhance Reading Skill in Tenth Grade Students from "San Antonio of Padua" School During the Period 2020-2021". Work was carried out by María Oliva Acosta Guzmán before obtaining a master's degree at Master in Pedagogy of National and Foreign Languages. Mention English.

As a direct witness and co-responsible for developing this research work, which meets sufficient requirements and merits to be publicly supported in court to be timely selected.

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**The General Objective of this Thesis was:** To determine the appropriate gamification activities to enhance the reading skill of tenth-grade students from the San Antonio de Padua School from 2020-2021.

**Among the Specific Objectives were:** To establish theoretical information to support the present research. To diagnose the difficulties that students present when developing reading activities. To design a virtual classroom with gamification for students to boost their reskills skills.

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**RESUMEN**

Esta investigación sobre la Gamificación aplicada en la enseñanza del idioma inglés se llevó a cabo tomando en cuenta diversos estudios que demuestran el éxito de esta metodología en la enseñanza de inglés como Lengua Extranjera. Con el fin de alcanzar los objetivos propuestos, la investigación se realizó mediante un enfoque mixto que permite obtener datos cualitativos y cuantitativos y además garantizar la validez de los resultados. Los datos se obtuvieron a partir de instrumentos como observación de clase, encuestas a profesores y estudiantes, mediante las cuales se pudo evidenciar el desarrollo actual del proceso de enseñanza y aprendizaje de la habilidad lectora. Debido a la actual emergencia sanitaria por Covid-19, las encuestas se aplicaron mediante el uso de un formulario en Google, una herramienta virtual que permite responder cuestionarios en línea. Las encuestas arrojaron resultados significativos, entre ellos el descontento de los estudiantes frente al uso de actividades pasivas; pero también, su interés hacia las actividades que involucran juegos y desafíos que les permiten elevar su motivación y confianza al momento de aprender un idioma extranjero, en este caso el inglés. Por otra parte, se realizó una exhaustiva investigación de diversas fuentes bibliográficas que contribuyen a sustentar la aplicación de la Gamificación en el desarrollo de la habilidad lectora en inglés. Después de obtener los resultados y fundamentación teórica, se llevó a cabo un arduo análisis y comparación para determinar la forma en que se puede aplicar la metodología de Gamificación en los estudiantes de décimos años de la Unidad Educativa San Antonio de Padua. Con la finalidad de motivar y facilitar la aplicación de esta estrategia se desarrolló un aula virtual con actividades basadas en el juego y con orientaciones metodológicas que permitan a los estudiantes desarrollar las destrezas de lectura mientras se divierten; puesto que la aplicación de actividades de juego mediante el uso del aula virtual ayuda a potenciar la capacidad lectora de los estudiantes durante el proceso de enseñanza y aprendizaje del idioma inglés en los adolescentes de este nivel.

**Palabras clave:** gamificación, actividad lectora, juego, aula virtual, adolescentes.

# ABSTRACT

Based on the application of gamification in English learning teaching, this research was developed by considering diverse studies demonstrating this methodology's effectiveness in the English as a Foreign Language teaching process. To achieve the proposed objectives, the research was conducted using a mixed approach which contributed to obtaining qualitative and quantitative data and guaranteed the results' validity. The data was collected from instruments such as class observation, teachers', and students' surveys through which the current development of the teaching and learning process of reading ability could be evidenced. Due to the current health emergency due to Covid-19, the surveys were applied using Google Forms, a virtual tool that enables answering questionnaires online. The surveys spread significant results, including student's dissatisfaction with the help of activities and their interest in activities that involve games and challenges, which foster their motivation and confidence when learning a foreign language, in this case, English. In addition, an exhaustive investigation of various bibliographic sources helped support the application of this methodology in developing reading skills in English. After obtaining the results and theoretical foundation, an arduous analysis and comparison were framed to determine how the gamification methodology can be applied to its tenth-year students of San Antonio de Padua Educational Unit students and facilitating the application of this strategy; a virtual classroom was created with activities based on games and methodological guidelines that permitted reading skill to be developed while having fun. The application of games in the virtual classroom helps to enhance the reading ability during the teaching and learning of the English language in adolescents at this level.

**Keywords:** gamification, reading activity, game, virtual classroom, adolescents.

## CHAPTER I

## 1. PROBLEM

### 1.1 Introduction

Today, the advent of a knowledge-based and technologically-driven society has presented a fresh hurdle, demanding students and teachers to delve into activities, strategies, and resources to enhance their reading skills through gamified activities to engage and motivate learners in learning a foreign language (Ortiz, C. et al., 2018). A gamification is a valuable tool that serves to foster learner feedback during the teaching-learning process: it consists in using the mechanics, aesthetics, and thinking of the game to engage people, motivate, promote learning, and solve problems. However, according to (Kapp, 2012), it is suggested that the implementation of gamification in the English as a Foreign Language (EFL) classroom has been suggested to develop of writing, reading, and oral skills, all the while fostering enthusiasm for collaboration and interpersonal engagement.

This research deals with gamification activities applied to teaching the reading skill and using virtual classrooms; it becomes a didactic resource for teaching and learning the English language in tenth-grade students. According to (Harmer, 2009), reading is a valuable tool for language acquisition provided to students with a minimal level of understanding about what they read; the more they read, the better they become at it. Reading also positively affects and improves students' writing skills, such as spelling and punctuation.

Text-based reading remains a consistent element on the Web, persisting alongside the more recent multimedia aspects of Web 2.0, which incorporate images, audio, and video elements to enhance Web pages.The computer screen permits L2 learners more time to process unfamiliar linguistic structures (Payne, 2004). With specific reference to reading skills, Computer-Assisted Language Learning (CALL) researchers have shown the positive consequences of using glossaries or performing dictionary searches in a computer-based or mobile context. These studies evaluated the learners' reading comprehension or processing strategies concerning vocabulary recognition and, more importantly, found a positive effect on reading comprehension.

This work is organized as follows: The first chapter begins with the problem description that refers to the poor performance of students in the English subject

because they cannot develop reading skills. In the second chapter, the theoretical bases and foundations were designed to support the methodological proposal and the solution to the scientific problem of the research. The third chapter focuses on the methodological proposal based on the study and its results.

The fourth chapter presents the analysis of outcomes, presenting the findings through visual representations such as figures and charts. Finally, in fifth chapter, the proposal contains a virtual classroom, including games specifically designed for English as aForeign Language (EFL) learners to enhance their reading skills. This teacher-created virtual classroom aims to be a valuable resource for educators.

## 1.2 Problem Description

Nowadays, in schools, the extensive, tedious, and out-of-context readings carry to the lack of students᾿ motivation to read, which raises little interest and poor feedback on taught topics. Moreover, students with little reading culture training and the corporation of professionals without adequate training in the area of pedagogy, derived from insufficient or no training in teaching with didactic skill, and lack knowledge of the technological tools to obtain sufficient and efficient results in the teaching-learning of reading skill affect school performance, directly impacting the pedagogical practice of schools.

Tulcán, specifically San Antonio de Padua schools, face big trouble teaching English. One of these problems is students' lack of interest in reading in Spanish and, with more reason, in English because they do not understand almost anything from the texts. Due to this problem, teachers find it challenging to engage students in reading and use reading techniques to introduce the language.

Through this research work, it is hoped to find valuable information that contributes to solving the problems that students face reading the target language in the classroom, like needing help understanding complete ideas and engaging in reading. According to the survey, San Antonio de Padua students prefer to avoid reading in English because they rarely practice reading in class. This is partly due to how reading is approached in the English class, where students are given extensive texts to read and questionnaires to answer based on those readings.

This research focused on students from "San Antonio de Padua" School in the tenth grade of primary education during the academic year 2020-2021. In general, students from this level fear reading in English; there is very little participation and interaction among students, and they feel embarrassed of making pronunciation mistakes while reading aloud; in that way, it is impossible to understand a text. Moreover, there is individualistic classroom work, which can be an obstacle when trying reading activities during English language classes. If teachers applied some techniques, strategies, and approaches to learning appropriately, these would help improve academic reinforcement, self-esteem, and English reading.

The following question guides this research: How can Gamification enhance San Antonio de Padua School reading skills?

## 1.3 OBJECTIVES

### 1.3.1 General Objective:

To propose the appropriate gamification activities to enhance the reading skill of tenth-grade students from the San Antonio de Padua School during the year 2020-2021.

### 1.3.2 Specific Objectives:

➢ To establish theoretical information to support the present research through a deep literature review.
➢ To diagnose students' difficulties when developing reading activities by applying surveys and class observations.
➢ Design a virtual classroom with Gamification activities to boost students' reading skills.

## 1.4 JUSTIFICATION

Gamification includes several basic components or essential elements that are critical to our understanding. (Figueroa, 2015) names and explains some of them. The components encompassed in this list include of points, badges, leaderboards, progress tracking, performance graphs, missions, tiers, virtual representations of individuals (avatars), social features, and the system of providing incentives.

Conducting this research is vital because gamification is an essential tool to enhance reading skills and reinforce students' knowledge of the English language. This study also offers alternatives to develop effective feedback and promotes active, caring, and participatory students who can understand and communicate naturally in English. Furthermore, it aims to improve the methodology for teaching-learning English as a Foreign Language and the quality of education.

This work's direct beneficiaries are the tenth-level students studying at San Antonio de Padua school. At the same time, teachers from English are direct beneficiaries since they will have the opportunity to explore and work using the virtual classroom to enhance their students' learning, especially in reading comprehension. Indirect beneficiaries are all English teachers and students from Ecuador because the present research will be part of the University library and will be available for those who want to explore new strategies for teaching English.

## CHAPTER II

## 2. REFERENTIAL FRAMEWORK

### 2.1. Theoretical framework

#### *2.1.1. Constructivism*

As the leading theory, it contributes substantially to the conceptual structuring of the programmatic contents on teaching didactic competencies. The learning forms model VARK: Visual, Auditory, Literacy, and Kinesthetic (for its acronym in English) proposes that a large part of the students' population better assimilates knowledge in a kinesthetic way; in other words, through action. This implies that the manipulation, use, and practice of specific actions developed skills in the student, which later and with the continuous execution of the activity, progresses in competition (Benavides, 2019).

When constructivism is associated with education, the main problem is that this approach has been understood as leaving students free to learn at their own pace. This is a misconception of constructivism since what this approach raises is that there is an interaction between the teacher and the students, a dialectical exchange between the teacher's knowledge and that of the student, in such a way that a productive synthesis can be reached for both and consequently, the contents are revised to achieve meaningful learning (Ortiz Granja, 2015, p. 94)

The paradigm on which this research is based is constructivism since it has dramatically influenced contemporary education, presenting new techniques, approaches, and strategies that teachers can use to achieve better results in the teaching-learning process.

Constructivism is a learning theory emphasizing knowledge acquisition through practical engagement, thoughtful reflection, and active construction (Brau, 2022). Piaget highlights the significance of interactions between experiences and ideas in generating new knowledge. Furthermore, Gaspar contends that learning is primarily a cognitive endeavor fueled by a desire for knowledge, and he asserts that constructivism currently dominates education research. Despite its limitations, constructivism enables learners to achieve higher levels of expertise than would otherwise be possible. (Jonassen, 1992). Constructivism is part of the pedagogical currents that have been transforming

education. Constructivism is a learning theory that holds that knowledge is best gained through a process of reflection and active construction in the mind (Mascolo & Fischer, 2005)

Constructivism is a theory where students experience a mental process to acquire new knowledge; through a process mediated by something or someone, they build their knowledge and learning. It is essential to analyze the theory from the field of education; in this sense, entities such as UNESCO give relevance to this theory and fundamentally to the treaties established by Jean Piaget. In the local space of our country, this postulate is also essential since it is included in the National Curriculum (Benavides, 2019).

At present, New Information and Communication Technologies ICT are on the rise. Therefore, the relationship with constructivism is meaningful in correspondence to ICT, which can be how knowledge can be built. English teachers must be aware of this and think in ICT when planning their lessons to motivate and support students' learning. One of the fundamental theoretical bases is the innovative methodological proposal of Jean Piaget's proposal (Játiva, 2018).

Constructivism is a didactic methodology that, joined with Gamification, helps the interaction between the teacher and student, where the student becomes the builder of his knowledge. The teacher becomes a guide or adviser who will provide the necessary inputs and a series of tools to the virtual classroom as quizzes, games, and readings, where the student will have to answer a series of questions after having done the homework for this the student first will have to read, understand and comprehend the reading, to be then able to respond the questions. In this way, the student will be able to appropriate that knowledge, and thus it is evident that the student is building his knowledge.

### 2.1.2. Piaget's constructivist theory

It radically focuses on the interaction between the object and the subject; there can only be knowledge, constructs, or learning with the interrelation between the original expertise entities. This can also be defined from the philosophical aspect where Piaget determines situations contrary to a priori, based mainly on determining that the subject learns in their relationship with the environment surrounding them. According to

Benavides (2019), it is widely recognized that in the present time, individuals are required to engage actively with the globalized and technologically advanced world they inhabit. Through this active interaction, they have the potential to acquire new knowledge and learn from their experiences.

Piaget is a constructivist who views children as active creators of their cognitive tools and the external realities they encounter. In his view, perspective, knowledge and the world itself are products of ongoing construction through individual experience. Both knowledge and the world continually take shape through their mutual influence on each other. Knowledge is not simply something to be transmitted, memorized, and applied mechanically applied, but rather, it is an intensely personal experience that individuals construct. Similarly, the world is not a passive entity waiting to be discovered; rather, it undergoes a continuous process of transformation through the personal experiences of children or scientists.

Associating contribution of Piaget and its theoretical foundations about the consolidation of the teaching-learning process with the help of ICT, it is evident that in the mind of the human being and, therefore, of the students, new knowledge can be incorporated into the interaction between subject and object, where the students are active learners who contain and construct their knowledge from their physical and social environments across assimilation and accommodation that are key for cognitive development.

### 2.1.3. The zone of proximal development- Lev Vygotsky:

The first theoretical basis of constructivism is linked to the contributions made by Lev Vygotsky about the location of proximal development, as cited by (Cervantes, 2015), the concept of this learning process:

> The concept of the zone of proximal development (ZDP), according to Vygotsky, who exposes it in a general way in the context of other reflections, can be defined as the distance between the level of development determined by the ability of the subject to resolve a problem independently. The potential growth level date chooses the resolution of a problem under the guidance of an adult or in collaboration with another more capable partner (Vygotsky L. , 1988).

The contribution of this theoretical base to the research allows us to infer that individual learning as a product of the exclusive work of a student is subject to their effort and investigative capacity. Consequently, the results obtained were the maximum they could achieve in a particular way. However, acquiring new knowledge can be significantly enhanced if the educational processes are carried out under the accompaniment or guidance of a person with greater capacity or expertise on the subject under study. It is precisely framed in the role of mediator role of the teacher, under which it goes from being a mere selector and transmitter of content to becoming a catalyst of new knowledge and experiences based on the previous ones that the student has, allowing the understanding and significance that generate meaningful learning contextualized to own realities (Benavides, 2019).

In addition, the teacher becomes a provider of experiences, organizer of educational contexts, constant support of the student in the present difficulties, providing a climate rich in trust, empathy, respect, proactivity, and considerations that promote the participation of teachers, such as a fundamental element in educational processes (Benavides, 2019).

From this premise, the principle of the existing accompaniment in the virtual training course developed in a virtual learning environment is derived and shared; the physical presence of the instructor can be considered or inferred to be excluded as deemed by the connections. However, the tutorial processes and explanations essential in any training process are provided in the three educational moments: at the beginning, during the process, and at the end of the work session, allowing a guided development of teaching didactic skills. The adequate and meticulous planning of the activities demonstrated in the construction of the virtual training course enables the presentation of the necessary inputs to solve difficulties in the procedures and actions the teacher must develop in the training (Benavides, 2019).

### 2.1.4. Historical-Cultural Approach. Lev Vygotsky

It should be noted that in this research, the game within reading skills plays a significant role since the social environment, the environment, and the interaction with other people directly affect the intrapersonal development of each person. In contrast, gamification is a tool that helps enhance all English language skills.

Under the same perspective as Lev Vygotsky, the theory of the historical-cultural approach is considered, according to which the social environment, the interaction with people, and the environment directly affect the development of people and their psychological functions. The man as a social entity apprehends the culture it offers from the environment, and the language as a mediating instrument learning starts from interpersonal relationships and concludes in intrapersonal assimilation (Orrú, 2012).

> First, the individual performs external actions, which those around him will interpret according to culturally established meanings. Based on this interpretation, it will be possible for the individual to attribute meaning to their actions and develop their internal psychological processes, which can be interpreted by the individual based on the mechanisms established by the group and understood through shared cultural codes by the members of this group (Vygotsky L. , 1988, pág. 248)

This theoretical basis allows the research to consider the link between virtual environments within the training processes and the cognitive development of students, considering the importance that information and communication technologies currently have. Defining instruments in educational systems and environments, a contrary context a few decades ago, the difficulty of using software that allows interaction with the student was highly considerable, without considering the costs of computer equipment and interconnectivity mechanisms. The environment is entirely different today; the ease of connectivity and the variety of equipment that allow connection to computer systems enables the linking of technology in practically any educational setting, a situation that trainers must use. Everyone can acquire knowledge or solve a problem if they have someone who supports, guides, and trusts them.

### 2.1.5. Meaningful Learning - David Ausubel

This theory applied to gamification within the game helps enhance reading skills because the student is considered the center within the teaching-learning process of the English language, and the teacher becomes the facilitator of all the technological tools that help promote reading through the concept Maps.

On the same theoretical basis of constructivism, the principles of meaningful learning exposed by David Ausubel are assumed to support the structuring of a conceptual base on teaching didactic competencies. This author proposes in his theory that knowledge is significant when it shows knowableness or importance for the person who develops it when it is based on a preceding conceptual basis. As Moreira claims:

> Meaningful learning is a process that presupposes that both the learner presents a significant learning attitude and that the material to be learned must be potentially mean for them. Therefore, regardless of how much potential meaning a proposition may have if the person intends to memorize it, for example, as a series of arbitrarily related words, both the learning process and the result of that learning will be mechanical, meaningless (Moreira, 2017, p. 3).

The concepts and definitions developed in the virtual course are related to the teaching activities. Consequently, they are the participants' domain; under this precedent, it is intended to incorporate a series of new cognitive compendia that serve as input to assimilate the new computer and technological competencies (Benavides, 2019).

Regarding constructivism, it is essential to hold on to the principles of meaningful learning proposed by David Ausubel, where the interaction between the new information that an individual can obtain and a specific structure of knowledge that they possess is based. The virtual classroom is based on these principles to propose new knowledge to students through virtual learning environments VLE, which must interact with the previous expertise established and inferred in the classroom. In addition, the logical integration of the contents in the virtual environment allows for their adequate assimilation, the determination of existing relationships in the educational process between teacher-student, and a wide variety of didactic possibilities (Benavides, 2019).

> Meaningful learning occurs when new information "connects" with a pre-existing relevant concept in the cognitive structure; this implies that new ideas, images, and propositions can be learned significantly to the extent that other relevant theories, pictures, or recommendations are adequately clear and available in the cognitive structure of the individual and that function as an "anchor" point to the former (Ausubel, 1983, p. 2).

According to Ausubel's concepts, it is essential to pay attention to the selection of existing technological resources and adapt them to the objectives proposed within the educational process. Currently, the use of ICTs to provoke significant learning is minimal due to the lack of experience and preparation of teachers in using them, making it difficult to establish the appropriate resources and use them specifically in the teaching process. En este sentido es importante recalcar "que el medio no es un elemento global e irreductible, sino que está compuesto por una serie de elementos internos: objetivos de aprendizaje, contenidos, métodos, estrategias docentes, criterios e instrumentos de evaluación, los cuales influirán en el contexto educativo" (Morffe, 2010, p. 218).

The contributions of Piaget, Vygotsky, and Ausubel are constructivist epistemologies that, together with gamification, become a guiding base for the teaching-learning methodology since the human being is an active constructor of his learning. Still, he always does so in interaction with others. Others.

### 2.1.6. Connectivism: Stephen Downes and George Siemens

The defined theory of learning for the digital age or Connectivism, promoted by Stephen Downes and George Siemens, bases its principles on the use of a set of technological resources and connection networks that generate knowledge through the interconnection that is presented to netizens and the contributions that they may offer in the technical work. The main advantage of this form of knowledge is the immeasurable amount of information that can be made available on the networks, allowing data to be obtained on any aspect of interest (Játiva, 2018).

In this sense, it is important to emphasize "that the environment is not a global and irreducible element, but is made up of a series of internal elements: learning objectives, contents, methods, teaching strategies, criteria, and evaluation instruments, which will influence the educational context" (Morffe, 2010, p. 218).

The permanent updating of knowledge and the search for new teaching-learning strategies, based on the navigation of reliable and trustworthy sources of information and finally the adequate decision-making in the educational processes with objectivity and orientation contribute directly to the improvement of learning and indirectly to the

formation of highly nuanced didactic teaching competencies based on recreational activities.

> Connectivism proves that knowledge can reside outside human beings, be housed in different artifacts (documents, databases, etc.), and be distributed in networks connecting specialized information sets. At the vertex of these networks are the nodes or points related or linked significantly with another issue or node. These nodes have a non-hierarchical relationship and different granularity; they have the same importance (any of them can provide relevant information), but not all have the same specific weight (some nodes provide more significant interaction and better information than others) within a learning process (Capdet, 2011, p. 61).

Connectivism focuses on the learning produced by the individual's external environment, learning obtained through connection to computer networks. Based on the collectivist philosophy, this research is intended to provide students with the maximum media input and use it to create gamification activities that enhance their love for reading and language learning.

In this context that today's society lives, educational institutions cannot be left aside from the academic field since these are the entities where learning is caused; for the above, teachers and students must use ICT (Information and Communication Technology) with the purpose to increase their potential about their abilities, skill, and abilities. ICTs have given rise to new teaching strategies in the classroom, especially in educational institutions equipped with technology, the same ones that motivate the educational process. Since some institutions need more technological resources, teachers must connect to other virtual environments to provide students with new learning strategies using specialized tools in different virtual platforms.

### 2.1.7. Bruner's Discovery Learning

In the following theoretical foundation, teachers who have decided to support discovery learning can find ICT opportunities to help their students to live direct experiences interacting with the object of knowledge. "Bruner (1966) raises the concept of discovery learning to achieve meaningful learning, based on the fact that through it teachers can offer students more opportunities to learn by themselves" (Eleizalde et al.,

2010, p. 273). Within the technological field, several learnings that individuals have are the product of this discovery through digital media.

Advances in technology have allowed the creation of new communication environments, the same ones that are no longer determined by a physical medium or some natural environment, and new learning environments known as virtual spaces have been established where students, through any technological medium, can enter these environments and assimilate a series of knowledge. The intervention of teachers in these virtual spaces is essential to propose and design digital resources with access to students where it is possible to acquire or discover knowledge that, due to various situations, could not be inferred during the teaching-learning process in the physical environment of the classroom (Játiva, 2018).

According to Bruner's theory, learning is an interactive process in which students create new ideas or concepts by building on their existing knowledge, thereby enabling the student to go beyond the information given.

### 2.1.8. Ubiquitous learning

Based on connectivism is another valuable theoretical foundation of research; it manifests as learning that can be found and assimilated everywhere from a virtual environment. In the current era where the use of technological means is frequent, portable, and manageable by a large number of people, it is of vital importance that teaching and learning are considered in these means of technology, information can be obtained anywhere on the planet that an individual is found and therefore the understandings are possible to infer them unlimitedly to time and space (Játiva, 2018). This new way of learning is championed by (Burbles, 2014). These authors establish a new educational paradigm that displaces traditional education carried out in typical school environments of physical classrooms, where teaching and learning are accentuated and anchored to that physical space. Therefore, they propose a new way of learning where all the needs of students and teachers are met, and new learning is generated through connection to virtual learning spaces (Cope & Kalantzis, 2009).

### *2.1.9. The use of ICT*

The current trend in educational innovation empowers both educators and students to make significant changes in classroom activities and the teaching and learning process. Resources, tools, and programs allow storage, operation, and transmitting information quickly, in real-time, and anywhere in the world.

The goal of education should be to use games as a virtual activity, not merely recreational, but as a training and motivational tool, by integrating video games' elements, processes, and contexts in situations and scenarios outside of them. Companies use gamification as a way to design incentive programs, and in education, it is gaining support among educators: playful proposals with a design that promotes student learning (Nephew, 2014, p. 45).

The ability to learn must be placed as the main foundation of any educational process; the student needs to develop research skills and managers of their learning, with cognitive potentialities that allow them to manage and develop instructional methods throughout their lives and not exclusively for school stages (Benavides, 2019).

### *2.1.10. Gamification*

It is a learning technique that transfers the mechanics of games to the educational-professional field to achieve better results: it serves to absorb knowledge and to improve some ability to reward specific actions (Kapp, 2012). Is a term that has gained immense popularity in recent years, particularly in the context of digital and educational setting. Besides, Gamification in learning has proposed a personalized, automated, and gamified learning system to improve student engagement in an academic activity related to rehearsing any topic using games. It can be used in synchronic and synchronic classes (Abrams, 2003).

Gamification has been defined as the "process of using game thinking and mechanics to engage audiences and solve problems" (Zichermann, 2010), as "using game techniques to make activities more engaging and fun" (Kim, 2011), and as "the use of game design elements in non-game contexts" (Deterding, 2011, pág. 1). In the context of education, the most relevant definition integrates aspects from the previously mentioned purposes and defines gamification as"using game-based mechanics,

aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems" (Kapp, 2012).

"Gamification is one of the educational approaches and techniques that increase motivation and engagement of learners" (Kiryakova G et al. 2014). This study presents the nature and benefits of gamification and provides some ideas on implementing it in education. The teacher must remember what the student is reading and the reader's intent in reading it. Game-based instruction can be an effective teaching strategy, learning instrument, and assessment tool (Boeker et al., 2013).

Chou (2015) defines gamification as "the craft of deriving all the fun and addicting elements found in games and applying them to real-world or productive activities," while (Wang R., 2011, p. 43) describes it as a "series of design principles, processes, and systems used to influence, engage and motivate individuals, groups, and communities to drive behaviors and effect desired outcomes."

Gamification contributes to the student's cognitive and social development. Text-based reading has been a constant on the web, even with the recent multimedia versions of Web 2.0 that enhance pages with images, sounds, and video clips (Dukembay & Zhaksylyk, 2019). Gamification is building support in teachers, and the time of adoption is around two to three years. The report established that: "The Gamification of education is gaining support among educators who recognize that effectively designed games can stimulate large gains in productivity and creativity among learners" (Langendah, 2016, p. 56).

Nowadays, educators are trying to incorporate the internet into their teaching materials, for instance, Kahoot, Word Wall, Educaplay, Bamboozle, Quizizz, Goonqr, and Genially, tools that help improve reading skills and creating an effective learning environment is crucial. The use of email and online chat platforms via the Internet is essential to foster communication between students and teachers, ultimately enhancing students' language learning and writing skills. Students can enhance both their accuracy and fluency by using the internet. People and learners get autonomous by using the internet. Moreover, the primary goal of this research is to demonstrate the impact of e-learning as an academic support and make a comparison with the conventional approach to language learning.

(Werbach & Hunter, 2012) argue that a qualitative methodology, focusing on content analysis, is imperative to examine game dynamics, mechanics, and components. The outcomes reveal that gamification processes in education bring about significant advantages for students, although not without encountering some challenges.

Highlights various advantages of implementing gamification in education. These include increased motivation, an immersive experience that encourages students to strategize and anticipate new scenarios, enhanced engagement and sociability through interactive elements, and incorporation of diverse elements that make the learning process more stimulating and captivating for students (Kapp, 2012).

To overcome these challenges it is crucial to promote the appropriate mindset and provide training, and help teachers acquire the necessary educational technology tools. These tools enable educators to effectively connect with and engage their students in the virtual classroom.  The skillful use of mobile devices skillfully makes the process of safely and efficiently teaching students online much easier.

**2.1.11. Challenges of the Virtual Classroom**

Although using virtual classrooms brings many benefits to students' learning, it also carries challenges for teachers and students. These challenges can be:

- Investing in the right technology.

- Teachers feel unsupported.

- The need for parent collaboration.

- A learning environment at home.

- Keeping students safe online.

- Monitoring & maintenance from the cloud.

- Dealing with distractions.

- Student is struggling with isolation.

Across gamified learning, games aim to craft interactive story-telling that takes into account students' emotions, actions, and viewpoints that encourage a deeply engaging educational encounter.

- Substitute conventional, dull learning approaches with more engaging alternatives.

- Encourage learning through  hands-on gaming experiences.

- Transform students from passive bystanders into active participants, making them essential to the learning process.

- Transition from dull, routine learning to motivating and gamified learning.

- Encourage non-cognitive skills like tolerance, stimulus, discipline, and persistence, among others that are equally crucial for students' comprehensive development as intelligence.

- Integrate highly engaging games into the educational modules to enhance learner involvement.

- Educational solutions that employ gamified learning techniques, when can apply their acquaintance and knowledge real application of their learning, for example, Kahoot, Bamboozle, Quizzes, Educaplay, Goconqr, and Genially. etc.

- Incorporate gaming elements such as insignias, leaderboards, points, and missions to motivate students to excel. Dashboards assist in assessing learner performance for rewards and to set future learning goals.


It provides a fun and engaging experience that helps learners retain information, drives behavioral change, encourages interaction between learners both online and offline, and generates recognition - rewarding them with tangible prizes or online certificates and diplomas. Some statistics about the current market situation highlight the real demand for gamification in learning: 61% of CEOs, CFOs and senior executives take daily breaks to play games at work, 80% of learners believe they would be more productive in a more game-like work environment, and 89% feel that a points-based system would increase their engagement.

### 2.1.12. Kahoot

Kahoot is a fantastic digital game resource! It is easy to use and beneficial for both teachers and students. Student engagement  is essential for effective learning. Game-based learning is the best education practice, and finding ways to integrate competitive games in the classroom that promote learning is essential for educators in the twenty-first century (Perrin, 2005). According to Dellos (2015)  Kahoot is a student

response system that engages students through game-like pre-made or impromptu Quizzes, discussions, and surveys. Besides, Kahoot generates a fun and reasonable atmosphere that stimulates knowledge. Teachers can use it for evaluate or challenge learners to use it.

It allows teachers to create online questionnaires for learners to respond through their mobile devices, and thus, in a fun way and differently, we will create a healthy competition environment and provide bilateral feedback; since the students answer the questions and automatically play. We must consider our students' profiles and specific characteristics as players; students develop some activities through a question-and-answer contest that allows investigation, creation, collaboration, learning, and knowledge sharing. In the classroom, it can be evaluated; knowing the students' knowledge and developing digital competence can be helpful    .

Using Kahoot, the classes are more fun; it allows us to ask all the students and find out what each one of them knows when they play; it adds competitiveness that motivates the students and enables them to create a group or individual content that they will play with and encourage work in equipment. (Játiva, 2018). Kahoot consolidates content, review, evaluate, and motivate, using dynamics: (narration, progression, and restrictions). Mechanics: (competition, challenges, reward, feedback, luck, and turns). Components: (battles, content unlocking, equipment, time limits, achievements,

**Figure 1**

*Kahoot*
missions, levels, points, leaderboards, and gifts).



**Note:** Adapted from Kahoot, 2020, https://kahoot.com/b/

### 2.1.13. Memrise 3

Another free access application for our students consists of a card system that allows memorizing vocabulary through mnemonic tricks that help to learn a language in an enjoyable and with less effort. In this application, there are elements of gamification, such as points, which are obtained as progress is made, and another uniqueness is that it allows you to compete with other participants, becoming a challenging learning process and increasing motivation (Aminatun & Oktavian Lulud, 1982) This tool is helpful to learn stories from the world, in a way fast and fun while doing it.

**Figure 2**

*Memrise 3*



Fuente: Adapted from Memrise, 2020, https://quizlet.com//memrise-3

### 2.1.14. Educaplay

This tool allows teachers to easily create and edit educational activities (riddles, interactive maps, fill-in activities, dialogue activities, dictation, word matching, word search, crossword puzzles, tests, and videos). (Jativa, 2018). This site also allows you to share activities, which promotes learning among several, and what is essential is the

**Figure 3**

*Educaplay*
interrelation between teachers and students.

Fuente: Adapted from edycaplay, 2020,  https://es.educaplay.com/

### *2.1.15. Class craft*

An online role-playing game that allows teachers and students to play together in class. This application offers the possibility of implementing structural-type gamification because it can be organized to last an entire course. The uniqueness of this application is that, on the one hand. It encourages the teacher to teach his class at his own pace and, at the same time, use this tool as a support in the classroom to promote teamwork in a meaningful Allow the teacher the ability to utilize the publishing sharing capabilities of the internet.

- Students do not need a username or password to access content need the URL
- This tool can be used by students in groups or on individual computers. It could be used as a pre-assessment, during activity, or post-assessment assignment.
- This is an excellent tool that you can use to review and reinforce classroom content.
- This tool helps differentiate instruction, promotes understanding and motivation, makes remembering content through visual graphics easier, and assesses student learning (Jativa, 2018).

Gamified technological tools like Kahoot, Educaplay, Word Wall, bamboozle, Quizizz, Class craft, and Menrise3 help to increase motivation, improve academic performance, attention, concentration, memorization, engage students, transfer knowledge, and their willingness to learn, and be prepared for the future.

**Figure 4**

*Classcraft*



Fuente: Adapted from Classcraft, 2020,  https://www.classcraft.com/es-es/

## *2.1.16. E-learning*

- It allows determining that the evaluation processes are also the result of the learning effort made by the student; contrary to what is considered, E-learning is not the only and exclusive part of the final section of a course; the evaluation is a continuous process and plan that includes all aspects of the learning experience, be it face-to-face or virtual.

- E-learning offers several key advantages, foremost being its ability to enhance student engagement, attendance, and motivation during the teaching process. The role of the teacher in this context shifts to that of a guide or facilitator. Moreover, e-learning provides convenience as students can access it anytime and anywhere, fostering cooperative learning. It is a fast and dynamic method that reduces expenses, such as travel time and costs for students.

- The internet serves as a virtual English environment, enabling learners to become autonomous and less dependent on traditional resources like books and teachers. Online platforms like chat rooms, mass media, blogs, message boards, podcast, and video sharing enhance learners' reading proficiencies. However, utilizing mass media and internet media can be challenging and time consuming.

Therefore, applying the E-Learning activities as reinforcement in the class involves honest communication in the teaching-learning process. Also, these tasks allow students to develop their thinking. Furthermore, they can read, highlight, and interact naturally with other students.

Learning English is an essential aspect that students must acquire because it is important to develop language skills for their future academic goals. For this reason, applying E-Learning as an academic reinforcement in the class is meaningful to the learner because it supports the learning process.

This research will show that reinforcement through E-Learning applications significantly influences the improvement of learning reading skills in teaching-learning English because it is an innovative process within the teaching-learning process of foreign languages and not only in English but also in different teaching areas within the educational field.

Another study by Nurul et al. (2015) states that the main advantage of e-learning is that it increases students' engagement, attendance, and motivation, which are requisite for learning. Learning English through the Internet helps teachers to reinforce all the content. E-learning places the learner at the center of the learning process, with the instructor acting as a guide or facilitator. It offers students the convenience of anytime, anywhere access and encourages collaborative learning. E-learning is fast because of its speed and adaptability, and it also helps reduce costs associated with expenses such as travel time and students.

Another study by Yunsheng (2008) states that the learning process of a language like English is done through artificially because the Internet helps people communicate with native speakers via chat rooms and emails, students are exposed to a contextualized environment by using the internet. Through the use of the Internet and the Web, students can enhance their communication skills, gain exposure to different cultures, and strengthen productive and receptive skills.

Moreover, E-learning serves as a virtual learning platform designed to facilitate distance learning experiences for both businesses and educational institutions. This system enables the creation of "virtual classrooms," where interaction between teachers and students occurs.

### 2.1.17. Technology and L2 Reading

The practice of text-based reading has remained a consistent element on the Internet, despite the emergence of multimedia features in Web 2.0 that enrich web pages with pictures, sounds, and video clips. The computer screen permits L2 learners more

time to process unfamiliar linguistic structures (Payne, 2004). Regarding reading skills, researchers in Computer-Assisted Language Learning (CALL) have primarily concentrated on investigating the impact of glossing or using dictionaries in a computer-supported or mobile-assisted setting. Previously mentioned studies evaluated the learners' reading comprehension or processing strategies concerning vocabulary recognition and, more importantly, found a positive effect on reading comprehension.

### *2.1.18. Reading comprehension*

Cassany (2007) points out that comprehension is the process of making sense by learning the important ideas of the writing and relating them to the ideas already possessed, a process through which the reader interacts with the writing. To understand, there should be research of the meaning of the writing in 3 levels; Literal (sum of the semantic meaning of each of the words); inferential (presuppositions, irony, double meaning, not explicit in the text), and critical (points of view, intention, and argumentation that the author points out).

Reading is deciphering graphic signs and capturing the whole meaning of words, phrases, and sentences, giving the terms the content intended by the creator, differentiating the most relevant ideas from the accessory ones, thus discovering values and confronting them with the reader's experience.

The reading skill holds paramount importance as it supports the mastery of other language skills. Reading contributes to improving fluency in speaking English, expanding vocabulary, comprehending English text, honing writing skills, and enhancing overall knowledge.

Halim (2009, pág. 10) defines reading is a receptive language process involving the recognition, interpretation, and perception of written or printed materials. Proficiency in reading plays a crucial role in accurately and efficiently understanding written statements.

Reading has widespread significance in various professional domains. According to Harmer (2009), reading is valuable tool for language acquisition especially when students comprehend what they read. Regular reading practice leads to improvement in reading comprehension, spelling, and writing skills. Engaging reading texts can introduce captivating topics and stimulate discussions.

According to Richards et al. (2002) emphasize that reading is a focal point in many language teaching activities, particularly since numerous scientific materials are written in English. Reading, is essential for acquiring new knowledge, and in many second or foreign-language teaching situations, it receives special attention. Lindsay (2006) adds that students have various reasons for reading, ranging from seeking information and enjoyment to career and study purposes. In most English as a Foreign Language (EFL) contexts, the ability to read in a foreign language is often the main goal for students.

Adam (2016) emphasizes the crucial role of reading in English teaching and learning, highlighting its complexity as a process. Reading goes beyond merely recognizing symbols; it requires interpretation, drawing on background knowledge, experiences, and critical thinking to grasp and comprehend the text fully. Teaching reading in a second language is a challenging task, and the teacher's primary role is to help students develop an appropriate linguistic base that is tailored to their specific needs, interests, and comprehension levels before they begin reading tasks.

Heni (2020) emphasizes the need for students to develop bottom-up processing abilities in a language, and Haris (2009) supports the view that reading is a complex process and essential to teach to learners effectively. Teachers play a crucial role in designing engaging and interesting reading lessons to foster students' enthusiasm and interest in reading activities. Proper teaching techniques, especially for reading, for English teachers. They should have the appropriate methods to teach Englis are essential for successful language instruction.

Various techniques can be employed during reading instruction, such as previewing, predicting, guessing from context, and paraphrasing, all of which contribute to improving students' reading skills. Grabe (2007) identifies key components higher-order comprehension processing, which involve reader comprehension, interpretation, and a set of reading skills and resources controlled by working memory.

In all cases, teachers have responsibility to enhance students' reading skills and employ adaptability in their reading abilities.

According to Haris (2009), it is recommended to provide students with diverse exercises aimed at extracting specific information during reading. This training will help students develop flexibility in their reading approach (scanning), to obtain the general

idea (skimming), to obtain a comprehensive understanding of reading (Through Comprehension) or to evaluate data (Critical Reading). (Hesham, 2005). In his research, he talks about teaching reading comprehension to ESL/EFL learners and the activities used in teaching reading. Lawson (2000) also explains that assignments that help develop such skills include reading and analyzing good essays based on research, corroborating evidence found in such articles, and reading responses to themes such as letters to editors.

### *2.1.19. Stages of the reading process.*

Solé (1994) claims that reading has sub-skills, understood as phases of the reading process: the first moment, of emotional and emotional preparation and clarification of purposes; second, the activity itself, which includes the application of comprehension tools for the creation of meaning, and thirdly, the consolidation of importance, making use of other cognitive mechanisms to synthesize, generalize and transfer these meanings. Reading as a process of acquisition of cognitive, affective, and behavioral capacities should be treated strategically in phases. In all of them, different tactics with defined purposes must be carried out within the same reading process. Solé (1994) divides the process into three sub-processes: before, during, and after reading.

#### Before Reading

Before engaging in any interactive process, the primary focus should be creating e emotional conditions, particularly in the context of reading. This involves the affective encounter between the interlocutors: one who presents their ideas through the text, and the other who contributes their prior understanding driven by their interest. This interplay forms the essence of the reading process. As time progresses and the initial conditions are established, additional valuable resources come into play: language, questioning, and addressing the reader's interests and, objectives, not just those of the teacher.

#### During Reading

Initially, the students engage in a reconnaissance reading individually to become acquainted with the overall content of the text. Following this, students have the opportunity to read in couples or small groups and then share their perspectives and

insights about the purpose of the reading task. This is a real learning opportunity for students to explore cross- curricular issues, themes, values, rules, and decision-making independently, without relying solely reliant on the teacher. Of course, the teacher is familiar with the activity, and its goals are clearly defined.

**After Reading**

According to Vygotsky (1979), the initial and subsequent stages of this process will foster a social and dialogical environment that promotes mutual understanding. During this phase, language must be used as an effective tool for learning, emphasizing its interpersonal nature. At this stage, the role and usefulness of language remains significant. In this period, the relationship and use of language are still in force once it is suggested to the students to prepare schemes, summaries, comments, etcetera. Here the work is more reflective, critical, generalizing, metacognitive, and metalinguistic. Through language experiences, the mind generates images of the subject matter, which eventually become integrated into the individual's mental framework and contribute to shaping their personality.

### 2.1.20. Types of Reading

According to Castillo and Ruiz (2005) the act of reading provides past knowledge, implanting premises and verifying them, and carrying out inferences to understand reading.

**Literal Reading** primarily focuses on grasping the ideas and information explicitly presented in the text. This includes recognizing elements such as names, characters, time frames, and places mentioned in the narrative. It also includes g understanding the main idea of a paragraph or the whole text, following the sequence of events or actions, and recognizing cause-and-effect relationships.

**Inferential Reading.** Involves the reader's implicit understanding of the meaning of the text and requires a higher level of abstraction from the reader. The goal of inferential reading is to draw conclusions by making inferences, which may include inferring additional information, extracting main ideas not explicitly stated in the text, identifying sequences of events related to the text's subject matter, of the text inferring cause-and-effect relationships from the text formulating hypotheses and speculating about ideas or reasons, and predicting upcoming events in the text.

**Critical Reading.** It is an evaluative reading in which the reader's prior knowledge, criteria, and knowledge of what has been read intervene and are distanced from the content of the text to obtain evaluative judgments from a documented and sustained position. Reviews should focus on accuracy, acceptability, and probability. They can be adequacy and validity (compares what is written with other sources of information), appropriateness (requires relative evaluation of the parts), and rejection or acceptance (depending on the moral code and value system of the reader).

### *2.1.21. Levels of reading comprehension*

In the reading comprehension process, it is essential to make inferences, which is why it is suggested that teachers teach students to make them from the first years of elementary school up to the university level. Inferences are abilities that allow the understanding of specific points of the text from the meaning of the rest (Del Valle, 2008). To continue in the process of creating reading comprehension, the reader in his environment must find the definition of a word; for that, he can use contextual clues, which will lead him to obtain a coherent meaning with the writing, which involves that he will also have to read carefully and try to deduce the importance of it in his environment. To achieve reading comprehension, two levels should be taken into consideration:

a. Comprehension of the propositions in the writing. The propositions are known as the units of meaning, which are abstract statements about an object or person since they are made from the conjunctions of textual resources corresponding to the information in the text. In contrast, subjective resources refer to past knowledge. This degree corresponds to a micro process of wisdom in that it is done automatically in dynamic reading.

b. Adherence to the information provided by the writing. This level is considered a macro process since it is here that some propositions are interrelated with others to structure a coherent representation of what is being read. This is based on the general knowledge that the student knows about his field or the whole world so that the learner can relate it to the text he is reading, therefore achieving proper reading comprehension.

### *2.1.22. Techniques for Reading Comprehension*

Practical techniques for reading comprehension of English texts. The most common methods in reading comprehension through different written media in English are skimming and scanning, which improve the speed, knowledge, and understanding of the message conveyed in the reading (Romero Bermúdez & Lozano Mendoza, 2010).

- **Skimming.** This technique is an essential tool in the development of reading because it allows looking only at the main ideas so that the overall understanding is reduced to partial reading, looking for data on central concepts in the first paragraphs, then, when the reader identifies the direction of the message, you can start reading only the first sentence of each section, called topic sentences. It then implies that at the end of each topic sentence, you should read down the rest of the paragraph to look for important information, such as names, dates, or events, and finally, in the last section, you will find a conclusion or summary of the content. In short, skimming helps to locate information quickly while increasing the amount of material to be obtained for given research.

- **Scanning.** This is another essential reading technique or tool that helps speed up the reading process, i.e., scanning the text to search only for a fact or part of the information without doing the whole reading (Cassany, 2007). To be successful in studying the text, it is necessary to understand the structure of the text, as well as to understand the message of what you read, to be able to identify specific information; for this, you can use your fingers during scanning because it allows them to focus attention and fix a place in the text during the exploration of the material. Remember also that here plays an important role the sight or peripheral vision because it moves from top to bottom or left to right, so it is also considered necessary that the student must keep his mind open with attention and concentration to identify keywords to identify specific terms within the scanning done to the content of the text.

### *2.1.23. Reading Comprehension Strategies*

Solé (1994) states that reading strategies are higher-order procedures involving the cognitive and metacognitive; in teaching, they cannot be treated as precise techniques, infallible recipes, or specific skills. What characterizes strategic thinking is

the ability to represent and analyze problems and the flexibility to provide solutions. Hence, students should prioritize constructing and using neural procedures that can be transferred to multiple and varied reading situations without significant difficulties when teaching reading comprehension strategies.

Strategies to develop text comprehension:

a) Texts in disorder
b) Transformation of the narrative
c) Narrative plots
d) Character profiles
e) Literary sociogram
f) Written conversation with a character
g) Announcement of a story
h) Research-directed thought
i) Strategies with the newspaper
j) Predictions
k) Discovering and explaining metaphors
l) Words spelled together and apart
m) Words by their relationship
n) Reading and explaining what you read

### 2.1.24. Task-based learning

It has always been the primary concern of language teachers to improve the motivation and success of learners. According to (Nunan, 1989). TBL method can also accomplish specific goals in the teaching-learning process in the classroom, which states that TBL is intended to find a solution in the teaching-learning process. This implies that using the TBL method would help solve their teaching-learning process.

Task-based learning is almost entirely centered on the learners. Students get the task performed in groups or independently from the beginning to the end of the lesson. Teachers serve as instructors in this learning process. The instructor only got advice on what to do with the students. Teachers also monitor the events of the learning process in addition to instruction.

The TBL framework consists of three main stages and provides three essential conditions for language learning, which according to (Willis, 1996) are the pre-task task cycle and language focus.

The first is Pre-task; the instructor introduces the subject and offers specific guidance to the students about what they must do at the task level. The teacher asks the students to create a small group to compare the outcome. The second is the task cycle. Teachers explain the language structure according to the material; Teachers explain the language structure according to the material; the third is language focus. In addition, the task is essential to the learning activity in Task-based learning, the process starts with the students working on the task, and when they're done finished, the teachers then highlight and focus on the language that was used after they have completed it, making changes and improvements to the students' output. TBL is used to find a solution in the teaching-learning process

### 2.1.25. Problem-based learning (PBL)

PBL shares a similar concept with Inquiry-based learning (IBL) where learners acquire knowledge through problem-solving. PBL distinguishes itself by offering students real-world problems that necessitate collaborative efforts solutions. This approach allows learners to develop communication, collaboration skills, and knowledge while working through challenging real-world scenarios.

### 2.1.26. Cooperative Learning

In this method, students collaborate in small groups to optimize their own learning and that of their peers. Unlike traditional group work, cooperative learning requires independence among group members, encouraging them to collectively solve problems or accomplish assignments.

Authors such as Hiltz et al. (1993). Cooperative learning is a teaching-learning process emphasizing group or collaborative efforts between teacher and students. It highlights the active participation and interaction of both students and teachers. Knowledge is seen as a construction in society. Therefore, education contributes to social integration in an environment that provides exchange, evaluation, and cooperation among equals. Cooperative learning is working together to reach the achievements outlined by a group of students.

**Characteristics of cooperative learning.**

Johnson et al. (1991) indicate that more is needed to put students to work in groups; students must develop group-work cooperative learning that helps them to reach the objectives proposed by the group of students.

- Putting students to work together, without more, does not exactly create a cooperative learning environment. The authors indicate that in organizing the work to be done by the group of students, specific essential characteristics of collaborative learning should be considered, which will be detailed below.
- Take existing lessons, programs, and courses to structure them so that they can be developed in cooperative terms.
- Adapt to the specific needs and pedagogical requirements of curricula, subject matter, and student groups.
- Identify and address any issues that particular students may encounter when working together to improve the overall effectiveness of the groups.

For above aspects to be strengthened, the teacher must disseminate the skill related to the anticipation of tasks. This means being clear about the process for achieving a given result, and the didactic material helps realize the work. Giving and receiving information strengthens group learning, so cooperative work helps develop communicative competence, group work, and flexibility in thinking. Collaborative learning contributes to developing reading comprehension of English because communication is within group learning.

**Scope of Cooperative Learning.**

According to Gimeno et al. (1976), the scope of interpersonal links in education is an evidenced fact. Therefore, teaching is understood as a procedure of socialization of the personality under development in education. Interpersonal relationships unquestionably limit learning, both in quality and quantity. At the classroom level, these relationships have greater depth with mutual interdependencies: teacher-student and student-student relationships. Teamwork is a professional competence that will only be learned if implemented and evaluated during the teaching-learning process. Learning and teamwork will be effective if they are emphasized and assessed. The evaluation process provides positive feedback on how the students work and what factors are

essential to change to improve the team's functions. This way, we can develop English language reading comprehension through cooperative work.

The three forms of Cooperative Learning.

Johnson et al. (1991) argue that there are three groups of Cooperative Learning where students must give their best to achieve what is proposed in teamwork. There are three forms of cooperative learning explained below:

**The functioning of grassroots collaborative groups.**

These groups start with a meeting in which the work is determined, ensuring that all members understand the work. The meetings are held repeatedly throughout the development of the work, and the members shake hands with each other for the execution of the planned periods. This kind of cooperation is used for projects that may last weeks or months to achieve good study progress.

### 2.1.27. Suggestopedia

It is a creative language teaching and learning technique for ESL/EFL, enabling learners to eliminate psychological obstacles to learning. In a quiet environment with dim lighting and soft background music, the learning atmosphere exudes a calm and relaxed ambiance. Students can relax and listen to the text being read to them, followed by engaging in playful language practice during an "activation" phase. This approach creates a comfortable space for students to read without feeling pressured to learn in a classroom setting. When the text is narrative in nature, students find joy in reading as they listen to the narrative accompanied by relevant music, creating an exciting and immersive reading experience. (Lozanov, 1982, pág. 32)

The innovative strategy of Suggestopedia incorporates three key elements-music, relaxation, and suggestion – are defined as follows (Lozanov, 1982, pág. 32).

a) Music, specifically Baroque or Classical music, serves as background accompaniment.

b) Relaxation is induced through Progressive Muscular Relaxation exercises, lasting 5 minutes at the beginning of the lesson.

c) Verbal suggestions, like "Learning will be easy for you today," are provides to students. (Schuster & Gritton, 1986).

Suggestopedia follows four main stages (Lozanov, 1982, p. 32):

a) Presentation: A preparatory stage aimed at helping students relax and adopt a positive mindset, making them feel that learning will be enjoyable and effortless.

b) First Concert - "Active Concert": Involves actively presenting the material to be learned.

c) Second Concert - "Passive Review": Students are encouraged to relax and listen to Baroque music, while the text is quietly read in the background, creating an optimal mental state for effortless language acquisition.

d) Practice:  In this stage, games, puzzles, and other activities are utilized to review and reinforce learning during the classroom process.

## CHAPTER III

## 3. METHODOLOGICAL FRAMEWORK

### 3.1 Description of the study area and study group

This research was conducted in San Antonio de Padua from Tulcán City, Carchi Province, during the academic period 2020-2021. This is a half-public and private school managed under catholic philosophy. Students from this school come in their majority from the urban zone of the city and have access to technological devices and Internet connection. The group selected for the study was the tenth year. Ninety-six students at this level and three English teachers worked with this group.

### 3.2 Research Approach/ Type of Research

To achieve the objective of this study, a mixed approach was selected. It employs quantitative and qualitative methods. Both are important for gaining knowledge (Raimo, 2019). Tashakkori & Teddlie (2010) state that the mixed research approach recognizes the importance of traditional quantitative and qualitative research but also offers a powerful third paradigm choice that provides the most informative, complete, balanced, and helpful research results" (p.318).

A qualitative approach deals with words and meanings (Raimo, 2019); therefore, it was used at first instance to describe and understand students' and teachers' points of view and interpretations. Applying this approach made it possible to learn the obstacles students face in English classes, specifically during reading lessons. Moreover, it allowed knowing teachers' strategies and their impact on student behavior and learning.

When collecting and analyzing data, quantitative research deals with numbers and statistics (Raimo, 2019) in the present study, this approach was used to make a statistical analysis of the variables and results to have a clear idea about how many students enjoy reading and what are the strategies preferred by them. Also, to know the frequency they practice reading during class and their participation level.

**Type of Research**

This research considered exploratory sequential design. This design guides the researcher to analyze the qualitative data first and, based on it, to build the quantitative phase (Mascolo & Fischer, 2005). This study followed this process by selecting and analyzing the theoretical framework, applying the instruments for data collection, tabulating results, and finally establishing conclusions that can be generalized to the whole population.

**Types of Information Sources**

This work is supported by documentary and non-documentary sources of information. Documentary because various types of primary sources were utilized in the research, including research monographs, theses, dissertations, articles, and periodicals. Additionally, non-documentary sources like information from social networks and internet sites, as well as insights gathered from participation in seminars and conferences, were also taken into account.

**Instruments for data collection**

The technique used in this research was the survey and its respective instrument, which is the questionnaire. "Survey is a technique for gathering information from many users" (Brehob, 2001, p.43). The survey was applied to the whole population of students and teachers, considering that the number is less than one hundred, so it was not required to use a sampling technique. The questionnaire for students comprised ten questions, one and eleven for teachers. Both include close-ended questions since they allow to summarize the results and have statistical data. Moreover, an observation form was applied during English classes to identify some key aspects of the course, such as grouping, timing, strategies, techniques the teachers applied, and students' participation and reactions to the method used.

**3.3. Procedure**

The process to accomplish the main objective of this research was planned to keep the chronological order of the specific goals and was developed in the following way:

First, an exhaustive investigation, reading, and analysis were developed to establish theoretical information to support the research. Facts and data were chosen, and then it was followed by the information analysis; this work is supported by documentary and non-documentary sources to analyze different theories' characteristics in documents, books, articles, publications, mass media, internet, among others.

Surveys were applied to teachers and students to diagnose students' difficulties when developing reading activities. This is with the primary purpose of keeping the main idea for further analysis. To make access to these surveys more practical, they used google forms, where students could fill in the information through a computer or cellphone. This method helped save time, space, and money, making research faster and easier. Moreover, a regular English class was observed; one class period in the institution lasted about ten minutes, and the information obtained during the observation was kept in the observation form to be analyzed later.

Finally, using the information obtained from the different sources and analyzing the strengths and weaknesses of students regarding the reading skill, a Virtual Classroom with Gamification activities was created. This virtual classroom aims to help English teachers boost the reading skill of students from tenth grade.

**3.4. Bioethical Considerations**

This research avoided using offensive language in the question formulated for the questionnaires; moreover, it respected the privacy and anonymity of the students surveyed. In the same way, the opinions and responses of the students and teachers were appreciated in this investigation. The works of other authors used in any part of the study were recognized by the appropriate use of the APA standard system. To summarize, this research demonstrated respect, honesty, and transparency in developing all work.

**CHAPTER IV**

**4. RESULTS AND DISCUSSION**

The present research was conducted in the "San Antonio de Padua" school from Tulcán City. English teachers and students from the tenth year contributed to data collection by applying three different instruments: online surveys to students and teachers and an observation form used during English classes at the level of study. The questions to gather the data were designed considering the research variables and leading to accomplishing the other objectives.

The questionnaire was applied to three English teachers from the institution who were willing to answer honestly and seriously all the questions required for the study to collect information regarding the level of the students, as well as their teaching and classroom learning practice, focusing on gamification used to improve reading skill, for which eleven open questions were structured to collect information related to the current problems of teaching English. They were instrumental in understanding teachers' needs and impediments when giving reading lessons and the gamified strategies they consider helpful to implement in their classes.

**Figure 5**

*What is the level of education of the teachers?*
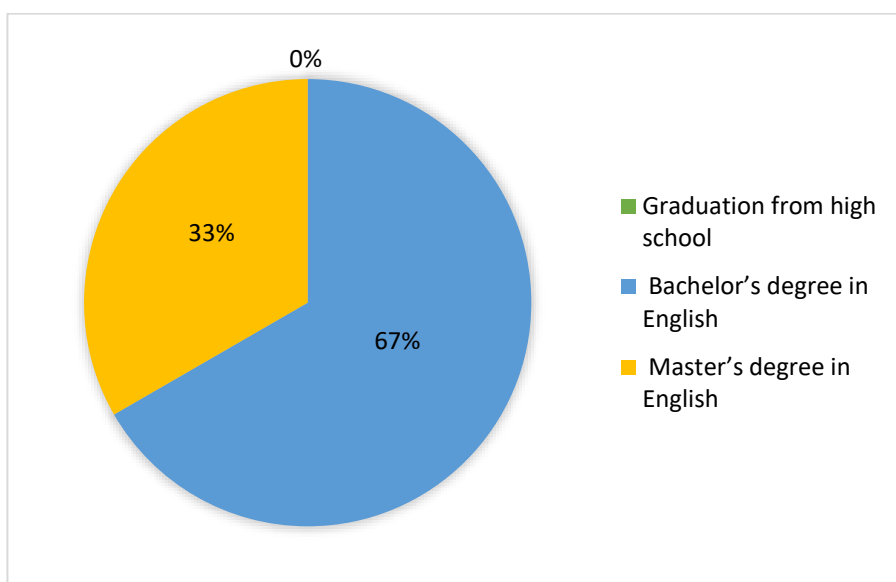


*Note.* Teachers' questionnaire, June 20th, 2021

In the first question, teachers were asked about their level of study. No one has a high school diploma, one teacher has an English Master's degree, and two teachers have a bachelor's degree. The teacher's role is vital in the field of learning and teaching, as their initial training should include a well-rounded combination of principles, theoretical understanding, teaching techniques, and practical competencies essential for teaching a foreign language. This will enable teachers to remain current with innovative ideas, share their experiences, plan for the future, and bring professional vitality to the field of foreign language teaching.

Educators can stay current with emerging concepts, exchange their insights, contemplate their future in the field, and infuse professional vitality into the practice of teaching foreign languages, including complex variables such as teacher characteristics, training, preparation, instructional procedures, personality, age, etc.

**Figure 6**

*Do you believe that addressing students' requirement is essential for effectively teaching English reading skills? These needs encompass factors such as (age, attitude, aptitude, personality, motivation, and learning preferences)*
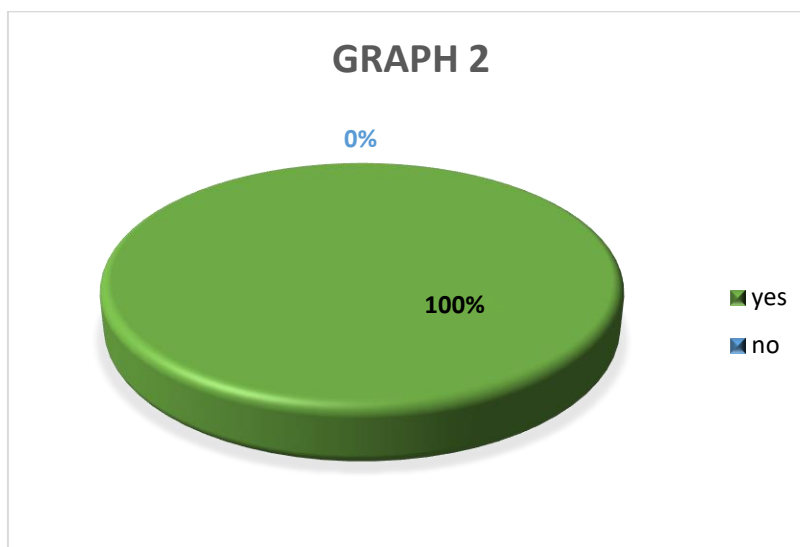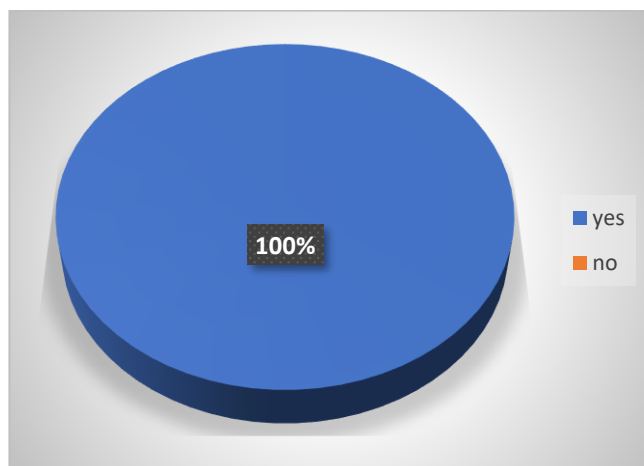


*Note.* Teachers' questionnaire, June 20th, 2021

Regarding question 2, one hundred (100%) All teachers, without exception, recognize the importance of taking into account students' needs, including factors such as age, personality, attitude, aptitude, motivation, and the use of educational games when teaching English reading skills. Numerous theorists have effectively explained the stages of development that teenagers go through and the different ages and stages they go through.

Personality refers to a distinct collection of thought, emotional, and behavioral patterns that distinguish an individual. It originates within the individual and remains relatively stable over time. Attitude, on the other hand, represents an individual's favorable or unfavorable evaluation of people, objects, activities, ideas, or elements in their environment. This perception is always influenced by group knowledge. Group knowledge is always an essential aspect of teaching and learning for the teacher. As part of the class planning, the teacher must be aware of the differences in styles, times, and most common forms of knowledge. (Acosta & Narváez, 2013,p. 54)

When conducting a class, the teacher should possess a well-defined understanding of not just the lesson's goal but also its underlying process. This clarity enables potential adjustments to be made as necessary, without disrupting or halting the ongoing process, all in the context of accomplishing the intended enhancement of reading skills and capabilities. When assessing the group, including their proficiency levels, learning paces, and individual learning timelines, the teacher can identify specific criteria that guide the review process as a means of reflecting on the students' progress.

**Figure 7**

*Do you consider Students' level to teach reading skills successfully? (Basic, Intermediate, High Intermediate, and Advanced)*
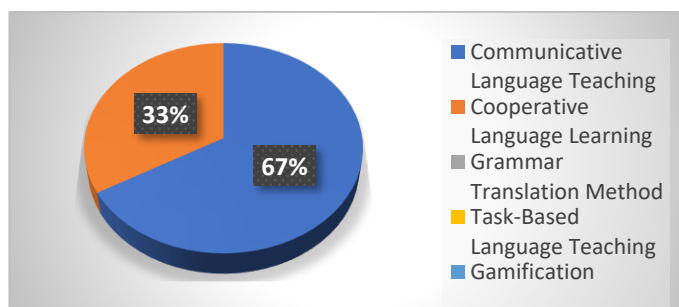


*Note.* Teachers' questionnaire, June 20th, 2021

In response to question number 3, all English teachers from the San Antonio de Padua High School consider the students' level to plan their classes. It is normal to find students with a better level of English than others; if teachers give all students the same

activities, there will always be one or more students who work faster and finish first than their peers.

*Figure 8*

*Which of the following methods was used in this class to Teach Reading Skills? (check only 1)*
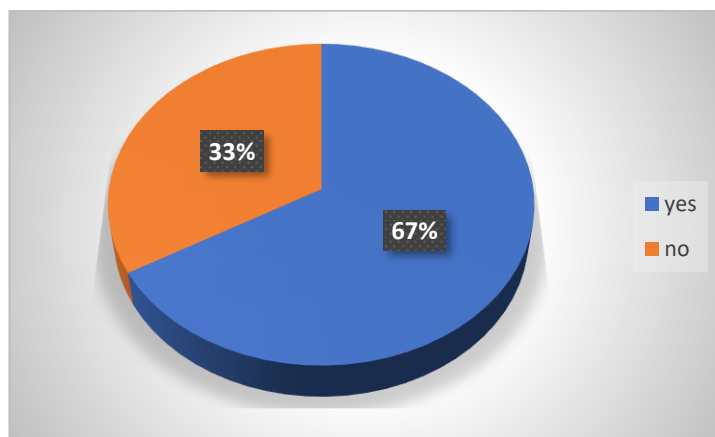


*Note.* Teachers' questionnaire, June 20th, 2021

When teachers were asked about the methods they use in class to improve their students' reading skills, they had different responses. 67% of teachers said they use Communicative Language Teaching, corresponding to two teachers that had used this method as a significant source of influence on speaking practice in the classroom. On the other hand, thirty-three percent (33%) of teachers answered the Cooperative Language Learning, corresponding to one teacher.

Most teachers are worried and invest more of their classes in practicing speaking, but little is done to enhance reading skills. An excellent method of teaching reading skills is using gamified activities, including dynamics, games, films, songs, and puzzles. Engaging textbooks can guide it, train students to write letters and promote group work. Because if the teachers use these aids, they will be able that their students learn in a manner that is accessible and fun.

**Figure 9**

*Do you employ gamified activities to entire class when deliver your lessons?*



*Note.* Teachers' questionnaire, June 20th, 2021

Regarding question number 5, sixty-seven percent (67%) of teachers expressed that they do not use whole–group gamified activities to teach reading skills in their lessons because they do not manage the computer and they do not know some gamified tools; they only ask students to describe pictures, make a list of the classroom objects, and use games such as stop my hands, who knows, bingo game, inventing stories for information-gap with two sets of information. On the other side, thirty-three percent (33%) of surveyed correspond to one teacher who uses some gamified tools, for instance: Bamboozle Games, Kahoot, Quizzes, Educaplay, Goconqr, Genially, Canva, Nearpod, Wordwall activities. Some teachers think that whole-group activities increase self-confidence in students because they can interact in a friendly environment with students. From these responses, it can be inferred that teachers need some training to learn the different platforms they can use in class and what skills they can use.

**Figure 10**

*Do you use individual activities to teach reading skills in your lessons?*
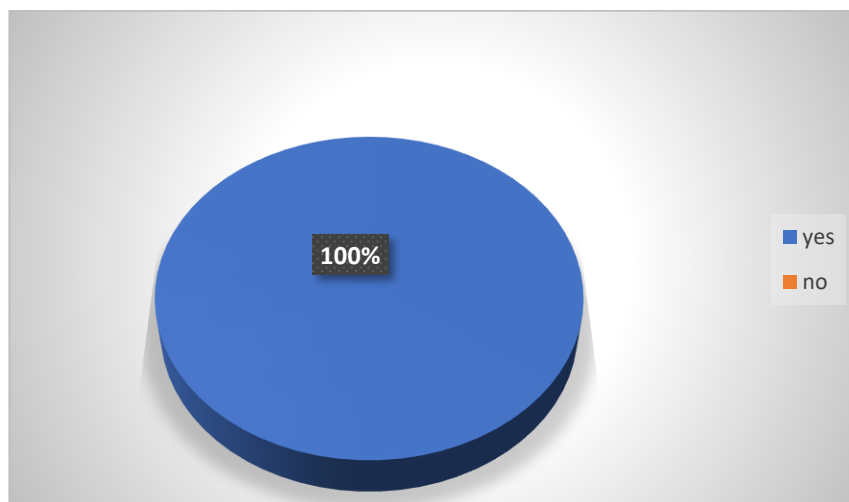


*Note.* Teachers' questionnaire, June 20th, 2021

Concerning question number 6, all teachers responded that they use individual activities to teach the reading skill in their lessons, which skills in their studies, which helps create interest in learning activities the teachers used were to build their portfolio of work, write their own stories, complete fill-in-the-blanks or repeat after the teacher, and develop listening and writing about free-time activities.

When teachers prepare a single lesson, they must consider its objectives, the structure of the learning process, and the most appropriate methods tailored to a specific group of students. In addition, it's crucial to consider how the lesson's objectives align with the strategies employed to achieve those objectives. Factors such as available resources, the duration of the lesson, and learners' existing knowledge contribute to identifying potential approaches. Nevertheless, the paramount priority is to ensure that the chosen materials, tasks, and activities are precisely tailored to assist a particular group of learners in accomplishing their objectives.

**Figure 11**

*Do you usually use gamified activities in English in your classes?*
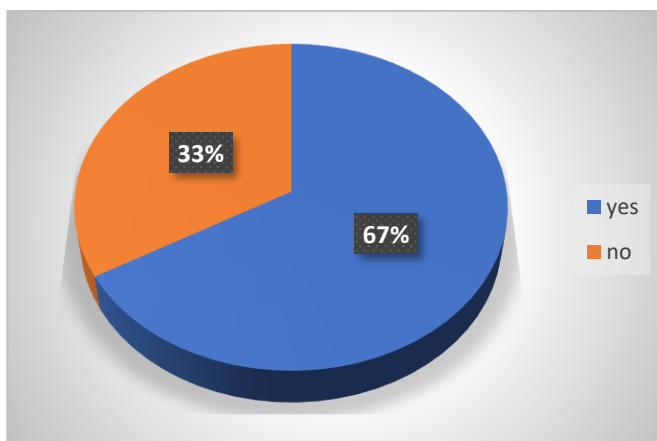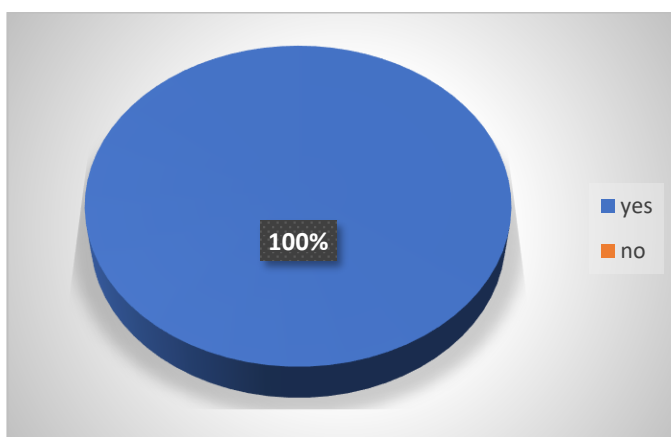


*Note.* Teachers' questionnaire, June 20th, 2021

Teachers were asked if they use gamified activities in English; sixty-seven percent (67%), corresponding to two teachers, said they do not use gamified activities to teach reading skills in their lessons. In comparison, thirty-three percent (33%), corresponds to one teacher using gamified activities most of the time in their classes.

Of course, English teachers are willing to help students in their learning. Nowadays, the problem education faces are using technology in children from an early age. It makes them more hyperactive, so they need constant stimulation through gamified and virtual activities.

**Figure 12**

*Do you take into account elements like classroom management, timing, feedback, and instructional techniques when conducting your reading skill lessons?*
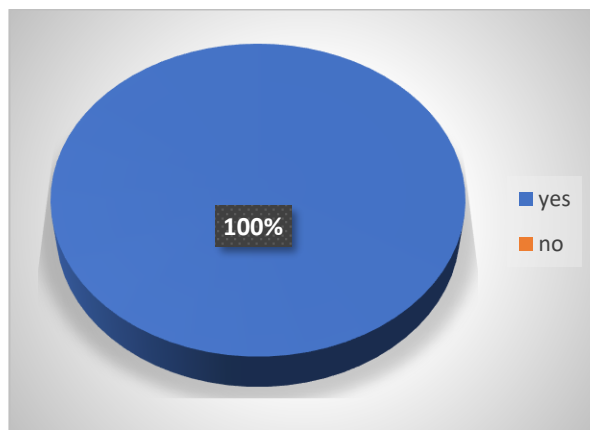


*Note.* Teachers' questionnaire, June 20th, 2021

Figure 8. Shows that when instructing reading skills, instructors universally take into account elements like classroom management, timing, feedback, and pedagogy. Classroom discipline significantly influences the teaching and learning process, particularly in English language education. If the subject matter captures students' interest, they are more likely to engage with the teacher's instructions. Timing is another critical factor that educators should consider during lesson when planning and structuring lessons. A well-organized curriculum can enhance students' enthusiasm for reading and contribute to their overall acquisition of knowledge.

**Figure 13**

*Do you use teaching resources such as (technological tools, videos, games, and supplementary materials)?*
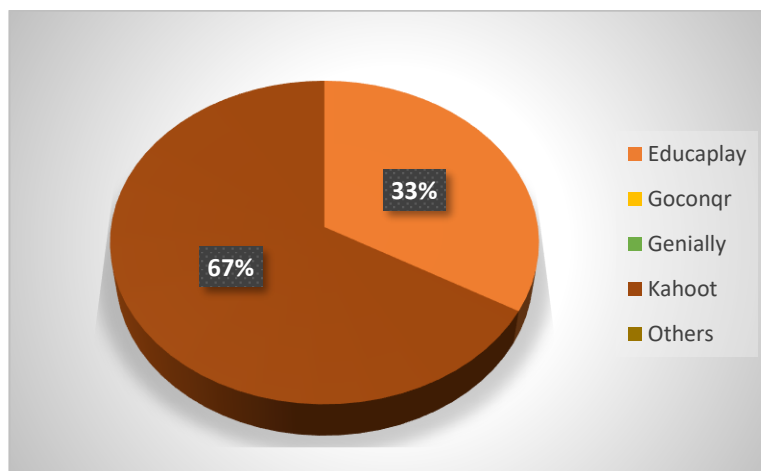


*Note.* Teachers' questionnaire, June 20th, 2021

As it is shown in Figure 9, one hundred percent (100%) which corresponds to three English language teachers use teaching resources such as CD players, media, overhead projectors, computers, smartboards, visually published material available such as magazines, newspapers, brochures, worksheets, work cards, photocopiers, books, and authentic supplementary materials. All teachers surveyed from San Antonio de Padua school agree that the most helpful tool for build-up knowledge and getting better reading comprehension is the use of gamified games that have some advantages in the teaching-learning process since they are the most important at a time of planning, organizing, making more interesting, and affective their reading lessons to obtain the maximum effect when they teach.

**Figure 14**

*Which Educative Technological tool do you use to teach reading skills?*



*Note.* Teachers' questionnaire, June 20th, 2021

When teachers were asked about the educative technological tools they use for reading, sixty-seven percent (67%) said that corresponds to two teachers use the Kahoot tool to assess their topics, So allows the creation of online questionnaires for learners to respond through their mobile devices, in a fun way and differently, where it will create a healthy competition environment and provide bilateral feedback; since the students answer the questions and automatic players. However, they do not use gamified games to teach reading skills in their lessons. The other thirty-three percent (33%), corresponds to one teacher who uses gamified tools to teach reading skills; for example, Educaplay emphasizes activities such as vocabulary, bamboozle, class craft, memrise3, Goconqr, and word wall.

Gamified activities are dynamic and fun, enabling students to apply the reading skills they acquire through engaging and stimulating activities gives them with the opportunity to enhance their language abilities within a comfortable and familiar context.

**Figure 15**

*Which of following resources were used in the virtual classroom to facilitate teaching Reading skills?*
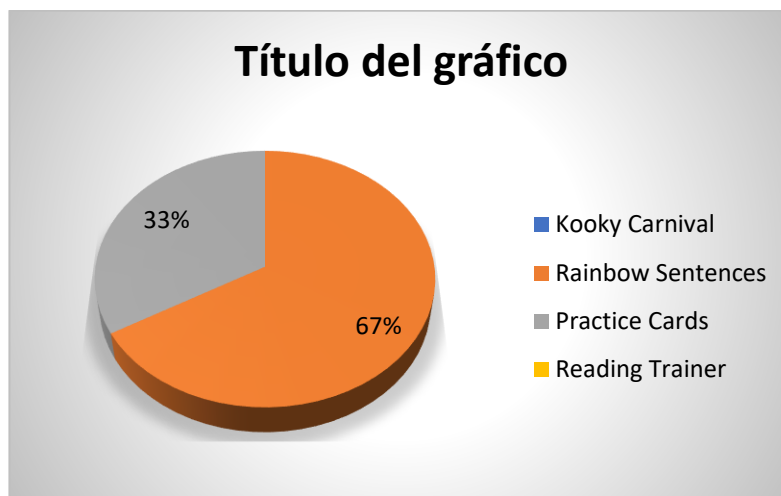


*Note.* Teachers' questionnaire, June 20th, 2021

Regarding question 11, 67% of teachers answered that they designed and used rainbow sentences to assist students in enhancing their proficiency in crafting grammatically accurate sentences a method was employed involving the utilization of color-coded visual cues. These visual aids aided students in recognizing and comprehending how different sentence elements combine to form fundamental sentence structures. Whereas 33% correspond to one teacher using cards to teach vocabulary and develop reading stories based on the comprehension of a reading text. When students read to grasp the essence or general comprehension of a text, their goal is to identify the text's subject matter and the author's intended message. In this context, it's not necessary for students to comprehend every single word within the reading material. Instead, if students can grasp the overall concept, it becomes simpler for them to infer the meanings of unfamiliar words and progress towards a more comprehensive understanding. So is a more critical focus on their general or global performance before their grasp of detail.
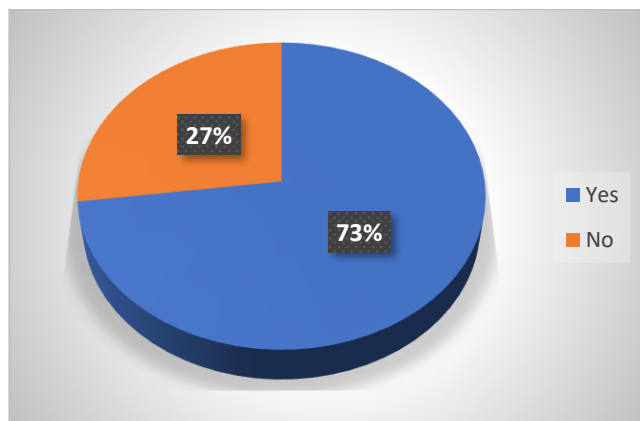
**4.2 Students' questionnaire**

The questions for this tool were designed to allow the population to describe their experiences freely. The elements in the questionnaire were chosen to extract helpful information, such as what the students' perceptions were regarding the use of L1 in EFL classes, their background knowledge, their perceptions about the

reading competency level, and their thoughts about the teaching-learning process. To collect reliable data, the students' survey was applied in Spanish.

**Figure 16**

*¿Te gusta leer en inglés?*



*Note.* Students' questionnaire, June 20th, 2021

When students were asked about their preference for reading in English, 73%, corresponding seventy students liked to read in English because they said reading is a great way to expand their vocabulary, understanding, attention, observation, concentration, reflection, critical thinking, and memory besides arouses curiosity e imagination also activates our inspiration, or creativity making us more innovative and help to be well informed on things that happen around themselves environment. In addition providing free access books more readily available to us at no cost and alleviating boredom, reading also enhances our intelligence, supports personal and professional growth, encourages communication and connection, provides an outlet for emotions, serves as mental exercise to keep the brain agile and vibrant, and acts as a remedy for loneliness, as well as being an antidote to the loneliness. Considering that they like to read, using gamified activities can help increase their reading skill and motivate them to learn English in a fun way.

**Figure 17**

*¿Sientes que las actividades que se llevan a cabo en clase como (juegos, trabajos en grupo y trabajos individuales) te estimulan a aprender a leer en inglés?*
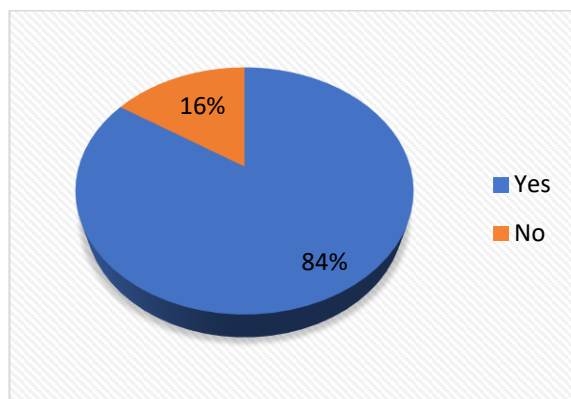


*Note.* Students' questionnaire, June 20ᵗʰ, 2021

Regarding the activities that motivate students during class, 13. 84%, which corresponds to 80 students, stated that using fun, gamified activities in a group is an exciting method that motivates them to learn and to read in a foreign language, always considering the type of reading. It is essential to point out that group gamified activities help to improve communication and dialogue between team members, as well as help to motivate cooperative learning since some students have more knowledge than others. Gamified games drive high levels of students' motivation because while reading, they do not stop at anything to succeed when playing on the computer.

**Figure 18**

*Consideras que las actividades realizadas en clase para desarrollar la lectura son:*
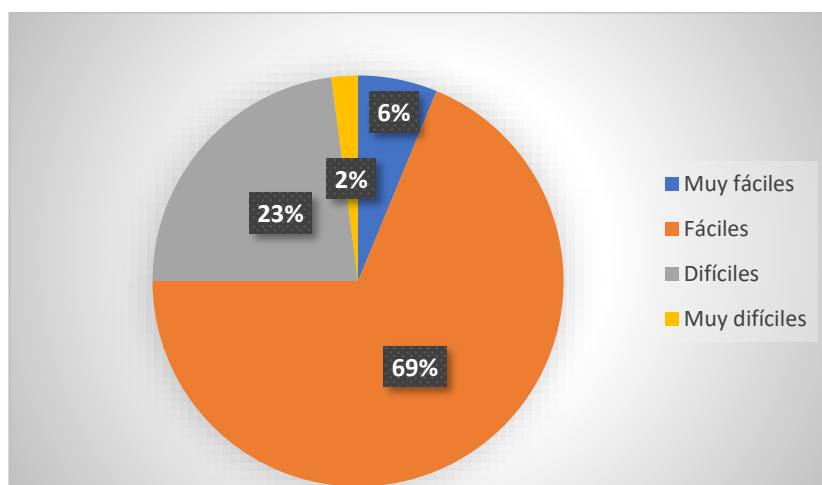


*Note.* Students' questionnaire, June 20th, 2021

When students were asked their opinion about the reading activities made in class, sixty-nine percent (69%) of 68 students stated that the activities developed by the teachers are accessible. The teacher used games with simple vocabulary and clear, concise, and direct sentences, twenty-three percent (23%) that corresponds to 22 students said the activities used by the teacher are complex because the teacher sometimes makes inferences or the reader is not able to understand because they do not know the vocabulary used by the author, or they cannot interpret punctuation marks well. Six percent (6%) that correspond to two students stated that all the activities developed by the teacher were elementary. Finally, two percent (2%) compared to one student, indicating that activities used by the teacher are challenging.

One of the main problems with reading is students' poor vocabulary knowledge; it provokes, in some cases,s anxiety and other boredom in learners since they cannot get even the main idea of a text. Sometimes the best option for students is to stop reading and not do the activities proposed by the teacher.

**Figure 19**

*¿Te gusta la forma de enseñanza de la lectura que usa tu profesor?*



*Note.* Students' questionnaire, June 20th, 2021

Concerning question number 4, eighty-nine (89%) of 88 students said they like how their teacher teaches reading because he develops fun gamified activities involving all the reading processes. The 11% that corresponds to 11 students, said they do not like the actions used by the teacher because they are tough to understand. This answer can be determined by the empathy and confidence that students feel with the teacher; then, it is noticeable the impact that the way a teacher addresses has on students' development

and behavior in class. Teachers must be aware of this and show empathy to students, as important as the strategies they choose for their lessons.

**Figure 20**

*¿Tu profesor realiza actividades de gamificación variadas que te permiten interactuar con tus compañeros de clase?*
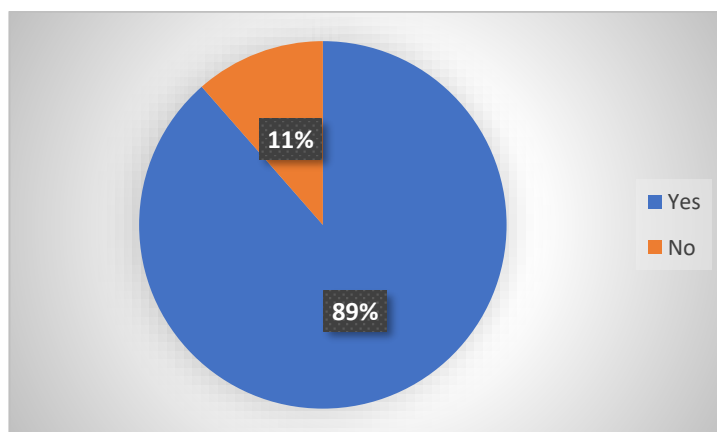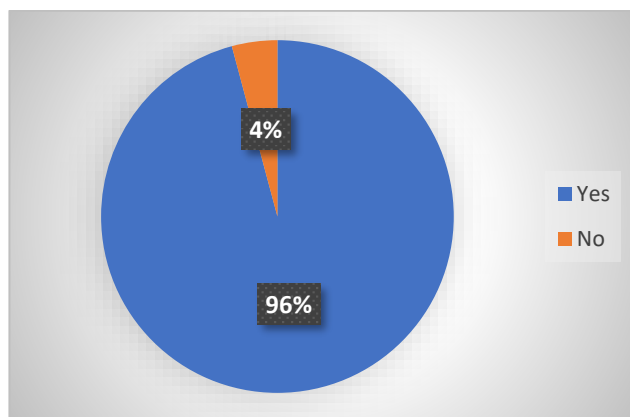


*Note.* Students' questionnaire, June 20th, 2021

Concerning activities that allow interaction, sixteen percent (16, 96%), corresponds to 95 students affirmed that the teacher performs various gamification activities that will enable them to interact with their classmates such as Kahoot, genially, tricks, Educaplay, Goconqr, Flashcards, audios, text reading, worksheets, Minecraft, Memrise 3. Otherwise, only 4% of 4 students said the teacher only uses some gamified activities.

Teachers' interest in learning and applying updated strategies to enhance students' progress is noticeable. However, this is essential to be sure when and how to use each strategy according to the lesson objective; it is not enough to use games and virtual activities; if teachers do not apply them correctly, the results can be harmful. It can be a reason why even though teachers seemed to use all gamified strategies, reading skills in students do not improve as expected.

**Figure 21**

*¿Tu profesor con qué frecuencia realiza actividades Gamificadas en la clase?*
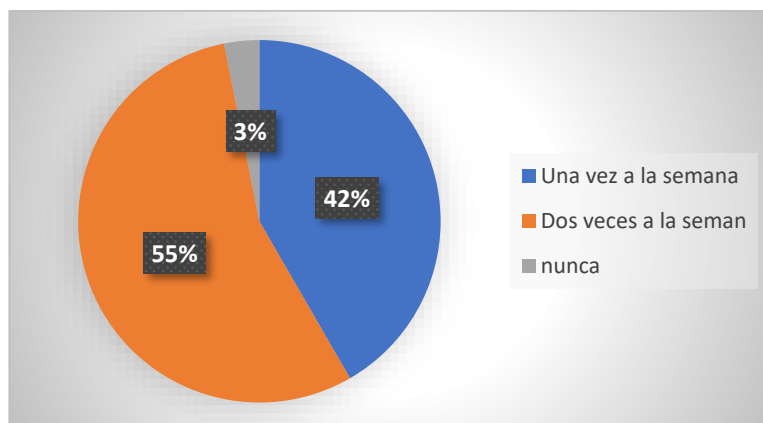


*Note.* Students' questionnaire, June 20th, 2021

Regarding the frequency in which teachers use gamification activities, seventeen percent (17, 55%) corresponds to 54 students who affirmed that their teacher performs gamification activities twice a week. The students said learning through play helps them enhance their reading skills and what they have learned in class; besides, it allows them to interact with their partners, experience it, and live it through playing. On the other hand, forty-two percent (42%) that correspond to 42 students said that the teacher performs once a week, and 3% said that the teacher does not use gamified classroom activities.

Most teachers use Gamification frequently during classes, so they are familiar with this method. It is an advantage since, in this way, they will understand the connection between gamified activities and reading skills faster. The time they invest in these activities is also essential and depends on the whole class's duration.

**Figure 22**

*¿El tiempo que te da el profesor es suficiente para desarrollar las actividades de lectura?*
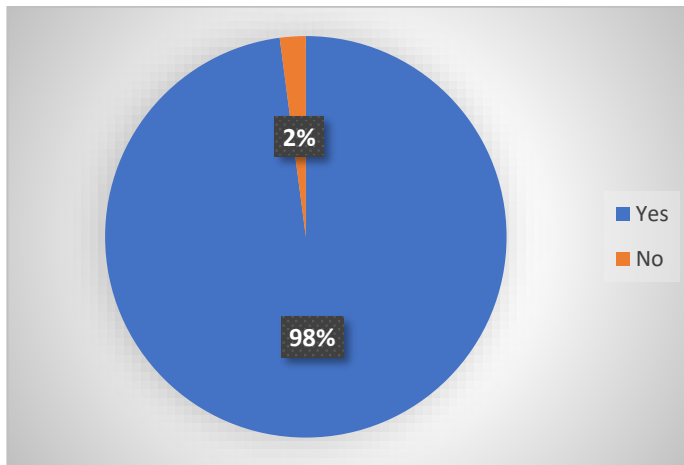


*Note.* Students' questionnaire, June 20th, 2021

Concerning the time students are given to develop the reading activities during class, eighteen percent (18, 98%) correspond to 97, affirming that the teacher gives them enough time to build their reading activities and daily tasks quickly and efficiently. At the same time, two percent (2%) corresponds to one student who said that the teacher does not give enough time to develop reading activities.

It's crucial to always respect the pace of individual students, as some may need time to respond. If teachers don't wait for them, these students may end up just observing because they aren't given enough time to engage, understand, analyze and provide answers.

**Figure 23**

*¿Luego de cada actividad de lectura tu profesor te explica en qué fallaste y en qué debes mejorar?*
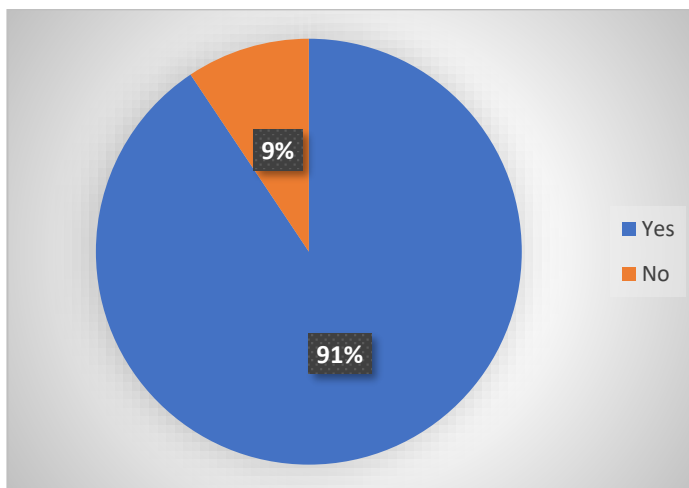
When asking about feedback, ninety-one percent (91%) of 90 students indicated the teacher explains and makes the topics understandable for them when they have troubles or have made any mistake the first time. Only nine percent (9%) said their teacher needs to provide more feedback or explanation when they need to do an activity correctly.

The act of explaining is closely related to the educational process. In education, feedback is as important as providing information or introducing new concepts. Its purpose is to tailor the delivery of information to the needs and existing knowledge of the audience, thereby facilitating comprehension. Teachers should remember this when correcting students' mistakes and always clarify that mistakes are part of learning.

**Figure 24**

*¿Consideras que es más fácil aprender a leer el idioma inglés jugando?*
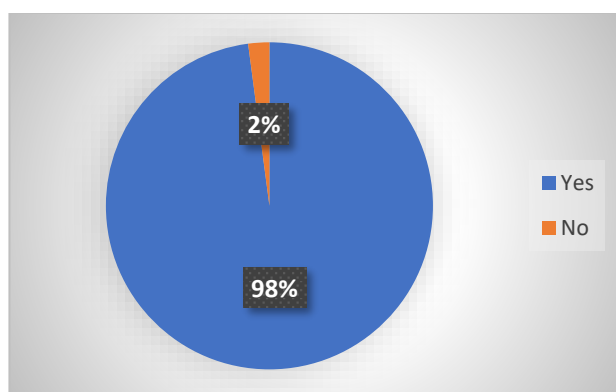
Regarding the last question, ninety percent (20, 98%) corresponding to 97 students said that it is easy to learn reading while playing in English because it helps them increase their vocabulary memory, mental agility, companionship (when the games are in groups), helps persistence, and competitiveness is reinforced. Only two percent (2%) that correspond to one student said that he does not enjoy learning while playing because it is tough for him to use virtual platforms.

Linguistic competence is enriched when we push ourselves to develop adequately in various communicative settings. Besides, students do not play to learn, but when they play, they learn consciously; it can be said that through the game, they can guess, dream, innovate, and create, transforming every game a source of joy and

amusement. But, a game is more than just entertainment; it encompasses a deeper aspect beyond fun. Play serves as an inherent educational tool, fostering an ongoing engagement with one's surroundings and their classmates.

**4.3 Class observations**

It was used to determine if the teacher used gamification to enhance reading skills in their classes and what is the reading level of the students when observing the teachers in their classes. The results obtained from this instrument made it possible to have evidence about the strategies applied in English classes and the reaction of students to those strategies.

The first aspect observed in class was related to teachers' awareness of students' needs. Two teachers considered the needs of students, such as (age, personality, attitude, aptitude, motivation, and games, to teach reading skills successfully. Based on the observation sheet, incorporating simple activities proved effective in enhancing students' engagement in the classroom. Teachers in these secondary schools strategically designed their lessons to meet with the students' needs and proficiency levels, recognizing that age plays a significant role in determining the most suitable teaching methods and content, because students, depending on their age, learn very quickly with the appropriate strategies.

Considering the multiple intelligences theory proposed by Gardner (1993) is essential. According to it, all human beings have a natural talent, and it is the task of teachers to discover their students' skills. These types of intelligence work together; some prevail more in some students than others. Additionally, this theory helps us to recognize that students have a variety of learning styles and abilities. On the other side, one teacher did not consider the needs of the students when teaching English.

The second aspect observed was the English level of students; it could be observed that half of the tenth-year students of the San Antonio de Padua school are at a basic level, A1, which corresponds to the first level of the MCERL, where the students have the ability to understand basic instructions, announcements, and information. They can fill out basic forms, write notes with details such as dates and addresses, express simple opinions or needs in familiar situations, and hold basic conversations on expected topics. Other half of students have an intermediate level because, according to the observation sheet, students could develop activities such as reading, writing letters,

understanding short texts, or taking notes on familiar or predictable matters while someone is talking. Additionally, they can express their viewpoints on abstract cultural matters to some extent, provide guidance within a familiar environment, and understand directions or public announcements. Furthermore, they are capable of quickly scanning text to locate pertinent information and comprehending complicated instructions or recommendations. Nevertheless, it was evidenced that there were no students with a high or advanced level in the school.

Another aspect observed during English classes, most teachers of the San Antonio de Padua school used some methods that help in learning a second or foreign language, such as Task-Based Language, Cooperative Language Learning, The Natural Approach, Grammar Translation Method, Teaching of Communicative Language, Content-Based Instruction, Cooperative Learning of Language and Communicative Language.

Most teachers promoted communicative interaction in the classroom through pair or group activities, which were meaningful and involved honest communication. It was fluency and accuracy. However, cooperative learning goes beyond simply placing students in groups and assigning them tasks. It is an approach that emphasizes mutual support within those groups and active engagement by all members. However, it is essential to note that cooperative learning must start slowly and have patience and perseverance when teachers use it.

Finally, during classroom observations, some teachers choose to use a combination of methods and techniques, while others tend to use more traditional teaching approaches to teach reading skills; it was also observed that two teachers should have used technological tools or gamification to teach the reading skill in English. All these factors constitute another problem, which negatively affects the process of teaching and learning a foreign language because students cannot learn to build their knowledge or develop all the skill of the English language.

Grouping was another setting observed in English classes. Half of the teachers used individual work during the teaching-learning process of reading ability and had an essential influence on the student's training. The other 50% of the teachers used group work activities promoting cooperation and autonomous learning. It also allowed shy

students to open up and participate depending on the students' level and the task's complexity.

Although the teachers used both types of work in their classes, interest and fun were observed when students read a story. Teachers know how vital grouping is and apply different grouping activities in class. However, if the strategies and activities selected are inappropriate, students will not learn; it does not matter the type of group they are working in.

According to the observation sheet, half of the teachers consider all the aspects of a lesson plan. The others focused more on following the book's contents than considering essential class parts such as warm-up and technological tools.

A good lesson topic can give a sense of clarity, direction, and progress to a student, besides it can help to determine the way how students will be informed of the objectives of each class, which is usually done at the beginning of each session, by way of introduction. Planning is undoubtedly one skill required to improve educational quality because it allows teachers to have potency reading skills, work as a team, and communicate well with their students.

Students' motivation and willingness to participate in class were observed during the course; most of them were motivated when a teacher used gamification games in her class to teach a reading skill, and it was observed that the students had fun and learned while playing and improved their ability to understand a short reading. The objective of this research and its success were evidenced.

The findings suggest that elements such as motivation, attitude, language proficiency, anxiety, and gender have an impact on students learning English. The main problem in the teaching and learning of reading skills in our secondary schools is the lack of motivation of students to learn English.it is seen as the basis for secondary school failure and, frequently, discipline problems Furthermore, motivation is a goal, desire, and aspiration that then puts in each class lesson to improve reading ability.

Regarding the techniques that teachers use to deliver reading lessons, it can be said that 50% of teachers applied methods like skimming; this technique is an essential tool in the development of reading because it allows looking only at the main ideas so

that the overall understanding is reduced to partial reading the text for main ideas. Also, teachers used scanning, an essential reading technique or tool that helps speed up the reading process, where students' eyes travel quickly over reading the text to find specific information that the teacher asked or was looking for.

The observed teachers gave students enough time to develop the reading activities they sent to them. Although, teachers said that time is an important aspect that teachers should consider when using dynamic gamified activities in their classes. Besides, it was evidenced fun, entertainment, engaging, high self-esteem, and happiness in the students. It should be noted that the teachers developed their classes with excellent motivation, which is something positive because, as was stated by (Rost, 2006) explanation in environments of English as a foreign language is fundamental since it is considered the essence of language teaching.

Concerning the resources teachers used in virtual classes, 50% of the teachers used rainbow sentences in reading lessons, which consisted of dividing parts of sentences to improve their grammar skills through color-coded. The other teachers used cards contains a reading passage appropriate to the student's skill level, followed by questions. Students read the passage and then provide evidence from the text to support their answers to the questions.

It should be noted that only one teacher used interactive applications related to reading improvement, while the other teachers were more focused on presenting PowerPoint slides or videos from YouTube. With the change to virtual classes, teachers only saw one other option than preparing PowerPoint presentations. They forgot or maybe have yet to learn about interactive activities that could be done by taking advantage of the internet connection of students.

## 4.4 Discussion of Results

After analyzing the survey results of students and teachers from the data obtained from the observation sheet, the common understanding between teachers and students lies in their awareness of the importance of reading skills and the challenges that foreign language learners face in acquiring them. In addition to the inherent complexities of reading comprehension, the current health crisis has exacerbated the obstacles for both educators and learners in creating an optimal language learning

environment. As the world evolves, so do people, necessitating the adoption of new methods in the EFL classroom to improve Ecuador's low levels of English proficiency.

Another important finding from surveys and the observation sheet, most students try applying technological tools in their classes. It can be because of the new virtual mode that all schools in the country must implement. However, before using any technique, it is essential to understand each technique's purpose and the process to be followed for their appliance. It is also vital to highlight the purpose of reading during class; students revealed that they use reading especially to ask or respond to questions referring to comprehension reading.

After having observed and analyzed three classes in grade tenth year of primary education at The San Antonio de Padua High school city of Tulcán, It is worth noting that teachers used a variety of traditional instructional resources, including items such as flashcards, maps, pictures, charts, pamphlets, posters, word cards, whiteboards, videos, worksheets, songs, dialogues, and real-life examples. These resources were used to help students understand the various activities involved in the teaching and learning process. As a result, students felt motivated and engaged and showed genuine interest in the teacher's explanations.

In reviewing the outcomes of the interviews and surveys, it is clear that both teachers and students share a common awareness of the importance of a particular aspect of using gamification to enhance their reading skills and are aware of their difficulty learning to read in a foreign language. However, teachers sometimes cannot find the right tools to teach reading skills in the classroom; as mentioned by (Zichermann, 2010) gamification has been defined as the "process of using game thinking and mechanics to engage the public and solve problems" as "the use of game techniques to make activities more attractive and fun (Kim, 2011), and as" the use of game design elements in non-game contexts (Deterding, 2011) In this century the EFL, classrooms are digitized for the teaching process, foreign language learning, where the student is the center to enhance reading skill through the use of the correct technological tools Here, teachers can resort to and innovate their performance in the classroom; they need to update their knowledge in the management of many specialized tools that allows them to enhance the reading skill of the foreign language and thus change the lousy image that our country has in reading.

The findings from both surveys and interviews indicate that two teachers do not incorporate gamified activities for reading practice in their classrooms. However, students expressed their enjoyment of these activities. When the teacher uses gamification activities that involve challenges that allow them to elevate their confidence to learn to read in English, Perhaps, it is essential to analyze other causes of students' poor reading skill performance. For example, the traditional use of boring extended, poorly understood reading, the amount of time spent on the activity must be more adequate for the student's needs.

Students and teachers must begin to use different technological tools that allow them to enhance their reading skills, and new content, acquire new learning, and develop all skills that contain a foreign language from the technology field. Virtual learning environments are classrooms without walls where all participants can gain new competencies and skills with performance criteria and promote student motivation through the game and gamified tools.

Introducing a virtual classroom equipped with gamified exercises to improve reading skills is a feasible suggestion, given the research findings and the benefits associated with gamification., platforms, virtual classrooms, weblogs, e-learning, electronic devices, the internet, computers, and ICT which play a strategic role in providing information to all entities that make up the educational institution where it is essential to develop a virtual learning environment to significantly contribute to the students learning process through gamified activities since these are interactive, fun, challenge and enjoyable which makes reading flows naturally.

## CHAPTER V

## 5.  ACADEMIC PROPOSAL

**5.1 Title**

Let us learn by playing & reading together!

**5.2 Introduction**

Reading is an essential skill everyone must cultivate throughout life, so this virtual classroom was designed to improve students' reading habits. In addition, students could experience teamwork and understand that working together makes it easier to achieve goals. Reading also provides opportunities to learn English lang, including vocabulary, grammar, punctuation, sentence, paragraph structure, and examples. It also encourages discussion and imaginative responses.

According to  (Kapp, 2012) gamification refers to using game-based mechanics, aesthetics, and thinking to engage individuals, motivate their actions, promote learning, and solve problems. By applying fun and addictive game elements to real-world and productive activities, gamification can contribute to student's cognitive and social development. (Wang, 2011, pág. 43) described that education involves a series of design principles, processes, and systems that seek to influence, engage, and motivate individuals, groups, and communities to drive specific behaviors and achieve outcomes.

This study proposes a virtual classroom with activities aimed at improving reading skills, consolidating the teaching-learning process, and improving teachers' teaching strategies through the use and management of ICT.

Games serve as an effective teaching strategy that teachers can incorporate into their lesson plans. This approach enables students to reinforce their existing knowledge and develop new knowledge. The key advantage of using games in the classroom is that students feel at ease and do not experience anxiety, as the games are enjoyable and free from any form of punishment. The primary objective of utilizing games in the English language classroom is to motivate learners to actively engage and use the target language.

**5.3 Objectives:**

*General Objective*

To create an online Virtual Classroom for reading skill enhancement through interactive gamification activities for tenth-grader students at San Antonio de Padua School during the academic year 2020-2021

*Specific Objectives*

➢ Select interactive activities to develop reading skills using Gamification.
➢ To implement practical gamified learning activities suitable for English reading comprehension.
➢ To provide new content to the institution's web page as an educational, technological source that integrates new teaching strategies.
➢ To develop teachers' and students' basic skills in ICTs management and the application of gamified activities.

**5.4 Justification**

Currently, students are keen on technology; Therefore, it is essential to strengthen this ability by implementing it in the educational process. It is necessary to emphasize the excellent communication revolution that the internet has generated; it has been determined that unlimited information is obtained, which must be efficiently discerned to become authentic learning, emerges with the need for the accompaniment and mediation of the teacher to consolidate learning.

The proposal aims to create a virtual classroom based on gamified activities to enhance reading skills through technological tools in the tenth grade at San Antonio de Padua School in the teaching-learning process as theoretical and practical aspects, fundamentally based on using all the technical resources that the institution has implemented new technological tools, especially the Web, that promote collaborative work.

It is essential to explain that, according to the analysis of the research results, a significant percentage of teachers and students indicated that educational institutions need more technological devices in their classrooms, which makes it challenging to achieve the expected results. It is necessary to emphasize that virtual learning environments can be found anywhere and through diverse technological means; for this

reason, it is considered that the proposal applies to the fact that students can use and apply ICTs from a place other than the school facilities (homes, computer centers, offices, parks, among others) and the technological devices are also diverse (tablets, cell phones, computers, laptops, among others).

## 5.5. Theoretical Framework

### Gamification

It is an educational approach that applies elements from the world of games to improve educational and professional outcomes through specific actions. This term has gained significant prominence in recent years, especially in digital and educational contexts. Besides, Gamification in learning has proposed a personalized, automated, and gamified learning system to improve student engagement in academic activities related to rehearsing any topic through games. It can be used in synchronic and non-synchronic classes.

### Gamification tools for reading:

The technological tools used in the virtual classroom are functional and encourage student learning. These tools can be chosen based on each stage of the reading process.

Pre-reading: Educaplay, Goconqr, Videos on YouTube, Worldwall, Bamboozle, and Genially

During Reading: GoConqr, Worldwall, Classcraf, Genially, Educaplay, Bamboozle

After Reading: Kahoot and Quizizz

### How to use gamification in class

- Modify traditional games for classroom use. Games like scavenger hunts, bingo, dice games, Connect Four, and Scrabble, which have a long history, can be adapted to facilitate classroom learning.
- Utilize digital games.

- Development an educational quest.

- Engage in a challenging encounter, similar to a boss battle.

**Actions to develop teacher's basic skills necessary in the use and management of ICT**

- Encourage teachers to use ICT tools.
- Establish a teacher training schedule.
- Establish the theme and relevant material to be dealt with in the teacher training course.
- Evaluate teaching skills about the use and mastery of ICT.
- Provide students with gamified activities and relevant, solid knowledge that ensures the development of their skills and reading abilities.
- Organize the times established for training according to the realities held by the students.
- Learn how to use new ICT tools.
- Accompany students in the virtual classroom to visualize the impact generated on students by applying gamified activities to improve reading skills.

**Actions to implement a virtual classroom**

- Design the structure of the virtual classroom.
- Determine the gamified activities within the virtual classroom according to the reading skill plan with performance criteria.
- Choose the most suitable technological tools to improve reading skills.
- Develop different educational activities according to the chosen tools.
- Implement in the virtual classroom all the educational activities to be developed.

**The Reading skill**

According to Halim (2009, pág. 10), reading is a receptive language process. It recognizes, interprets, and perceives written or printed, is critical to understanding written information accurately and efficiently. Besides (Hamer, 2009, pág. 99), reading positively affects students' vocabulary knowledge, spelling, and writing. Good-reading

text can introduce exciting topics. Also, reading is considered an essential skill for students.

**Reading strategies**

As cited by Kagan (1994), when using jigsaw reading, each team member masters a distinct part of the lesson. Each teammate leaves the team and works with like-topic members from other groups. Students then return to teach their teammates their portion of the content. This activity fosters teamwork, analysis, and reflection.

In the Numbered Heads Together strategy, a group of four is formed first. Each group member is assigned a number, usually 1, 2, 3, or 4. Questions are posed to the group and the group works together on the question to ensure that all members can respond orally. The teacher then calls out a specific number (e.g., "two") and each student with that number is expected to provide an answer.

A further strategy is Think-Pair-Share. This technique allows students ample time to contemplate a subject, formulate their thoughts, and exchange them with a peer or a small group in a collaborative learning environment. It encourages active classroom engagement by encouraging extensive peer interaction.

**Reading comprehension.** (Cassany, 2007) awareness is making sense by learning essential ideas from the writing and relating them to the statements already possessed, a process through which the reader interacts with the report.

**Stages of the reading process.** (Solé, 1994) divides the process into three sub-processes: before reading, during reading, and after reading:

**Before Reading**. Before beginning the reading process, it's important to set the stage, especially the emotional stage. In essence, this involves the emotional connection between the participants, each of whom brings their unique perspective. One participant presents his ideas (the text), while the other contributes his prior understanding, driven by his own interests. This is the essence of the reading process. During this phase and under these conditions, this process is enriched by other significant elements: language, questions and hypotheses, memories triggered, familiarity with the written material, a personal need, and the genuine interest of the reader, not just that of the teacher.

**During the Reading**: At this moment, the students must do a reconnaissance reading, in a personal way, to familiarize themselves with the general content of the writing. Afterward, they can read in pairs or small groups and then exchange opinions and knowledge about the objective of the reading activity. Being our work and integrating functionality, this is an authentic moment for the students to work on the transversal contents, values, rules, and making choices; without depending exclusively on the teacher. Of course, the teacher is familiar with the activity. Its functions are concrete, supporting the movement systematically and constantly.

**After the Reading**: According to the sociocultural approach of Vygotsky (1979), the first and second phase of the process will propitiate a socialized and dialogic environment of reciprocal understanding. The activity must use instrumentalist language to effectively teach inter-psychological character. In this period, the relationship and use of language are still in force once it is suggested to the students to prepare schemes, summaries, comments, etcetera. In this phase, which involves summarizing, commenting, and similar activities, the approach becomes more contemplative, critical, and transversal. It delves into metacognition and metalinguistics. The experiences triggered by language use are transformed into objective mental images. These images are then integrated into an individual's cognitive framework and ultimately contribute to his or her personality development

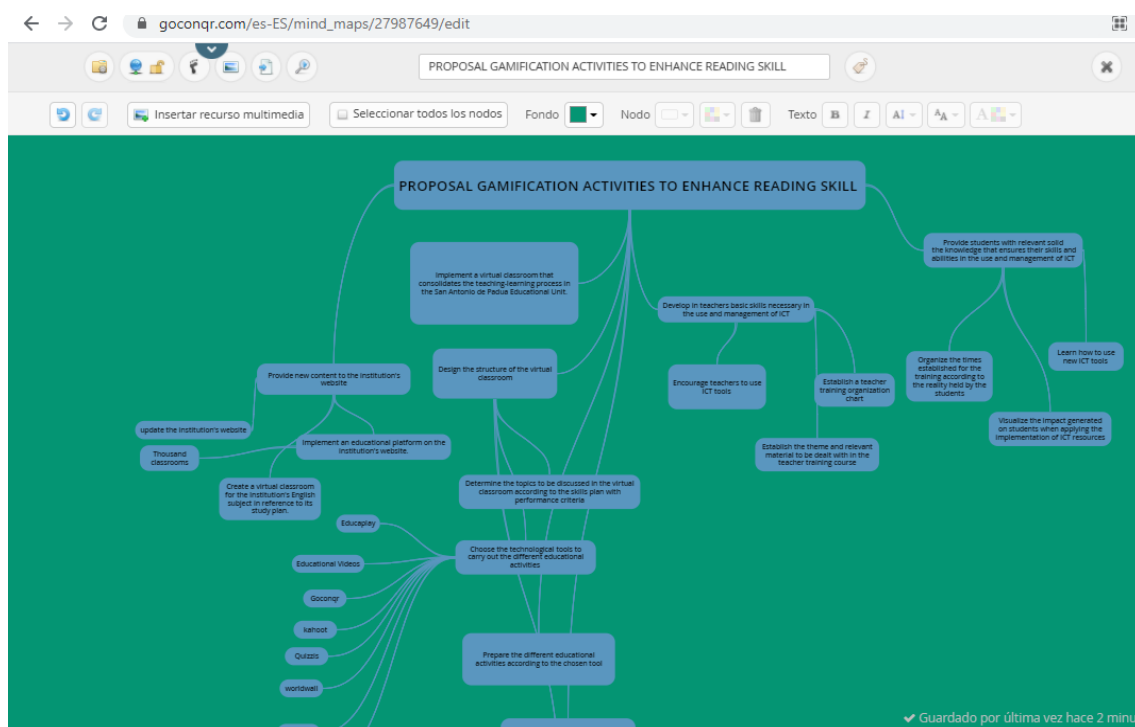## 5.6 DEVELOPMENT OF THE PROPOSAL

Proposal process diagram

The following diagram clearly explains the process of the proposal, focusing primarily on the actions to be followed to meet the objective of the proposal, which consists of the gamification activities to enhance reading skills through the application of ICTs in the San Antonio de Padua Educational Unit as it is presented in the following figure.

**Figure 25**

*Proposal diagram*



*Note.* Information is taken from https://www.goconqr.com/mapamental/27987649/proposal-gamification-activities-to-enhance-reading-skill

Actions:

Actions to provide content to the Institution's website

1. Updating the institution's website.

2. Implement the virtual educational platform "Thousand Classrooms" on the institution's website.

3. Create a virtual classroom about the curriculum for the English subject at the institution.

**Table 1**

*Design of the methodological proposal for the application of gamified activities to enhance reading skill*

| OBJECTIVE 1. To provide gamified activities to enhance reading skills on the Website that belongs to the school. | | |
|---|---|---|
| **Strategies** | **Activities** | **Indicators** |

| | | |
|---|---|---|
| Update the website of the institution with gamified activities | Manage the updating of the website before competent authorities. | Official letter of acceptance of the website update |
| | Propose changes to the website to the teacher responsible for IT resources. | Updated web page |
| Implement the virtual educational platform "Thousand Classrooms" on the institution's website. | Implement the MOODLE platform on the institution's website, with activities gamified. | MOODLE platform implemented with activities gamified |
| | Update the technological equipment of the institution. | Up-to-date computer equipment. |

**OBJECTIVE 2. To implement a virtual classroom that consolidates the teaching-learning process of reading skills in English in the tenth grade of primary education of the San Antonio de Padua Educational Unit as a reference for the other subjects.**

| Strategy | Activities | Indicators |
|---|---|---|
| Design the structure of the virtual classroom. | Making a diagram of the virtual classroom structure. | Scheme. |
| Carrying out skill planning with performance criteria Skill plan with performance criteria | Carrying out skill planning with performance criteria Skill | Plan with performance criteria |
| | Distribute the topics in the virtual classroom | Actions carried out |
| Choose the technological tools to carry out the different educational activities. | Select technological tools according to educational activities. | Selected technology tools |
| | Distribute technological tools through educational activity. | Actions done. |

| Prepare the different educational activities according to the chosen tool. | Make a lesson plan. | Class plan. |
| | Carry out technological didactic strategies based on the class plan. | Actions carried out. |
| Implement in a virtual classroom all the educational activities developed. | Develop all educational activities in the virtual classroom. | Actions done. |

**OBJECTIVE 3. To develop ICTs essential skills for the implementation of gamified activities.**

| Strategy | Activities | Indicators |
|---|---|---|
| Encourage teachers to use ICT tools. | Plan a teacher training course about the use of ICT. | Planned course. |
| Establish a teacher training schedule. | Determine the dates for the completion of a teacher training course. | Schedule |
| Establish the theme and relevant material to be dealt with in the teacher training course. | Select the topics to be developed in the course. | Training course topic |
| | Prepare material relevant to the educational level at which the participating teachers work. | Elaborate material. |
| Evaluate teaching skills about the use and mastery of ICT. | Make a check sheet to verify teaching skills about the use and management of ICT. | Check sheet. |

**OBJECTIVE 4. To provide students with solid pertinent knowledge for ensuring their reading skills and abilities when using it.**

| Strategy | Activities | Indicators |
|---|---|---|
| Organize the times | Establish a training | Schedule |

| established for the training according to the reality held by the students. | schedule following your student's educational activities. | |
|---|---|---|
| Learn how to use new ICT tools. | Training in the computer room. | Actions done |
| Carry out an accompaniment in the virtual classroom to the students to visualize the impact generated on the students when applying the activities gamified and implementing ICT resources. | Conduct an evaluation test to determine the impact generated in the application activities gamified. | Test. |

*Note*: Oliva Acosta

**Implementation**

The implementation of a virtual classroom with gamified activities is proposed to improve reading skills in English, and it is directed to the tenth-grade Basic General Education students; this will serve as a model or reference for the other subjects; the purpose of the virtual classroom is to consolidate the teaching-learning process precisely the reading skill.

The design of the virtual classroom is developed through a scheme in which the structure of the virtual classroom is friendly and interactive, the same that has been designed as follows.

**Table 2**

*Virtual Classroom*

| VIRTUAL CLASSROOM: TENTH GRADER EGB | | |
|---|---|---|
| 1.- General | | Welcome forum |
| | | English Text |
| | | Annual planification |
| 2. First Quimester. | UNIT 1 | Inventions around the world |

| | UNIT 2 | Legends and Stories of Carchi |
|---|---|---|
| | UNIT PART 1 | Province |
| | | Knowledge construction |
| | | Knowledge transfer |
| 3. Second Quimester. | UNIT 3 | Travel and Adventure |
| | | Conceptual Departure Scheme. |
| | | Knowledge construction |
| | | Knowledge transfer |
| 4. Completion | | Evaluations |
| | | Surveys |

*Note.* Information is taken from https://profeoliva.milaulas.com/

After completing the virtual classroom scheme, it is essential to determine the topics to be discussed, established by the skill plan with performance criteria.

### UNIT ONE: Inventions all around

**Objective:** Students can apply skim and scanning gamified techniques in reading comprehension and follow models to produce a text.

GAMIFICATION STRATEGY **1:** Looking at flashcards related to words and ideas to activate previous knowledge.

https://create.kahoot.it/share/trivia-welcome-to-the-show-where-well-see-how-much-you-know-about-the-world/092fbcd0-203c-4cdb-ba84-b001bf4b7262

**Reading comprehension strategy: Text** ordering

**Class:** Safe learning environment

**Class Period:** 45 minutes

**Interaction:**  Students will interact through games meant to be played in pairs, groups, or as a whole class in a context**.**

**Material /& resources gamified: Gamification tools such as** Kahoot, Genially, Bamboozle, Educaplay, Goconqr Flashcards, audio, I love Pdf, reading text, and worksheets.

**STEPS**

**Warm-Up**

The primary purpose of a warm-up activity is to activate students' previous knowledge, increase their interest, and foster participation during the whole class. The teacher could use pictures, questions, and technological tools such as Kahoot and word wall.

**Before -Reading**

Pre-reading activities are designed to prepare students for reading a text and increase their readiness to comprehend it. When students preview vocabulary, use their existing knowledge, and make predictions, they become more motivated and make connections to the themes of the text

**Activities**

First, students must examine related words and ideas to activate previous knowledge. It encourages students to consider the relationship between the picture, and the reading topic is necessary for students to practice skimming to familiarize themselves. When scanning, students now will look for specific details such as characters' names, colors, dates, names of countries, numbers, etc.

Students will also work during the reading process, it's crucial to identify the main ideas within paragraphs, as this is essential for comprehending the entire text.

https://www.goconqr.com/es-ES/flashcard/25068295/Inventors--and-his-Inventions

**While-Reading**

While-Reading activities are intended to assist readers as they engage with the text. During this phase, readers actively employ strategies such as pausing to reflect, revisiting passages, self-questioning, creating mental images, drawing conclusions, highlighting important points, and relying on contextual cues to grasp the meaning.

**Activities**

 - The teachers give their students enough time to read in pairs.

 - The teachers ask the students to order a text in groups.

- The teacher and students analyze the correct text order.

file:///D:/RESEARCH%20WORK%202023/Invention%20around%20the%20world.pdf

**After-Reading Activities**

Post-reading activities are essential for students to gain a more deeper comprehension of the text. They can use strategies like posing questions, making inferences, identifying the central theme, summarizing, engaging in brief debates or discussions. These activities not only bolster the readers' capacity to reflect on their reading but also foster critical thinking. Moreover, students share their perspectives with peers and engage in idea exchanges. Ultimately, students analyze the content and formulate their own concepts about it. Finally, students examine the material and formulate ideas and concepts about to inventors and their inventions.

https://es.educaplay.com/recursos-educativos/7185385-quiz_about_inventors.html

**Table 3**

*Design Classroom*



*Note.* Information is taken from *https://profeoliva.milaulas.com/course/view.php?id=2*

*UNIT TWO: Legend and Stories of Carchi Province*

Word association through skimming and scanning techniques.

https://view.genial.ly/646cbeb631df91001755b13c/interactive-content-quiz-black-guagua

https://es.educaplay.com/recursos-educativos/15038139-the_bull_of_the_rosal.html

https://view.genial.ly/647102cb4da31100199dcd1d/interactive-content-escape-room-terror

https://view.genial.ly/647276d5d97ccd001894f73e/interactive-content-the-miras-flyers

**Objective:** To identify the topic of the reading and some details by using time expressions when sharing experiences about past achievements.

**Before reading**

Students preview vocabulary, use prior knowledge, and predict; they feel more motivated and connected to themes. Finally, students make a list of words related to the topic.

**During reading**

Students skim through a passage to determine the topic and scan for specific details in a reading passage.

**After reading**

After following the reading of a particular legend (called a quest), students are given the opportunity to demonstrate their comprehension through various challenges or battles. These options might involve writing an essay, devising a board game, staging a play, or crafting a PowerPoint presentation. These challenges come with the potential to earn specific achievement badges, accumulate game points, or advance to different player levels.

https://es.educaplay.com/recursos-educativos/15072425-the_flyers_of_mira.html

https://wordwall.net/es/resource/27204498/black-guagua-history

https://wordwall.net/es/resource/27206984/miras-flying-witches-reading

https://wordwall.net/es/resource/27209895/the-bull-of-the-rosal

*UNIT THREE: Travel and Adventure*

**Objective:** Students can play with words to learn basic vocabulary about free-time activities.

**Before reading**

Students preview vocabulary, use prior knowledge, and predict; they feel more motivated and can connect their ideas with pictures and the topic. Finally, students draw their attention to the words illustrated with pictures.

https://www.goconqr.com/ficha/25231535/extreme-activities

**During reading**

-Skims through a passage to determine the topic.

 -Scans for specific details in a reading passage.

**After reading**

Refer students to the vocabulary strategy; for example, matching, guessing, and filling in the blanks.

Ask someone to read it and explain to the class what they understand.

Propose to continue playing online games.

file:///D:/RESEARCH%20WORK%202023/ADVENTURE%20SPORT%20CROSSWORD.pdf

**CONCLUSION AND RECOMMENDATIONS**

**CONCLUSIONS**

This project challenged traditional methods for reading skill development. After the study was concluded, the following conclusions were drawn:

- By revising background studies, scientific papers, thesis reports, and academic documents, it could be found that for the present research, more than one theory could be applied and constituted the foundation of this project; nevertheless, it could be concluded that constructivism, connectivism, and gamification played a significant role in establishing the theoretical information. Concerning constructivism, it could be observed that by using images, the teacher could elicit knowledge activation, and students inferred a text topic by analyzing the pictures presented and brainstorming their ideas during the lesson with the teacher's guide. Concerning connectivity, considering that this investigation was conducted in a virtual education model, this theory supports the possibility of a class taking place at any time in any place; this means students could work remotely; in this specific case, the teachers used the Zoom platform. In addition, connectivism allows students to generate knowledge through interaction since the learning process is intrapersonal. Finally, gamification's contribution to the English learning process goes beyond the fact that children and adolescents like to play; using games with a specific and clear goal is what gamification proposes. When one of the observed teachers implemented interactive vocabulary flashcards to ask students to guess the words or contest games in Wordwall, it could be evidenced that students' motivation increased through activating a substance called dopamine. Then these three theories were then apropos of the study, directed at the "San Antonio de Padua" school.

- The data collected through the applied techniques and instruments confirm, first of all, that students do not have a culture of reading; some of their events affirm they do not like reading, and they only get motivated if the teacher uses games or interactive activities during the three stages of reading. Another obstacle is that neither teachers nor students have enhanced their technological skills; during the virtual mode, they felt that the material and opportunity to interact with students were limited. Besides, it could be observed that the English learning process was teacher-centered; students felt bored, tired, and did not feel engaged in reading activities. Finally, teachers need to be made aware of the effectiveness and applicability of gamification as a reading strategy; therefore, they limit the reading activities in class.

- Students concluded that the proposal motivated them to practice reading even in their spare time with the appropriate material and activities. For that reason, a Virtual Classroom in the Middle Platform, Mil Aulas, was created to contribute to the English teaching-learning process, precisely the reading skill; this space could offer the students a more dynamic and exciting environment to practice their reading skills.

**RECOMMENDATIONS**

It is recommended that teachers use fun interactive gamified activities such as Wordwall, Bamboozle, Kahoot, Educaplay, Goconqr, Genially, and Memrise3 in their English classes to obtain the best outcomes for the development of English language reading skills.

Conduct other research about gamified activities that help enhance English language reading skills and influence the teaching-learning process. It is essential to determine the causes of why the educational methods of some educational institutions in the city of Tulcán and the country, in general, have deficiencies, which have determined that the learning results on students' reading skills are inadequate.

Implement virtual classrooms and courses with technological tools such as Wordwall, Bamboozle, Kahoot, Educaplay, Goconqr, Genially, and fun gamified activities in each parallel according to the curriculum to enhance reading skill and the workload of the English teachers of the educational institution. San Antonio of Padua School must have virtual classrooms in the institution's English subject since, through them, the learning acquired in class can be consolidated because the contents of the virtual classroom will be available in time and space, especially for students who, for some reasons, have to be absent from the educational establishment.

Implement technological resources in the Educational Institution to be a pioneer in the city of Tulcán in carrying out its educational work in virtual EVA learning environments. It is essential that the Institution has these educational, technological means to improve students' training process and that these specialized tools serve as a reference to be applied and implemented in other institutions in our tow.

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# Annexes

INSTITUTO DE POSTGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS

TEACHER'S QUESTIONNAIRE

*Obligatorio

1.      Which level of education do you have? *

○      High school diploma

○      English Bachelor's Degree

○
English Master's degree

2.      Do you consider Students' needs to teach reading skills in English
successfully? Students' Needs (age, personality, attitude, aptitude, motivation,
and learning styles) *

○ YES

○ NO

3.      Do you consider Students' level to teach reading skills in English
successfully?

Students' Level (Basic, Intermediate, High Intermediate, and Advanced) *

○ YES

○ No

4.      Which of the following methods was used in this class to Teach Reading
Skills?

(Check only 1) *

○      Communicative Language Teaching

○      Cooperative Language Learning Grammar Translation-Method

○

○

Task-Based Language Teaching

Gamification

5.     Do you use gamified whole-group activities to teach your lessons?

( * )

( ) Yes

No

6.     Do you use individual activities to teach reading skills in your

( ) lessons?

( ) Yes

No

7.     Do you usually use gamified activities in English in your classes? *

( ) Yes

( ) No

8.     Do you consider aspects such as discipline, timing, feedback, and
instruction to teach your reading skill lessons? *

( ) Yes

( ) No

9.     Do you use teaching resources such as (technological tools, videos,
games, and supplementary materials)? *

( ) Yes

( ) No

10.    Which Educative Technological tool do you use to teach reading skills?
*

( )         Educaplay

( )         Goconqr

( ) Genially

( )

Kahoot

others

11.    Which of the following resources were used in the virtual classroom to facilitate teaching Reading skills? *

◯    Kooky Carnival

◯    Rainbow Sentences

◯
Practice Cards

Thanks for your Cooperation!

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FACULTAD DE POSTGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

STUDENT'S QUESTIONNAIRE

Objetivo: La presente encuesta tiene la finalidad de medir el interés por la LECTURA en la clase de INGLÉS

*Obligatorio

1.     APELLIDOS Y NOMBRES *

_____

2.     CURSO *
◯  Décimo A
◯  Décimo B
◯     Décimo C

1. ¿Te gusta leer en inglés? *
◯  YES
◯  NO

2. ¿Las actividades (juegos, trabajos en grupo y trabajos individuales) que se realizan en clase te motivan a aprender a leer en inglés?
◯  YES
◯  NO

3. Consideras que las actividades realizadas en clase para desarrollar la lectura son:
◯     Muy fáciles
◯     Fáciles
◯     Difíciles
◯     Muy difíciles

4. ¿Te gusta la forma de enseñanza de la lectura que usa tu profesor? *
◯  yes

No

5. ¿Tu profesor realiza actividades de gamificación variadas que te permiten interactuar con tus compañeros de clase? *

○ Yes

○ No

6. ¿Tu profesor con qué frecuencia realiza actividades gamificadas en la

○ clase? *

○ Una vez a la semana

○ Dos veces a la semana

Nunca

7. ¿El tiempo que te da el profesor es suficiente para desarrollar las actividades de lectura? *

○ Yes

○ No

8. ¿Luego de cada actividad de lectura, tu profesor te explica en qué fallaste y

en          qué debes mejorar?

○          Yes

○ No

9. ¿Consideras que es más fácil aprender a leer el idioma inglés jugando?

○ Yes

○ No

Gracias por sus Respuestas

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FACULTAD DE POSTGRADO

MAESTRÍAEN PEDAGOGÍA DE LOS IDIOMAS

NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

OBSERVATION SHEET

*Obligatorio

Educational Unit: *

1.      Does the teacher consider Students' needs to teach reading skills? *

⬭ Yes

⬭ NO

2.      What is the level of the students in reading skills? *

⬭      Basic

⬭      term

⬭      edit

⬭      high

⬭      Advanced

3.      Which of the following methods are used to teach reading skills? *

⬭      Communicative Language Teaching

⬭      Cooperative Language Learning Content-Based Instruction

⬭      Content-Based Instruction

⬭      Task-Based Language Teaching

⬭      Cognitive Academic Language Learning

⬭      Total Physical Response

⬭      Grammar Translation Method

⬭      Gamification

4.      Which of the following activities are used to teach reading skills? *

⬭      Whole-group activities

⬭

⬭

⬭

Individual activities

Group work activities

Games

5.      Which of the following aspects of the lesson plan were applied in the

class? *

○         Time

○         Lesson topic

○         Objectives

○         Warm-up activities

○         Technological tools and other resources

○   gamified games

6.      Do students motivate to participate when the teacher uses reading

○   games?

○   Yes

No

7.      Which of the following techniques have been considered by the teacher

when teaching reading skills?

○         Identify the purpose of reading

○         Use graphemic rules and patterns to aid in bottom-up deco

○   Use efficient, silent reading techniques for relatively rapid comprehension

○         Skim the text for main ideas

○         Scan the text for specific information

○   Use semantic mapping or clustering

○         Gamification Technics

8.      Do students have enough time to participate in dynamic activities

gamified? *

○   Yes

○   No

9.      Which of the following resources were used in the virtual

○   classroom to facilitate teaching Reading skills? *

○         Smartboard

○

○

○

○

Technological tools

Reading Trainer

Kooky Carnival

Rainbow Sentences

Reading Comprehension Practice Cards:

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