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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**TEMA: “GAMIFICATION TO STRENGTHEN READING
COMPREHENSION.”**

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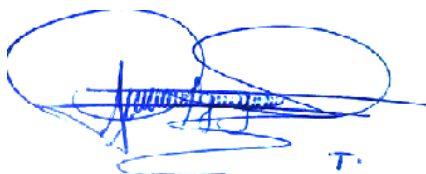
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DEDICATION

The current research study is dedicated to God for giving me a wonderful family, to my parents Yolanda and César, my dear siblings Edwin, Danilo, Tito and Cristina, who have always been the strength, guide and the support of my life.

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TEMA:

“GAMIFICATION TO STRENGTHEN READING COMPREHENSION”

AUTORA: Licenciada Lorena Tatiana Aguaguña Tirado

DIRECTORA: Doctora Wilma Elizabeth Suárez Mosquera, Magister

LÍNEA DE INVESTIGACIÓN: Métodos y medios para la enseñanza

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RESUMEN EJECUTIVO

La innovación en ambientes de aprendizaje mejora la calidad en la educación y permite caminar a la vanguardia con la constante evolución de la sociedad. La lectura es un hábito de comunicación que permite el desarrollo del pensamiento cognitivo e interactivo de cualquier lector, y permite que los estudiantes construyan fácilmente nuevos conocimientos. Varios estudios han informado que la mayoría de los estudiantes tienen dificultad para comprender un texto. Por tanto, la incorporación de la tecnología en la Educación ha facilitado la mejora de los hábitos lectores. El propósito de este estudio fue analizar el uso de la gamificación para fortalecer la comprensión lectora en estudiantes de tercer año de secundaria de la Unidad Educativa “Huasimpamba. Este estudio utilizó un enfoque cuantitativo y cualitativo con un diseño cuasi-experimental. El estudio compara dos grupos, un grupo de control y un grupo experimental. Los instrumentos utilizados para la recolección de datos fueron una prueba de comprensión lectora y una encuesta. Cada grupo fue evaluado (pre-test y post-test) en comprensión lectora con la aplicación de gamificación. Se utilizó la encuesta con una escala de Likert para determinar la percepción y aceptación de los estudiantes sobre la implementación de la gamificación en la comprensión lectora. Los datos de puntuación se analizaron utilizando la fórmula de la prueba t. Los resultados de la prueba t para muestras pareadas aplicada a través del software SPSS revelaron que hubo una diferencia significativa entre las pruebas de comprensión lectora previa y posterior $t(19) = -12,2, p < 0.001$, el cual se aceptó la hipótesis. Los resultados obtenidos se pueden afirmar que la comprensión lectora se

incrementó paulatinamente luego de la implementación de la gamificación. Los participantes mostraron una actitud positiva hacia el uso de la herramienta de gamificación porque proporciona tareas de lectura dinámicas e innovadoras y convierte a los lectores en pensadores críticos.

Descriptor: aprendizaje, comprensión lectora, gamificación, innovador, lectores, pensadores críticos, tecnología,

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THEME:

“GAMIFICATION TO STRENGTHEN READING COMPREHENSION”

AUTHOR: Licenciada Lorena Tatiana Aguaguña Tirado

DIRECTED BY: Doctora Wilma Elizabeth Suárez Mosquera, Magister

LINE OF RESEARCH: Methods and means for teaching

DATE: July, 28th,2022

EXECUTIVE SUMMARY

Innovation in learning environments improves the quality of education and allows walking at the forefront of the constant evolution of society. Reading is a communication habit that allows the development of cognitive and interactive thinking of any reader and allows students to easily build new knowledge. Several studies have reported that most students have difficulty understanding a text. Therefore, the incorporation of technology in Education has facilitated the improvement of readers' habits. The purpose of this study was to analyze the use of gamification to strengthen reading comprehension in students of third year of high school from Unidad Educativa “Huasimpamba. This study used a quantitative and qualitative approach with a quasi-experimental design. The study compares two groups, a control group and an experimental group. The instruments used to collect data were a reading comprehension test and a survey. Each group were assessed (pre-test and post-test) on reading comprehension with the application of gamification. The survey with a Linkert scale was used to determine students' perceptions and acceptance of the implementation of gamification in reading comprehension. The data of scoring was analyzed by using t-test formula. The results of the paired-sample t-test applied through the SPSS software revealed that there was a significant difference between the pre- and post-reading comprehension tests $t(19) = -12,2, p < 0.001$ and the hypothesis was accepted. From the results obtained it can be

affirmed that reading comprehension increased gradually after the implementation of gamification. The participants showed a positive attitude toward the use of gamification tool because it provides dynamic, innovative reading tasks and make readers critical thinkers.

Descriptors: critical thinkers, innovative, gamification, learning, reading comprehension, readers, technology.

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

The present research with the title “Gamification to strengthen reading comprehension” is focused to analyze the application of an innovative tool to the development of reading skills. In the teaching process, we can evidence that students show a low level of reading comprehension. For this reason, gamification tends to change traditional activities to make them more interactive. In this current study, the researcher applied a quantitative and qualitative methodology with a quasi-experimental design by using a pre-test and a post-test to assess the initial and final comprehension of a reading text, and a survey to know the students’ acceptance and perceptions about gamification. This research study contains the following information.

Chapter I: This chapter shows an overview essentially about the problem statement, its importance in the social-educational context, as well as how it is addressed in our teaching context. It describes the reasons why this research is relevant to study. Furthermore, it establishes the general and specific objectives of the research finding a relationship between the independent variable: gamification, and dependent variable: reading comprehension.

Chapter II: This chapter analyses similar research studies taken from scientific articles that report the results of investigations regarding gamification and the reading skill. It also includes the literature review which provides the theoretical part of the research.

Chapter III: This chapter explains the setting of the educational institution, such as population and location. It also shows the stages of this research's development, the type of research, the hypothesis test, and how data was collected, processed, and analyzed.

Chapter IV: After the analysis of the treatment given to the data gathered, some discussion took place, and therefore, the results of the research are shown in this chapter.

Chapter V: In this chapter, based on the literature review, applied methodology, and experiment itself, the conclusions are driven according to the objectives. In addition, some recommendations are established for future researchers.

1.2 Justification

The study was essential because of the challenge that English teachers face constantly in improving reading comprehension. Most students have low reading skills because of their difficulty in understanding the meaning of words, phrases, and paragraphs and it makes students feel disinterested and bored while reading. The importance of this study is to help students improve their reading skills in a better way. As we know, technology has a huge influence on today's learner's development, and it makes educators teach differently according to students' needs. The application of gamification in reading comprehension improves the brain's ability to comprehend new knowledge through audio-visual presentations, minimal bits of schematized content, small-time lapses, and frequently recurring patterns. Additionally, it produces an active environment to motivate students and to reduce boredom in a class, optimizing a meaningful learning in reading comprehension activities.

On the other hand, this study is innovative because belongs to the research project "Development of web 3.0 tools in education as support in collaborative learning". As technology is updated, there are various tools to improve English skills. Reading enables educators to support students with various media materials, with the aim of keeping students engaged and helping to practice reading tasks in a more enjoyable learning environment. Nevertheless, technology can supplement the skills being taught, engage more, and allow students to take charge of their own learning.

The study of application gamification to strengthen reading comprehension is interesting because it permits students to develop reading tasks easily and dynamically. It also changes behaviors and promotes reading enjoyment in a format that students are familiar with. Educators can gamify their reading lessons when it comes to school reading activities and assign challenges instead of quizzes and tests. The application of this tool in the classroom produces a positive impact on students' engagement, and collaboration by making their learning more efficient.

The beneficiaries of this study were the whole educational community from Unidad Educativa "Huasimpamba". First, students benefited from the implementation of gamification because of the improvement of reading comprehension and cognitive skills

in the English language through technology. Second, with the use of the tool (Quizziz), educators can create a fruitful, friendly, and quality learning environment. However, gamification in education permits educators to apply the most effective media tools to improve learning.

1.3 Objectives

1.3.1 General

- To analyze the use of gamification to strengthen reading comprehension in students from the third year of high school at Unidad Educativa “Huasimpamba.”

1.3.2 Specifics

- To identify gamification tools that can be used to strengthen reading comprehension.
- To evaluate students' reading comprehension before and after the application of gamification activities.
- To determine students' perceptions and acceptance about the implementation of gamification in reading comprehension.

Description of compliance with objectives

Objectives are a critical component in developing any research study. The general objective was achieved by applying reading activities based on a gamification tool (Quizziz) to strengthen reading comprehension. The first specific objective was achieved by investigating different types of gamification tools from different previous research sources to identify the best tool to develop reading comprehension. The second objective was achieved by the application of a pre- and post-test based on gamification. Finally, the third objective was achieved from the application of a Likert-scale survey to determine students' perceptions and acceptance of the implementation of gamification in reading comprehension.

CHAPTER II

RESEARCH BACKGROUND

2.1 State of the art

In the last five years, there have been many studies regarding the use of gamification to strengthen reading comprehension. In this section, we will summarize the most relevant studies.

Narváez and Santillán (2021) investigated the use of Kahoot as gamification to improve reading comprehension. The methodology applied was qualitative and quantitative approach. The sample consisted of 21 undergraduate participants from different majors of “Universidad de Cuenca” who were taking their final level. The instrument used was an A2 mock test, which was adapted for pre- and post-test. The data was collected via “E-virtual”, in the Moodle-based platform. The results demonstrated that students agreed on the positive stimulus that Kahoot added to their own learner experience. This gamification tool contained categories such as motivation, interest, vocabulary acquisition, game dynamics, and interactivity which helped in the improvement of reading comprehension. Study results showed that Kahoot allowed the enhancement of reading for detail subskills by working together with other subskills and kept students focused on their personal development.

Nitiasih and Budiarta (2021) conducted a study that aimed to improve students' reading comprehension through gamification based on Balinese folklore. The methodology applied in the study was quasi-experimental design with one group pre-test post-test. The sample consisted of 31 fifth-grade students from Elementary School 5 Kampung Baru. In this study, two instruments were applied a treatment instrument which was based on gamification and a pre-test and a post-test instrument which was about objective questions for reading comprehension. The study conducted six meetings for the treatments. The scores were analyzed quantitatively and compared to determine the effectiveness of the treatment. At the end of the experiment, the results demonstrated that gamification based on Balinese local stories could improve students' reading comprehension because of the combination of narrative text with games.

Marsa et al. (2021) examined whether or not there was a significant difference between the students who were taught using Kahoot as a gamification tool to teach reading comprehension achievement. The methodology applied was a mixed method, which included a quantitative and qualitative approach to answer the formulations of the problem. The design involved 39 fourth-semester students of STKIP Nurul Huda's English Education Program using a reading comprehension test for quantitative data and observation, questionnaire, and interview for qualitative data. There was a control and experimental group which applied a pre and post-test to know if there was a significant change in students' scores. The results demonstrated that Kahoot used as a gamification tool had a significant impact on students' engagement, perception, motivation, and positive attitude. This study concluded that the use of Kahoot to teach reading comprehension provided more interaction and engagement in the critical reading course.

Korkmaz (2021) analyzed the impact of online "Kahoot" as a gamification tool to improve reading comprehension in EFL learners. The methodology applied was a quasi-experimental design. The participants were 38 students from the University of Turkey. Their ages ranged from 18 to 24 and they had A2-level English proficiency. However, a paired-samples t-test was applied to determine whether there was a difference between learners' first and third span reading scores, as well as to assess the impact of the intervention on the participants' reading scores. The data were collected from students' reading quiz scores and the Kahoot questionnaire, which was originally developed to learn what were students' perceptions and attitudes toward Kahoot games in higher education. The results received after seven weeks showed that there was a significant increase in learners' reading scores. This study concluded that Kahoot was a powerful tool for motivating EFL students and improving their ability to comprehend various reading materials.

Mohammad et al. (2021) investigated the students' perceptions toward using Quizziz as a gamification tool for improving students' reading skills. The methodology applied in this study was a quantitative and qualitative approach. The participants were 13 students from Universiti Teknologi MARA, Cawangan Negeri Sembilan, Kampus Rembau who were enrolled in a speed-reading contest that was designed to prove the effectiveness of Quizziz

in developing reading skills. The data collection was collected online through google forms. The instrument was a liker scale questionnaire to verify the students' perceptions toward the use of Quizziz to improve reading skills and it was analyzed descriptively. The results showed that the gamification tool Quizziz motivated learners to participate actively in the class. Teachers also considered this tool was relevant and enjoyable for students' learning experiences. Quizziz tool helped students to master a second language and improve reading skills making them easier to comprehend reading texts.

Villaroel et al. (2021) studied the effects of the application of Quizziz as a gamification tool to improve reading comprehension with the content of "Aprendo en Casa", an educational platform at a Public School in Tacna Perú. The methodology applied in this study was a pre-experimental method that applied pre and post-tests. The participants were 17 students from the second grade. The instruments applied were two written tests with contents of the platform "Aprendo en casa." The results showed that after the post-test, 68.75% of students reached an outstanding level of achievement while 31.25% were at the expected level of achievement, 0% were at the process level, and the beginning level. The study concluded that Quizziz as a gamification tool helped students feel motivated in developing reading activities through images, videos, phrases, the game was made up of avatars, memes, which took their attention to develop the activities with fun. This tool also helped to recognize their strengths and weaknesses by receiving instant feedback and asynchronous via reports.

Abu and Baniabdelrahman (2020) aimed to determine the effect of using gamification on Jordanian EFL sixth-grade students' reading comprehension. The methodology applied was the quasi-experimental design. There was a control and experimental group which applied a pre- and a post-test to understand the teaching strategies on gamification versus conventional instruction and the learners' performance in reading comprehension. The participants were about 71 male EFL sixth-grade students. The experimental group used the instructional program of gamification by the ClassDojo Website while the control group used conventional way by using the Teacher's Book. The data used a t-test to know the means and standard deviations of the participant's performance on the reading comprehension post-test. The study concluded that there were statistically significant

differences in the mean scores of the experimental and control group and that gamification was more effective than conventional instruction because it provided an effective development in improving students' reading comprehension.

Laura et al. (2020) investigated the results of the JCLic software application as a gamification tool in reading comprehension in English. The methodology applied in this study was pre-experimental with a pre - and post-test with only one group. JCLic software was used in laboratories via computers until the end of the semester's studies when the exit test was taken. After using the JCLIC software application, the results showed that 87.50 percent of the students achieved an outstanding achievement level, 12.50 percent achieved an expected achievement level, 0 percent achieved a process level, and 0 percent achieved a beginning level. The study concluded that students from the third grade of a public school in 2019 improved their level of reading comprehension in simple past in English by using the JCLic software application as a gamification tool. This gamification tool generated innovative changes in the teaching and learning process allowing students to develop autonomy and constant self-evaluations in reading text.

Pratama and Fikri (2020) aimed to create a mobile program using a gamification tool to increase Muslim reading comprehension interest. The methodology used in this study was designed using a prototype method in several stages, including determining the problem topic, designing the application as a solution to the problem, validating the application to the expert, and concluding with a test of the effectiveness of the designed application. The researcher applied the program for international student assessment, which was a survey to assess education level in 72 countries around the world. This survey evaluated reading skills and other areas. The results showed that this program was expected to motivate students and make reading the Islamic literature a productive habit, resulting in a generational civilization that recognizes the value of Islamic literature. The study concluded that the program increased students' participation, and motivation in reading activities, making them more enjoyable and easier to understand.

Pahamzah et al. (2020) aimed to determine the effect of Quizizz application as students' reading comprehension learning media at Vocational School in Cimanggu Pandeglang Banten. The methodology applied in this study was descriptive qualitative approach by

implementing a case study research design. The participants of this study were the teacher and 11 eleventh grade learners at the Computer and Network Engineering Department (TKJ). The data were analyzed qualitatively including the process of collecting data, reducing data, and drawing conclusions. The researcher also applied an interview to the teacher and students to know about the use of ICT in the learning process. The results showed that applying Quizizz as students' reading comprehension learning media allowed to create an interactive and active learning environment by making reading activities more understandable.

Kurnia et al. (2020) examined students' behavioral engagement in reading comprehension through Kahoot as a gamification tool. The methodology was qualitative approach with a descriptive case study as the research design. The participants were seven students from one of the Vocational High Schools in Karawang. The case study was applied to examine whether Kahoot was built behavioral engagement in learners' reading comprehension. The data were collected through semi-structured interviews and reflective journals with the participants. The results showed that the Kahoot application could show several ways on behavioral engagement and that almost all students attend online learning to improve their reading activities. The study concluded that the Kahoot application provides effective learning because it made students feel interested and motivated to develop reading quizzes.

Orejudo (2019) analyzed the effect of applying gamification tools in reading tasks at Texas A&M University-Commerce. The methodology used in this research was an experimental and qualitative approach. The study involved two groups an experimental and a control group. The performance of both groups was measured at the end of the academic year. It was seen that students who were part of the experimental group could complete the reading tasks alone. The study results showed that there were statistically significant differences in the mean scores of the experimental group. This study concluded that the use of gamification tools such as Quizizz helped students develop reading tasks more effectively without the teachers' help.

Priyanti et al. (2019) focused on the effect of Quizizz on the eleventh-grade English learners' reading comprehension in a mobile learning context. The methodology used was

quasi-experimental design with a control and experimental group. The participants in this study included about 73 students. In the experimental group, there were 37 students who were treated through Quizizz, and in the control group were 36 students who were treated through conventional teaching strategy. The study results showed that scores of the experimental group had statistically significant differences in the mean scores ($M=83.08$, p value= 0.018) and the control group had ($M=80.77$, p value= 0.018). The descriptive and inferential statistical analysis revealed that Mobile-Assisted Language Learning (MALL) integrated with Quizizz significantly affected the eleventh grade English students' reading comprehension process. This study concluded that the use of Quizizz as a gamification tool changes students' lifestyle through the integration of innovative, fun, and dynamic reading comprehension activities.

Ratnasari et al. (2019) presented an investigation to examine the effect of Quizizz application as gamification platform to bridge students in teaching reading comprehension of narrative text. The methodology was a quantitative approach with a quasi-experimental design. The study involved two groups an experimental and a control group. The number of participants in the first grade at Majalengka Senior high school were around 192. The first-grade students of X IPA 1 were the experiment class, which was taught the Quizizz Application, and the second-grade students of X IPA 2 were the control class, which was taught the Quizalize application. The instruments used were a pre-test and a post-test to obtain the data. The data were collected using tests, which included a pre-test and a post-test. Scores were analyzed using the t-test formula. The results showed that t-test was higher than t-table, which made this hypothesis accepted. The study concluded that using Quizizz as gamification had a significant impact on reading comprehension. This tool helped the participants improve their reading skills and their interest in their learning process.

Vira et al. (2019) examined the effect of using Quizizz as a gamification tool in narrative texts. The methodology applied in this study was a quasi-experimental design. The participants were 252 students who were selected using cluster random sampling. They were students from tenth-grade of science 4 and the tenth-grade students of science 2 and 62 students were part of the experimental group. The instrument for the data collection

was a reading test with multiple-choice items. To analyze the data a namely paired sample t-test and independent-sample t-test were applied. The results showed that students' average scores in the experimental group was 84,9 in the post-test while the students' average score in the control group was 71,1. There was a high level of significance between the groups. This study concluded that Quizziz as a gamification tool provides effective and motivational learning. This gamification tool was innovative for teachers could apply to their students to improve reading specially to teach narrative texts since it provided students to have fun in reading activities.

Tan (2018) examined the effect of meaningful gaming on student motivation in a university setting for students studying English Language Communication at the National University of Singapore (NUS). The methodology used in this study was a quantitative and qualitative approach. The study involved only one group of 22 voluntary participants. All the students were enrolled in a module called IEM1201S women in Film. The data were collected using tests, which included a pre-test and a post-test to get the data. The participants were enrolled in online activities in place of face-to-face sessions with the researcher. The results showed that meaningful gamification helps learners in scaffolding reading material to intrinsically motivate learners as in aiding their understanding of associating reading material with gamification. The study concluded that, the use of gaming as a pedagogical tool had a positive impact on student's motivation and interest for understanding reading materials.

Zarei et al. (2018) led an investigation on the effects of various online techniques on reading comprehension and vocabulary. The methodology applied in this study was a quantitative approach. The participants were 60 pre-intermediate Iranian EFL from the Vesta language institute, ranging in age from 12 to 17. They were chosen at random using convenience sampling and assigned to one of the three treatment conditions as online games, online media, or online word reference groups. Furthermore, the KR-21 formula was used to estimate the test's reliability. The reading comprehension test's reliability index was found to be. 76. ANOVA procedure was used to investigate the comparative effects of online games, online media, and online word reference on EFL learners' reading comprehension and vocabulary learning. The results of the post-tests were analyzed using

SPSS version 21. The results of the study showed that the online media group outperformed the other groups. The study concluded that the development of reading significantly influences students' comprehension ability. Teachers consider the online environment as a valuable resource for student's performance.

Hernández et al. (2018) conducted a study on the effectiveness of a mobile application (APP) through gamification tools to help students improve their reading skills. This study applied scrum methodology, which consisted of three phases, investigating the problem of illiteracy to propose a technology development, observing the statistics of people in situations of illiteracy, and applying the alpha test with illiterate people to measure performance and find improvement points. The results showed that the interaction with the app has no problems in understanding or the mechanics of the mobile phone or tablet, is a good mechanism to increase society's competitiveness, as well as a great support to students to achieve basic objectives that have a direct impact on Mexico's illiteracy problem. The study concluded that the Android app based on gamification techniques has a significant impact on learning reading because of the games, which allow increasing interest and motivation in reading materials.

Papatga and Ersoy (2018) investigated how the SCRATCH program improved the reading comprehension skills of the elementary fourth graders who were struggling in resolving reading activities. The methodology applied in this study was a cooperative research approach that individuals employed with systematic actions to perform towards the solution of certain problems. The study involved 561 participants from three elementary schools in the Eskisehir province. The results showed that students' reading levels increased from "anxiety level" to "instructional level," while in others, they increased from "anxiety level" to "independent reading level." In addition, results regarding the improvement in the students' reading comprehension skills were also revealed based on analyses of qualitative data such as observations, diaries, video recordings, and interviews. This research concluded that students' reading comprehension skills improved as a result of the Scratch program's reading comprehension activities.

Michael et al. (2018) aimed to demonstrate the effect of using pre-reading activities with games such as puzzle-solving, and match-making. The methodology used in this research

was action research, a small-scale intervention aimed at diagnosing and resolving a problem in a preschool classroom teaching and learning environment. A design of experimental control groups was used, followed by a randomized pre and post-test of two classes. To diagnose the reading problem among the KG children in the two groups (control and treatment), test and observation guides were used. The participants were 47 students studying at the university practice KG with a sample of the KG2 class. The results showed that the significant influence that pre-reading activities had on the level of achievement of preschoolers' reading skills and the role of pre-reading activities with games were the most valuable in improving reading skills.

Literature review

Independent variable: Gamification

Gamification

Harismayanti et al. (2020) explain that gamification is an innovative strategy that provides an engaging learning environment for teachers and students. Gamification also helps learners experience the challenging land of cognitive, personal and social growth. However, gamification can be used to motivate people in a various setting, including businesses, fitness, charity, and education. It can also be defined as a set of activities and processes used to solve problems by using or applying game element characteristics. This means that gamification is a powerful tool to help learners interact and get motivated in learning a new language. The use of gamification allows learners to enhance and practice reading text in English more. This strategy will influence the development of learners' autonomous learning.

Kim et al. (2018) consider that gamification associates the elements of game thinking and mechanic to provide emotional and meaningful experience for learners. This strategy not only shows the game element to the activities, but it also outlines the path for the players, breaks the biggest goals into manageable steps and seeks the core drive within which can motivate users to engage in reading activities. This allows learners to promote learning to solve problems, improve social interactions and provide effective communication.

Teixes (2015) states that gamification is the use of resources from design games, dynamics, and elements in non-ludic contexts to change people's behavior through actions

based on their motivation. Additionally, the researcher considers that gamification is a learning technique that transfers the full potential of games to the educational field to improve results. Therefore, this is essential that students previously assimilate the game dynamics that will be carried out in the classroom. This also allows generating significant learning in the learners, facilitating the internalization of content and increasing their motivation and participation using the score-reward-objective systems of the games.

Gamification in education

Healey (2019) states that gamification in education can increase levels of student engagement, similar to what games can do, to improve students' specific skills and optimize their learning. This is also a technique that teachers apply in the design of a learning activity by entering game elements such as badges, time limit, scores, dice, and their thinking such as challenges, and competition, to enrich the learning experience, direct or modify the behavior of the students in the classroom. The purpose of using gamification in the learning and teaching process is to allow students to acquire basic skills, abilities, and capacities that help them cope with their daily life represent facing new challenges, games, and activities pleasurable experiences that generate valuable and useful learning with which it is much easier to achieve academic goals.

Bell (2018) considers that gamification is not only intended to provide learners with entertainment and enjoyment. It is also an instructional strategy that can be used to improve the impact of instruction on student learning. For a long time, many educators have been interested in and concerned about student engagement. They consider that applying gamification in the teaching and learning process provides a simultaneous experience of concentration, interest, and enjoyment in any activity without any problem.

Kapp (2012) explains that gamification in education allows to gain student's attention and to involve them actively in the learning process. This means that using activities based on games stimulate the constant participation of learners, and allows them develop their engagement, problem-solving, and cognitive skills. In the teaching and learning process teachers should assume the responsibility to implement in their classrooms some techniques and strategies that lead to improve or learn in a most significant, the skills or abilities that are very necessary for the students. Those strategies contribute to achieve the

educational purpose, being then gamification a proposal great improvement of language skills, by providing the students with new learning experiences.

Gamification tools

González (2019) claims that the education system is advancing and the implementation of new pedagogical proposals are required to apply in the teaching process related to technology and games. Those proposals promote students to participate actively in their learning process. With the use of gamification tools students can develop a good reading habit and develop their comprehension. These are the most versatile tools to gamify the classroom simply:

Kahoot platform (<https://kahoot.com/welcomeback/>) is an educational tool that can be used by students and teachers from a computer, tablet, or mobile phone with an Internet connection. It allows puzzles, graphs, discussions and questionnaires so that teachers have different options to reinforce their students' learning. It is a very easy to use tool where students do not need to have a Kahoot! account and only need an electronic device to access the quizzes. The questions are displayed on the computer screen in different colors, along with a melody reminiscent of video games, making it a very attractive format for students. However, at the end of the activity Kahoot! facilitates the results obtained in the class, so both the student and the teacher can immediately see what the successes and errors have been. This feedback is useful and necessary in the learning process and Kahoot! allows this feedback to be well received by students because they do not appreciate it as a criticism of their work being in a playful environment.

Socrative (<https://www.socrative.com/>) is an educational tool that contains activities with true/false questions, short questions and/or multiple-choice tests. The difference from Kahoot! is that the teacher must create a virtual classroom for their students to access and the activities are available in said classroom, so it is impossible to access the activities if the teacher has not provided the name of the virtual class. However, this tool provides feedback to the students while they perform the activity.

Quizlet (<https://quizlet.com/es>) is a tool that can create games based on questionnaires suitable for each educational level. With Quizlet, educators can create learning sheets and

study units that later turn them into a question-and-answer game. Teachers can create their own class on Quizlet and share study sets with your students. They can design their study sets from scratch or search for pre-made sets for customizing and use in your teaching

Quizizz (<https://quizizz.com/>) is a completely free tool that is used to create quiz-based contests that involve both individual and group challenges. When the student answers a Quizizz, they do not need to look at the class blackboard or projector, but rather the question appears on each device along with the possible answers. Ruiz (2018) considers that Quizizz is the best gamification tool because this allows teachers to promote spaces to evaluate students' learning, provide immediate feedback to the students, and gamify the teaching and learning processes generated in a course. This tool is also a free online platform that allows teachers to create evaluations according to the work pace of each student.

To go to Quizizz, educators must go to (<https://quizizz.com>). This gamification tool allows teachers create activities or evaluations based on games. Quizizz can be used on mobile devices, laptops, tablets or computers. To access Quizizz players must create an account with an email and select whether want to log in as a teacher, student or parent. Then, teachers can start the creation of the evaluations or lessons to present in class. This tool gives the option to choose what type of questions use on the activities such as multiple-choice questions, open-ended questions, surveys, blank spaces, and it is possible to add some pictures in each question that as a hint to make more understandable the activity. Once creating the activity, teachers must press the option Finish and publish the activity as public. Students can start using it from the code generated PIN in the activity.

Additionally, Quizizz offers three game modes, the classic which is the trivia type, the team mode that separates students into groups to compete and the individual exam mode. Students must enter one by one to play through any device with Internet connection such as Tablet, cell phone, laptop, or PC, when all students enter, the teacher starts the game, in this case the activity can be carried out synchronously or asynchronously. In both options the teacher receives a detailed report of the scores, times, margins of error and ranking of participating students.

Zapata (2021) states that Quizziz tool is a good didactic strategy because this promotes meaningful learning. On the other hand, this tool allows teachers to create a game with questions based on the topics developed in the role of studies, giving the option of a reinforcement significant part of the theoretical matter, as a playful evaluation option that allows collect hit and speed data, as well as generates a friendly competence and the desire to learn becoming a disruptive way of educational training. For this reason, Quizziz tool activates motivation for learning, allows continuous feedback, facilitates the retention of significant learning, creates greater commitment in the students in the accomplishment of tasks specially in reading tasks, and promote collaborative work. This also generates autonomous learning through the mechanics of game and all the components that apply with gamification.

Quizziz as didactic tool

Pérez et al. (2016) state that didactic tools are resources used by the teacher to promote meaningful learning, and facilitating the new content more deeply and consciously. The use of Quizziz as a didactic tool allows significant learning since that frees the student from the seriousness of an exam transforming it into an activity playful that allows them to compete with each other and self-evaluate during the activities. The didactic tool Quizziz contributes positively to the development of the student competencies because it allows teachers to promote enjoyable spaces in the learning process. Effective teachers take the time to critically examine the most efficient didactic tools that can cause an effective learning in their students. They can imagine ways to improve their teaching and assist their students in solving problems that they may be experiencing based on their conversations with and observations of their students. On the other hand, this tool permits teachers create interactive and engaging learning environment for our students. Teachers' roles will shift from knowledge transmitter to the facilitator, knowledge navigator, and co-learner at times. The new teachers' role needs a new way of thinking and understanding of the learning process.

Dependent variable: Reading comprehension

Reading

Pulverness et al. (2011) state that reading is one of the four language skills such as reading,

writing, listening and speaking. This is considered a receptive skill, like listening. That means it implicates responding to text, rather than producing it. This skill also involves making sense of written text. To do this the readers need to understand the language of the text at word level, sentence level or whole-text level. On the other hand, reading also enriches and develops the critical capacity of people and the contribution to the improvement of human beings. It is a personal action that never finishes. For that reason, it has to be a daily practice to improve our cognitive skills. The most important in the reading process is the relationship between the reader and the text, because it helps in the decoding of signs, in the text. It also depends in the previous knowledge that the reader possesses, which allows to deduce the message and helps in the construction of the new knowledge.

Grellet (2010) states that reading is also considered an active skill. This skill requires guessing, predicting, checking and asking questions. It allows learners to develop the power of inference through systematic practice and introducing questions that encourage to anticipate the content of a reading text. Reading is one of the essential skills in English and it provides many benefits for readers. By reading learners can get more knowledge, information and expand their lexis from newspapers, books or magazines. Additionally, reading is a component in the learning process and social interaction because it is an essential communication process in a civilized society.

Reading comprehension

Clarke et al. (2014) state that reading comprehension is the mental representation of information that appears successively in a written text. This is a very complex process, in which readers can understand a text to identify written words and that the identification of these words can be carried out automatically. When written messages are effectively understood, reading can be wonderfully inspiring, enjoyable and transforming experience. Reading activities can create rich mental images, inform and develop knowledge, providing us new vocabulary and provoking new ways of thinking.

Gebhard (2006) explains that reading comprehension consists of understanding a written text and extracting the required information efficiently to integrate with what the students already know. This is intertwined in two abilities the word reading that decodes the

symbols on the page and language comprehension which refers to understand the meaning of the sentences and words. The comprehension of a reading text amplifies our mental capacities as our cognitive skills while we analyze a text. On the other hand, reading comprehension plays an important role in students' life because it is the key to knowledge. This becomes a fundamental factor to the development of basic competencies to success in the society. It also helps learners in the development and improvement of language. It improves oral and written expressions, makes the language more fluent and allow readers learn more vocabulary words which helps in the orthography. Reading improves human relationships, enriching communication, and making it easy to expose their own thinking and enables the ability to think critically.

Reading subskills

Watkins (2018) states that the primary goal of reading is to develop language knowledge and skills. Being successful in reading is the key to unlocking every kind of written text in every subject. Consequently, the reading subskills are fundamental to comprehend reading tasks because they assist reading in multiple ways depending on the reading purpose. On the other hand, the reading subskills are considered scanning, skimming, reading for detail, extensive and intensive reading. For instance, scanning that is also known as reading for specific information refers to search specific or relevant information without reading the whole text. Skimming or reading for gist is another subskill which refers to glancing through a text to take superficial information without specific details. It just focusses on a general essence in the different parts of the reading passages. Another subskill is the extensive reading which involves to read long segments of a text. This subskill also involves students reading texts for pleasure and to improve their general reading skills, while intensive reading is considered the most critical subskill because students can develop a better understanding of the information. Students read in detail with specific learning aims and tasks. As a result, reading is difficult because it requires a thorough understanding of letters, words, and sentences. Learners must also be able to grasp the concepts of coherence and cohesion. They must be able to understand the text using their knowledge of the world and the appropriate reading subskills. As a result, reading is difficult because it necessitates a thorough understanding of letters, words, and sentences. Students must also be able to grasp the concepts of coherence and cohesion to

understand the text using their knowledge and the appropriate reading subskills.

Process of reading comprehension

House (2016) considers that the act of learning a language involves working on the language skills such as writing, speaking, listening, and reading. Reading is considered a receptive skill that involves responding to a text rather than producing it. This skill also is a means of measuring a person's proficiency in a language. Working with any of the four skills in EFL classrooms requires a suitable methodology because it determines the success or failure of the activities proposed by the teacher.

Yenilik et al. (2021) considers that teachers can use reading activities that are based on the reading process to promote students' reading comprehension. Teachers also have to focus on the reader's interpretation of the text during reading activities, to prevent poor comprehension during the reading process. As a result, reading activities are divided into three stages: before reading, while reading, and after reading. For this reason, reading activities are divided into three stages, before reading, while reading and post reading. The use of before, during, and after reading processes also encourages students to be critical readers by allowing them to use their logical thinking to wonder and predict what the text tells about in the pre-reading activity, integrate their prior knowledge and new information from the text during reading activity, and draw conclusions and make real-life connections in post-reading activity. Furthermore, the goal of before reading consists of making connections between old and new knowledge. It also introduces new vocabulary, makes predictions, and helps students to set the purpose of the reading text. For this reason, it is very important learners understand what they are reading a selection and what they are expected to learn as a result of the reading. On the other hand, during this step student process information and use strategies to understand the reading text. They organize their ideas, or use textual clues to find the meaning of new vocabulary words. The last process is after reading where students take time to think about what they have known before the reading and what they have learned or have connected with during the reading, to integrate or synthesize the reading material into one's knowledge base of the topic.

Activities to assess reading comprehension

Paris (2005) mentions that assessment is an indispensable element of education applied to inform instruction in students' learning process. Assessment in reading comprehension is an essential component to verify the weaknesses and strengths of our learners to provide effective tools or dynamic activities that make learners to develop reading properly. On the other hand, implementing activities to assess reading comprehension is important to focus on our students' needs. In the past, teachers used to apply bored and traditional reading activities that make students get demotivated and frustrated. Students used to read without pleasure and teachers couldn't be able to analyze students' weaknesses, needs, obstacles, and deficits. For this reason, teachers use the assessment results to improve students' weaknesses and enhance their learning abilities. Activities to assess reading comprehension require a collection of tools and techniques used in classrooms to assist teachers in accurately defining their students' needs and competencies. There are several ways of reading comprehension activities that can be used in assessing learners' comprehension and stimulating their understanding of a reading text. These techniques can be taken as formal or informal forms. Burgess and Head (2008) state some tasks to assess reading comprehension.

Yes-no questions: These are open-ended questions that should be answered with a yes or no. However, it is recommended that teachers follow up these questions with other types of questions to ensure that students have understood the text.

True or false questions: They are made up of a text and a series of statements. Students must decide and state whether the given statements are true or false based on the text. This type of reading comprehension question presents students with a series of sentences or statements. To answer these questions, students must read the text and determine which statements are true and which are false without providing answers in a complex written response.

Matching: Learners must select from a list of prompts to complete a matching task. These prompts can take the form of statements, headings, or question completion. Learners might be asked to match a description to the appropriate passage, or to match words and phrases to their meanings.

WH questions: These questions are useful in providing learners with a literal

understanding of a text and assisting them in recognizing information in the text and making evaluations and personal predictions.

Open -ended questions: These questions are useful for assessing the component skills of comprehension, such as learners' ability to draw inferences from the text. However, this type of assessment has some limitations because learners must formulate verbal or written responses, which may underestimate their comprehension due to language deficits.

Multiple-choice questions: These options can be statements, questions with answers, or incomplete statements with a choice of phrases or words. Creating a good multiple-choice question necessitates careful thought. In fact, for learners with low proficiency in the target language, a question with four options works best, and one of the four options should sound like the correct and desired answer.

Gapped texts: This type of reading comprehension test consists of texts or diagrams from which single words, phrases, sentences, or paragraphs have been removed. The filling in the blank's activities can also be used to assess grammar and vocabulary. Gapped texts provide a task for testing or assessing learners' reading skills. It is applicable to all types of texts and can be included in lower-level exams and for students with poor performance.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location

The present research was applied at Unidad Educativa “Huasimpamba”, a public institution located in a rural area of Pelileo city belonging to Tungurahua province, 18D04 Educational District. There were 540 students who lived around the area. Students’ parents work in farming, have their own business and others are professionals. Students came from different parts of the main town as this institution offered “Bachillerato Técnico” in different areas. The students were in the third year of high school and their ages ranged from 17 to 18 years old. Furthermore, as we were facing a global pandemic the research was carried out through online classes by team’s platform. Additionally, because of this situation, students’ parents supported them with all necessary technological resources such as internet connection, computers or laptops, smartphones, and extra material for taking their classes without any difficulty.

3.2 Equipment and materials

This research applied technological and human resources. As our country was facing a global pandemic, the education system was applied via online classes with the use of some technological resources (internet connection, laptops or computers, smartphones, teams’ platform, Quizziz app). On the other hand, the tutor, teachers, students, and the researcher were human resources and were very crucial in the research development.

3.3 Research method

The present research applied a quantitative and qualitative approach with a quasi-experimental design. The quantitative approach involved the process of collecting data, analyzing, interpreting, and writing the results of the research. According to Flood et al. (2005) Quantitative approach is a procedure based on empirical-analyst research. This means that it is based on statistical numbers to respond to specific causes and their possible effects. It allows the researcher to find and evaluate reasonable results to have total control of the variables by observing the consequences. Meanwhile, qualitative research consists of collecting, analyzing, and interpreting non-numerical data, such as language and how

an individual subjectively perceives and gives meaning to their social reality. On the other hand, Ary et al. (2010) state that quantitative research is designed to acquire fundamental knowledge and the choice of the most appropriate model that allows us to know the reality more impartially, since they are collected and analyzed data through concepts and measurable variables. This research uses data collection to test a hypothesis based on numerical measurement and analysis statistical, to establish patterns of behavior and test theories. Meanwhile, qualitative research seeks to comprehend a given research problem or topic through the eyes of the people involved in the research. It means that it entails the use and analysis of numerical data through the application of specific statistical techniques to obtain numerical information.

Mackey and Gass (2005) consider that quasi-experimental design consists of choosing groups, in which a variable is tested, without any type of random selection or pre-selection process. The most widely used quasi-experimental designs follow the same logic and involve comparison of treatment and control groups as in randomized trials. It establishes a cause-and-effect relationship between an independent and dependent variable. In this research was necessary to create a pre-test which, measured the level of reading comprehension among the participants before applying to the experiment.

3.4 Hypothesis

In this research, gamification was applied to strengthen reading comprehension. The experiment was applied by using technological resources to get data and assess students' development in reading comprehension. The research questions applied in this research were:

- What is the theoretical foundation of gamification to strengthen reading comprehension?
- Is there statistically significant difference between the scores of the students before and after the application gamification to strengthen reading comprehension?
- What are the students' perceptions and acceptance about the implementation of gamification to strengthen reading comprehension?

The first question focused on showing the theoretical part of this innovative tool, so to answer this research question, the researcher detailed the gamification tool that was useful to strengthen reading comprehension as the most successful on the literature review. The second question was focused on students' scores about their reading comprehension before and after the implementation of gamification. To answer this research question, the researcher guided a null hypothesis (H0) and an alternative hypothesis (H1), applying the test T-student to sustain one of them.

H0: There is not statistically significant difference between the scores of the students' reading comprehension after the application of gamification.

H1: There is statistically significant difference between the scores of the students' reading comprehension after the application of gamification.

Finally, the last research question tended to find out information about students' perceptions and acceptance about the implementation of gamification to strengthen reading comprehension. To answer this research question, the author developed an analysis and interpretation of results about the survey using tables and figures

3.5 Population or sample

The population in this research was forty learners of English between ages from seventeen and eighteen years old. They were students from the third year of high school. The total of students participated in the development of the pre-test. As this research was carried out with 40 students, 20 students were part of the control group (class E) and 20 students were part of the experimental group (class F). Later on, the experimental group applied gamification to strengthen reading comprehension in 7-week sessions. Eventually, the control and the experimental groups were given the post-test. The information related to the population was shown in the following chart.

Tabla 1

Population

Participants	Population	Percentage
Girls	9	10%
Boys	31	90%
Total	40	100%

Notes: Population or sample.

3.6 Data collection

In this research, the author used a pre-test and a post-test as instruments to collect data; both included reading comprehension activities. In addition, a survey was applied as an instrument to collect the students' perceptions and acceptance of gamification to strengthen reading comprehension. The survey was applied with a Likert scale, 3 items with categories such as: strongly agree, agree and disagree with 40 third- year high school students from Unidad Educativa "Huasimpamba".

The total of students surveyed was 40. The tools that were used were: Team's platform (to gather all the students in a virtual way), Google Forms (a tool used to carry out the survey to the 40 students, the link was shared and students answered, and the results were obtained simultaneously. For the development of the pre -test and post-test it was necessary to divide the total population (40 students) into 2 groups. The experimental group and the control group. The instruments were validated by qualified English teachers from Universidad Técnica de Ambato. Those instruments helped to determine the impact of gamification to strengthen reading comprehension.

Experimental group:

The experimental group consisted of 20 participants from 3BGU "F" from Unidad Educativa Huasimpamba. It was given the pre-test (see Appendix 1). The contents were based on English pedagogical modules provided by the Ministry of Education. On top of that, the pre-post-test followed the format of the Cambridge Preliminary (PET) English Sample Exam. The test was designed based on students' level according to the Common European framework references because those students belonged to the B1.2 level. The Pre -Test was made up of 4 sections, with a total of 20 questions. In part 1, there were 5 short texts with 5 multiple-choice questions; such as notices, communicative information, work ads, or notes. In section 2 the participants had to read the text and choose the correct answer according to the information, for this part detailed reading comprehension was required. In section 3 the participants had to read a gapped text which represents missing verbs or vocabulary, they had to decide which verbs best fitted each gap. Finally, in section 4 corresponds to a text where the participants read the text and verify if the sentences were correct or incorrect, for this part detailed reading comprehension was required, too. The

test was in real time; in addition, the participants had to send their answer sheet to verify the results. The time the students had was a maximum of 60 minutes.

Control group: The control group consisted of 20 participants of 3BGU "E" from Unidad Educativa Huasimpamba. The control group received 7 sessions of 60 minutes each. In the first session, the students were explained the reading text in the traditional way.

Reading comprehension: Grellet (1981) states that reading comprehension is the process of making meaning by learning the relevant ideas of a text. It is also the decoding of a text and relating them to concepts that already have meaning for the reader. This research established two tests a pre-test and post- test. According to Sampieri and Torres (2018) claim that the pre- test and post-test are used in behavioral research given to individuals to evaluate their academic progress from the start to the end of a program of instruction in which they are involved. In addition, the reading tests were adapted from Cambridge Preliminary English Sample Exam and English Pedagogical Module 1 for Third year of bachelor B1.2 from “Ministerio de Educación”. The tests were the instruments applied in this research study to get individual scores from student’s development in their reading comprehension.

Survey: It is another instrument applied in this research study and it is based on a set of questions about students’ perceptions and acceptance in the use of gamification to strengthen reading comprehension. To this survey the research has created a Google Forms instrument for data collection. Hernández et al. (2010) explain that a survey is to describe specific aspects of a given population, and it frequently investigates the relationships between variables. This instrument is carried out by applying a questionnaire to a sample of individuals. Surveys provide information on the opinions, attitudes and behaviors of individuals. It also uses to identify and interpret, the most methodical way possible, a set of testimonies that can fulfill the established purpose. Furthermore, the survey questionnaire was applied to each student to get their own perceptions and acceptance about the implementation of gamification to strengthen reading comprehension.

3.7 Data processing and analysis

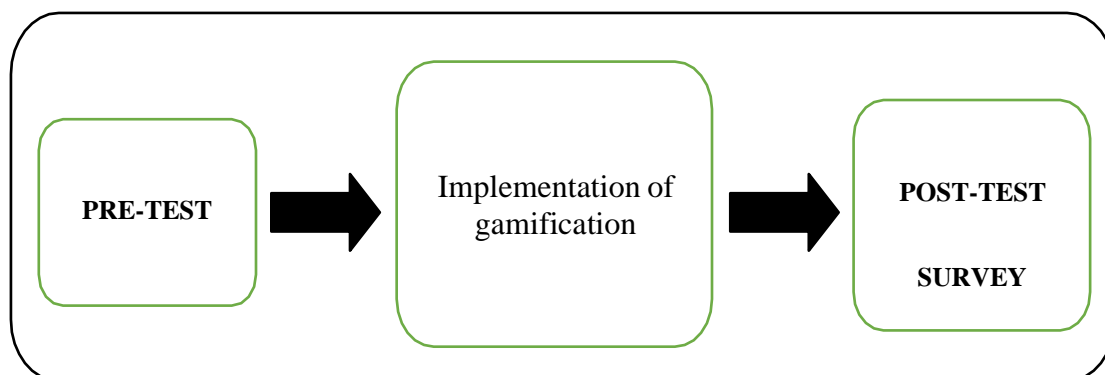
This research study carried out and statistical model for the data processing. It was a T-Student test to analyze the significance value between the scores of the pre-test and post-test of the students. Furthermore, the perceptions and acceptance of the students about the implementation of gamification were discussed through the analysis and interpretation of results obtained.

3.7.1 Quasi-experimental design

According to Bernal (2010) states that is called quasi-experimental design because it involves comparison of treatment and control groups without any type of random selection or pre-selection process. It allows the researcher to identify and separate the effects of the treatments from the rest of the factors. Figure 1 illustrates the quasi-experimental design applied in this research, so the procedure to implement gamification is detailed below.

Figure 1

Experimental design



Notes: Procedure to implement gamification.

1. First, the researcher applied a reading pre-test based on the Cambridge Preliminary English Sample Exam and English Pedagogical Module 1 for Third year of high school B1.2 level from “Ministerio de Educación.”
2. Second, the implementation of reading activities with the gamification tool (Quizziz) consisted of the 3 parts before, during and after the reading.

When students face a new written material, they must become an active, reflective and more interactive. For this reason, it was necessary to apply the process of reading to develop and improve the reading comprehension. Students had to follow the process of

reading to have an effectively understanding of the reading text.

3. Next, the researcher applied the reading post-test based on Cambridge Preliminary English Sample Exam and English Pedagogical Module 2 for Third year of high school B1.2 level from “Ministerio de Educación”, following the same criteria of the pre-test.
4. After that, the researcher carried out a survey about the students’ perceptions and acceptance of the application of reading comprehension based on gamification.
5. Finally, the researcher drew conclusions about the analysis of the results.

3.8 Response variables or results

3.8.1 T-Student test

The researcher worked with one experimental group to perform this study, taking into consideration the pre-test and post-test scores to determine the development of reading comprehension by implementing gamification. Furthermore, this research applied the T-Student test for dependent samples to analyze data. Stelman (2018) stated that the t-test determines the significance of differences between groups. In other words, it determines whether those differences measured in means and averages could have occurred by chance. That is why the pre- and post-test scores of each individual are an example of paired scores. In addition, Furthermore, the researcher applied the Statistical Package for the Social Sciences software (SPSS) to develop the statistical analysis. Figure 1 shows the formula to calculate the t-test.

Figure 2

Formula for calculating the t-test

<i>Formula:</i>	<i>Where:</i>
$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$	$t = t$ ratio \bar{D} = average difference $\sum D^2$ = different scores squared, then summed $(\sum D)^2$ = difference scores summed then squared N = number of pairs

Notes: t-test formula

On the other hand, table 2 shows the significance level of the dependent t-test.

Table 2

Significance level of the t-test

Significance level of the t-student test

Significance level	Percentage of confidence
$\alpha = 0,05$	95% of reliability

Notes: Significance level of the t-test

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Research question 1

The first research question based on the types of gamification tools that are useful to strengthen reading comprehension. This information was presented on the literature review section; it can be found the types of gamification tools that teachers can use to improve reading. Additionally, some examples of gamification tools to develop the reading comprehension and how they work were detailed.

4.2 Research question 2

In order to gather data about reading comprehension in students of third year of high school, the researcher applied the pre-test and post-test, to determine the statistically significant difference between the scores of the students before and after the application gamification to strengthen reading comprehension. Table 8 shows the average scores of each student in both tests.

Table 3

Pre and post test scores

STUDENTS	PRE-TEST SCORES	POST-TEST SCORES	PRE AND POST TESTS STANDARD SCORES
1	2	3	10
2	3,5	5	10
3	2,5	4,5	10
4	3,5	6	10
5	4	6	10
6	3,5	5	10
7	2,5	6	10
8	3,5	5,5	10
9	6	7	10
10	5,5	7,5	10
11	2,5	3,5	10
12	3	5	10
13	3,5	5	10
14	4,5	7	10
15	4,5	6	10
16	4	5	10

17	6	7	10
18	5	6,5	10
19	4	6	10
20	5	7	10

Notes: Pre and post test scores

This table shows the number of students who took part in this research study and the scores they got in the pre and post-test. The minimum score of 2 and a maximum score of 6 in the pre-test. On the other hand, the post-test shows a minimum score of 3,5 and a maximum score of 7.

RQ2 Is there statistically significant difference between the scores of the students before and after the application of gamification to strengthen reading comprehension?

This research question shows the differences between learners' English reading comprehension before and after of the application of gamification. To achieve this purpose, the overall mean score of the students of the students' reading comprehension pre-test is compared to the overall score of their post-test. Table 4 illustrates the descriptive statistics for the total mean scores of the pre- and post-tests.

Table 4

The descriptive analysis of the pre and post reading comprehension test

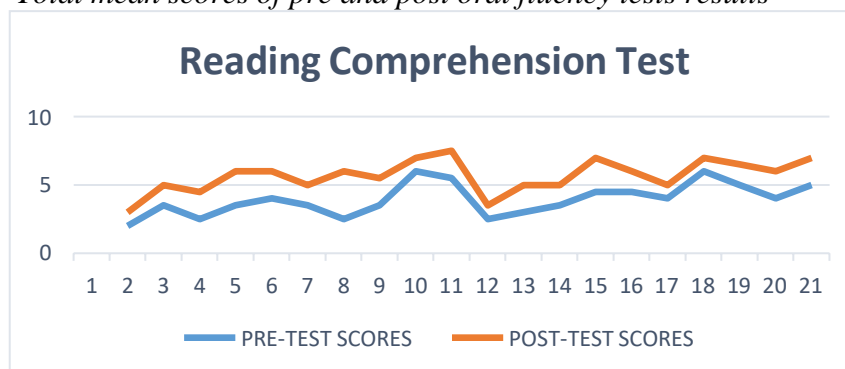
	Mean	N	Standard deviation	Mean standard error
Cambridge Preliminary (PET) English Sample Exam and English Pedagogical Module from "Ministerio de Educación"				
Pre-Test	3,925	20	1,16161	0,25974
Post-Test	5,68	20	1,19511	0,26723

Notes: Analysis of the pre and post reading comprehension test.

Table 4 shows the score level of reading comprehension before and after the application of the gamification to 20 students of third year of high school. A paired t-test was used to compare both pre- and post-test scores of the students. The results show that the students' post-test total score (M=5.68, SD=1.195) is statistically higher than the total pre-test score (M=3.92, SD=1.161), which reveals that students' performance in the post-test was better than their performance in their pre-test.

Figure 3

Total mean scores of pre and post oral fluency tests results



Notes: Mean scores of pre and post oral fluency tests results.

Figure 3 shows the differences of the total mean scores of the pre-test and post-test results in reading comprehension test. Moreover, a paired sample t-test (Table 5) was held to find out whether these observed differences between the pre-test and post-test scores were statistically significant at the $p < 0,05$.

Table 5

Paired-sample t-test between the pre and post reading comprehension tests

	PAIRED DIFFERENCES					t	df	Sig
	Mean	Standard Deviation	Mean standard error	95% confidence interval of the difference				
				Inferior	Superior			
Pre-Test / Post-Test	-1,7500	0,6387	0,1428	-2,0489	-1,4511	-12,254	19	0,000

Notes: Paired-sample t-test

Table 5 illustrates the results of the paired-sample t-test showing that there is a significant difference between the pre- and post-tests $t(19) = -12,2, p < 0.001$. The criteria shows that:

- If the P-value is $\leq \alpha$, the H_0 is rejected and H_1 is accepted.
- If the P-value is $> \alpha$, the H_0 is accepted.

Table 6 shows the P-value got in the statistical t-test compared to the value of α proposed in the t-test as significance level.

Table 6

Significance level of the calculated t-test

Significance Level of the calculated <i>t</i> test	
<u>Pre- and post-test</u>	<u>Dependent <i>t</i> test</u>
<u>P value = 0,000</u>	<u>$\alpha = 0,05$</u>
<i>Note: Significance level of the calculated t-test</i>	

Consequently, the null hypothesis “There is not statistically significant difference between the scores of the students’ reading comprehension after the application of gamification” is rejected. The descriptive and the paired sample *t*-test results showed that the participants of the research study achieved better scores in their reading comprehension tests at the end of the application of gamification as compared to their pre-test scores. These results indicated that the application of reading comprehension activities based on gamification in the third year of high school has significantly impacted the students’ development of reading comprehension.

4.3 Research question 3

This research study also tends to know the students’ perceptions and acceptance about the implementation of gamification to strengthen reading comprehension, so it guided the following question:

RQ3: What are the students’ perceptions and acceptance about the implementation of gamification to strengthen reading comprehension?

To answer this question, a survey of ten questions was applied to twenty students of third year of high school. Then, it is presented through the analysis and interpretation of results by using percentages in tables and figures. Table 7 shows a summary of the questions and the participants' answers.

Table 7

Frequencies of the students' perceptions and acceptance about the implementation of gamification.

Variables	Strongly agree	Agree	Disagree
Question 1: The use of gamification engages students in developing reading comprehension activities.	11	9	0
Question 2: The implementation of gamification gave me the opportunity to understand the reading texts in a better way.	10	9	1
Question 3: The reading texts are easier to understand with the application of gamification tools.	10	8	2
Question 4: Gamification tools allow me to get motivated to develop reading comprehension.	15	4	1
Question 5: The reading comprehension activities based on gamification have given me greater opportunities to understand better a reading text.	11	7	2
Question 6: My reading skills have improved since I have been using gamification.	11	9	0
Questions 7: I feel my reading skills are better now because of the use of gamification in class.	11	9	0
Question 8: Classes are more interactive with the application of gamification tools.	8	11	1
Questions 9: I feel more interested in reading with application of gamification.	7	11	2
Questions 10: I consider that application of technological tools gives me more opportunities to learn than traditional teaching.	8	12	0

Notes: Students' perceptions and acceptance about the implementation of gamification.

Reliability of the survey

Before the analysis and interpretation of the survey's results, the researcher developed a statistical analysis by using the Cronbach's alpha in order to verify the reliability of the instrument. To carry out this process, the researcher used the SPSS software to get the data.

Table 8 shows a total statistic of the Cronbach's alpha.

Table 8

Total element statistics of the Cronbach's alpha.

	Mean scale if item has been deleted	Scale variance if item has been suppressed	Corrected total item correlation	Cronbach's alpha if the item has been deleted
Q1	60,00	1981,00	1,00	,972
Q2	60,00	2064,00	1,00	,973
Q3	60,00	2137,00	,99	,974
Q4	60,00	2029,00	,68	,987
Q5	60,00	2127,00	,94	,975
Q6	60,00	1981,00	1,00	,972
Q7	60,00	1981,00	1,00	,972
Q8	60,00	2092,00	,89	,976
Q9	60,00	2179,00	,80	,979
Q10	60,00	2023,00	,87	,977

Notes: Statistics Cronbach's alpha

Considering the previous analysis, Table 9 shows the reliability statistics of the survey, having the following information.

Table 9

Total element statistics of the Cronbach's alpha

Reliability statistics	
Cronbach's alpha	No. of elements
0,978	10

Notes: The Cronbach's alpha

The Cronbach's alpha measures the reliability that exists between the items of the survey, having the following scales:

- Strongly agree (1),
- Agree (2),
- Disagree (3)

Table 9 shows that the Cronbach's alpha coefficient of the instrument is 0,978 which is a high coefficient. When the alpha coefficient is greater than 0.7, the calculated result is

accepted. As a result, the survey instrument applied to the 20 students is considered reliable. Individual analyses and interpretations of the instrument's results are presented below, with specific observations of the participants' responses.

Analysis and interpretation

Question 1: The use of gamification engages students in developing reading comprehension activities.

Table 10

Gamification engages students in developing reading comprehension activities.

Category	Frequency	Percentage
Strongly agree	11	55%
Agree	9	45%
Disagree	0	0%

Notes: Students' survey

Analysis

Figure 4 shows the percentages in each question of the criteria, the higher percentage of 55% of the participants who strongly agreed that the use of gamification engaged students in developing reading comprehension activities. Similarly, 45% of them agreed about the statement. Finally, 0% of the participants disagreed about the statement. Consequently, the majority of the participants felt that gamification helps a lot in developing reading comprehension.

Interpretation

Based on the information, the use of gamification engages students in developing reading comprehension activities. It provides students the opportunity to enhance their reading skills and avoid them to get bored. According to Healey (2019) considers that the use of gamification increases levels of student engagement and motivation, similar to what games can do, in order to improve students' specific skills and optimize their learning meaningfully based on students' preferences.

Question 2: The implementation of gamification gave me the opportunity to understand the reading texts in a better way.

Table 11

Implementation of gamification.

Category	Frequency	Percentage
Strongly agree	10	50%
Agree	9	45%
Disagree	1	5%

Notes: Students' survey

Analysis

Figure 5 shows the percentages in each question of the criteria, the higher percentage of 50% of the participants who strongly agreed that the implementation of gamification allowed the participants to understand the reading texts in a better way, while the 45% of them agreed about the statement. Finally, the 5% of the participants disagreed about the statement. Consequently, we can say that the implementation of this tool allowed students to comprehend reading texts easily.

Interpretation

Based on the results, we might say that the implementation of gamification gave students the opportunity to understand the reading texts in a better way. Bell (2018) considers that gamification provides students with an entertainment and enjoyment learning environment that allows them to understand a text easier than before because it improves their knowledge retention. In addition, gamification seeks direct participation, and compliance with objectives that promote changes in behavior and develop skills to improve reading comprehension.

Question 3: The reading texts are easier to understand with the application of gamification tool (Quizziz).

Table 12

The reading texts are easier to understand.

Category	Frequency	Percentage
Strongly agree	10	50%
Agree	8	40%
Disagree	2	10%

Notes: Students' survey

Analysis

Figure 6 illustrates the percentages found in each question of the survey, showing that 50% of the students strongly agreed that reading texts are easier to understand with the application of gamification tools. On the other hand, 40% of them agreed about the statement, while 10 % of the students disagreed. In conclusion, we can say the highest percentage showed that when the gamification tool is used the reading texts are easier than the traditional form of reading.

Interpretation

Based on the results, it is established that reading texts are easier to understand when teachers apply gamification tools. Those tools allow teachers to design learning activities by introducing game elements and their thinking (challenges, competition, etc.) in order to enrich that learning experience and direct the behavior of students. It allows for improving reading comprehension processes by placing students' participants in a realistic context in which actions and tasks can be practiced. Mohammad et al. (2021) also consider that the use of gamification tools (Quizizz) helps improve students' reading skills because the reading tasks are presented in a dynamic way.

Question 4: Gamification tools allow me to get motivated to develop reading comprehension.

Table 13

Gamification tools allow me to get motivated.

Category	Frequency	Percentage
Strongly agree	15	75%
Agree	4	20%
Disagree	1	5%

Notes: Students' survey

Analysis

Figure 7 shows that the 75% of the learners strongly agreed that gamification tools allowed learners to be motivated to develop reading comprehension activities, while 20 % of the learners agreed about the statement. In contrast, 5% of the learners disagreed about this statement. As a result, gamification tools promoted learners to be motivated while they were developing reading comprehension tasks.

Interpretation

According to the results, gamification tools allow students to get motivated to develop reading comprehension tasks. When students are motivated, it encourages them to read for pleasure and carry out their learning activities in a suitable environment. It is important to mention that students have many ways to have fun and learn in a gamified environment. It means that gamification enhances students to solve problems, explore, work on a team, and develop their critical thinking. (Pérez et al., 2016) consider that didactic tools as gamification applied by teachers promote meaningful learning, and facilitate the new content more deeply and consciously.

Question 5: The reading comprehension activities based on gamification have given me greater opportunities to understand better a reading text.

Table 14

The reading comprehension activities based on gamification.

Category	Frequency	Percentage
Strongly agree	11	55%
Agree	7	35%
Disagree	2	10%

Notes: Students' survey

Analysis

Figure 8 illustrates that the 55% of the participants strongly agreed that reading comprehension activities based on gamification gave them greater opportunities to understand better a reading text, while the 35% agreed about the statement. In contrast, the 10% of them disagreed about the statement. Having the highest percentage of 55, it was verified that gamification provided better opportunities to learners to understand reading activities easily.

Interpretation

Based on the results students consider that reading comprehension activities based on gamification have given them greater opportunities to understand better a reading text. The application of innovative tools in class provide students the opportunity to learn in a different way and it makes them to participate more in reading tasks and not get bored easily as in the traditional way of teaching. Kapp (2012) considers that using activities

based on games stimulate the constantly participation of students, and allow them to engage, solve problems and develop their cognitive skills.

Question 6: My reading skills have improved since I have been using gamification.

Table 15

My reading skills have improved since I have been using gamification.

Category	Frequency	Percentage
Strongly agree	11	55%
Agree	9	45%
Disagree	0	0%

Notes: Students' survey

Analysis

Figure 9 shows that the 55% of the students strongly agreed that reading skills improved since the students were using gamification in their reading activities. Similarly, the 45% of them agreed about this statement. In contrast, the 0% of the learners disagreed about this affirmation. Taking into account the highest percentage, it was appreciated that the gamification tool gives students the opportunity to understand more reading texts.

Interpretation

According to the results, students consider that their reading skills have improved since they have been using gamification in their learning process. It is important to mention that since students like to work with technology tools, those provide teachers the opportunity to apply different tools that helps students to strengthen reading tasks by allowing them to be more reflective, have better retention of information and improve their communicative-verbal skills, and grow their mental capacity.

Questions 7: I feel my reading skills are better now because of the use of gamification in class.

Table 16

I feel my reading skills are better now.

Category	Frequency	Percentage
Strongly agree	11	55%
Agree	9	45%
Disagree	0	0%

Notes: Students' survey

Analysis

Figure 10 illustrates that 55% of students strongly agreed that their reading skills improved because of the use of gamification in the class, while 45% of students agreed about this statement. Finally, 0 % of the students disagreed about this statement. Therefore, it is confirmed that the majority of the students considered that when gamification is applied in reading activities, it is more understandable. This also promoted students to have a good habit in reading.

Interpretation

The results showed that students consider that their reading skills are better now because of the use of gamification in class. Kapp (2012) also considers that gamification allows students to gain students' participation and to involve them actively in class. For this reason, teachers have to continue updating their knowledge to learn which technological tools work well for their teaching process. It makes students feel comfortable when they are developing their reading tasks.

Question 8: Classes are more interactive with the application of gamification tool.

Table 17

Classes are more interactive with the application of gamification tool.

Category	Frequency	Percentage
Strongly agree	8	40%
Agree	11	55%
Disagree	1	5%

Notes: Students' survey

Analysis

Figure 11 displays that 40% of the students strongly agreed that classes are more interactive with the application of gamification tools, while 55 % agreed about the statement. Finally, 5% of the learners disagreed about this statement. In conclusion, gamification tools provided an effective learning environment and allowed learners to develop their reading skills efficiently.

Interpretation

Based on the results students think that classes are more interactive with the application of gamification tools. They consider that when teachers apply innovative tools in the

teaching process. It makes them enjoy the class and the reading tasks. It means that technological tools have produced different effects on young generations because they have mastery of audiovisual culture and enhance students to have good reading habits.

Questions 9: I feel more interested in reading with application of gamification.

Table 18

I feel more interested in reading with application of gamification.

Category	Frequency	Percentage
Strongly agree	7	35%
Agree	11	55%
Disagree	2	10%

Notes: Students' survey

Analysis

Figure 12 shows that 35% of the students strongly agreed that they feel more interested in reading with application of gamification. Similarly, 55% of them agreed about this statement. In contrast, 10% of the learners disagreed about this statement. Taking into account it was appreciated that learners felt more motivated and interested in reading, than the traditional way students have reading activities. They considered that it promoted an active learning process.

Interpretation

According to students' results they consider that they feel more interested in reading with the application of gamification. The use of games in a reading task, makes students develop the activity with more pleasure and for them is easy to do the task. Bell (2018) also mentions that when teachers apply gamification the in teaching process, it provides the opportunity to stimulate concentration, interest, and enjoyment in any activity without boredom.

Questions 10: I consider that application of technological tools gives me more opportunities to learn than traditional teaching.

Table 19

I consider that application of technological tools.

Category	Frequency	Percentage
Strongly agree	8	40%
Agree	12	60%
Disagree	0	0%

Notes: Students' survey

Analysis

Figure 13 illustrates that 40% of the students strongly agreed that application of technological tools gives me more opportunities to learn than traditional. On the other hand, 60% of students agreed about the statement, while 0% of the students disagreed about it. Having the highest percentage of 60, it was verified that students considered that the application of technological tools provides an effective learning and allowed them to understand more reading activities.

Interpretation

Students considers that application of technological tools gives more opportunities to learn than traditional teaching. The use of technology in the teaching process allows teachers to create diverse learning environments. The use in education system transforms linear and traditional learning models into innovative, interactive and personalized models that improve the educational process.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, REFERENCES, AND ANNEXES

5.1 Conclusions

Based on the analysis and interpretations from the pre-test and post-test, and after applying gamification to strengthen reading comprehension, with of students from Unidad Educativa “Huasimpamba” some conclusions and recommendations were drawn for future research studies.

- After the experiment of the seven-sessions plan, concluded that the application of gamification in the experimental group had success in strengthening reading comprehension. The data collected by the experimental group and the control group during the pre and post-tests were proved through hypothesis verification due to the P-value being $p = 0 < 0.05$. The descriptive and the paired sample t-test results showed that the participants of the research study achieved better scores in their reading comprehension tests at the end of the application of gamification as compared to their pre-test scores. It means that the application of gamification increased students' motivation, and interest in reading tasks, and stimulate solution to poor reading performance. The application of a gamification tool (Quizziz) in the teaching process also allows teachers and students to have active participation. Additionally, gamification determined a positive impact on students from the third year of high school at Unidad Educativa “Huasimpamba.”
- Based on the results from the experimental group, it was identified that the application of gamification tool (Quizziz) was the most adequate and useful to apply to strengthen reading comprehension. Additionally, it showed that students developed reading tasks funnily enhance their participation and reading habits. This tool also avoids monotonous learning activities that bore students. It can be concluded that the Quizziz Application can assist both students and teachers in the teaching and learning of reading because it has many features and characteristics that encourage students to read more frequently, and reading frequently can help students practice their reading skills.

- Based on the results of the pre and post-test revealed that the use of the gamification tool (Quizziz) contributes significantly to the strengthen of reading comprehension. Additionally, after the application of the pre-test and post-test based on gamification, it was concluded that there was a significant difference, in which it was evidenced the students' post-test total score ($M=5.68$, $SD=1.195$) is statistically higher than the total pre-test score ($M=3.92$, $SD=1.161$), which reveals that students' performance in the post-test was better than their performance in their pre-test. This proved that the use of the gamification tool (Quizziz) had a positive impact on students' reading skills.
- Regarding the students' perceptions and acceptance about the implementation of gamification of reading comprehension of students from the third year of high school after the study, the Likert-scale survey was applied to confirm the considerable level of acceptance and perceptions the subjects had. Around 15 students which represents the 75% in one of the questions strongly agree in considering that gamification tools allow them to get motivated to develop reading comprehension. When students developed reading tasks with games, they could improve their reading habits and enabled them to improve their strengths and weaknesses in developing reading tasks. Students considered that gamification permitted them not to only think about the contents, but they could also reflect on the message through the practice of reading skills. They consider that changing monotonous learning enable them create a good habit in reading skills.

5.2 Recommendations

The researcher establishes the following recommendations on the previous results and the conclusions for future research studies:

- Based on the data gathered, it is suggested that teachers be aware of new teaching strategies supported by the updated technology to find the most suitable, innovative, and motivational tools to strengthen reading comprehension. This helps to change traditional teaching and to avoid students getting bored and feeling demotivated in developing reading tasks. Applying the gamification tool (Quizziz) in the teaching process is grateful because teachers have to take advantage of working with millennial students who enjoy playing with technology. For this reason, it is recommendable to teachers to apply the most useful didactic tool that benefits the learning process by offering game experiences that positively impacted their grades, personal relationships, and significant learning.
- Considering the results, the analysis of previous research studies, and the usefulness of applying dynamic, motivational, and innovative gamification tools. It was suggested for teachers to apply this successful gamification tool (Quizziz) in their teaching process as one of the learning media options when teaching reading. As teachers, it is crucial to try new things in our students' learning process that can motivate and make our students feel interested in any reading task. With the use of this technological tool teachers are also anticipated to be creative in teaching language skills, particularly reading, because 21st-century learning includes the use of technology as a required skill that both teachers and students must master. Consequently, applying innovative tools helps to create an innovative learning environment and allows students to enhance their good reading habits.
- Taking into account the low level of reading comprehension based on the pre-test applied before the implementation of gamification, it is recommended to apply the interactive gamification tool (Quizziz) that allows students to strengthen their reading comprehension dynamically. Teachers should take advantage of this tool

to create dynamic learning resources. As learners are curious about technology, teachers must take advantage of this and apply this innovative tool, which provides the opportunity to develop reading tasks without boredom. Providing an authentic and significant learning environment that enhances the students build good reading habits. Furthermore, it is recommended to encourage teachers to identify students' needs and weaknesses in reading. This can help teachers to continue training and exploring technological tools that can be useful for developing English skills meaningfully.

- Regarding the students' perceptions and acceptance of the implementation of gamification of reading comprehension of students from the third year of high school after the study, the Likert-scale survey was applied to confirm the considerable level of acceptance and perceptions the subjects had. Around 15 students which represents 75% in one of the questions strongly agree considering that gamification tools allow them to get motivated to develop reading comprehension. When students developed reading tasks with games, they could improve their reading habits and enabled them to improve their strengths and weaknesses in developing reading tasks. Students considered that gamification permitted them not to only think about the contents, but they could also to reflect on the message through the practice of reading skills. They consider that changing monotonous learning enables them create a good habit in reading skills.

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5.4 Annexes

5.4.1 Annex 1 : Institution authorization



UNIDAD EDUCATIVA "HUASIMPAMBA"

ESPECIALIDADES: MECÁNICO Y CONSTRUCCIONES METÁLICAS - ELECTROMECÁNICA AUTOMOTRIZ - INSTALACIONES EN PLUMBOS Y BAJOS ELÉCTRICOS - BQI
Teléfono: 032574248 CORREO ELECTRÓNICO: huasimpambacolegiotecnico@yahoo.es
PELILEO - TUNGURAHUA - ECUADOR



CARTA DE COMPROMISO

Ambato, 13 de Septiembre de 2021

Doctor

Víctor Hernández del Salto

PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADOS

FACULTAD CIENCIAS HUMANAS Y DE LA EDUCACIÓN

UNIVERSIDAD TÉCNICA DE AMBATO

Presente. -

Yo Edwin Aguaguña Tirado Curay, en calidad de Rector Encargado de la Unidad Educativa "Huasimpamba" del Cantón Pelileo, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el tema: "GAMIFICATION TO STRENGTHEN READING COMPREHENSION" propuesto por la estudiante Lorena Tatiana Aguaguña Tirado, portadora de la Cédula de Ciudadanía N° 180497160-2, de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2021, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,

Ing. Edwin Aguaguña, M.Sc

Cédula de Ciudadanía: 1803744018

N° de teléfono convencional: 032574248

N° de teléfono celular: 0993923956

Correo electrónico : huasimpambacolegiotecnico@yahoo.es

5.4.2 Annex 2: Experiment design

UNIVERSIDAD TÉCNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

EXPERIMENT DESIGN: Gamification to strengthen reading comprehension.

Autora: Licenciada Lorena Tatiana Aguaguña Tirado

Directora: Doctora Wilma Elizabeth Suárez Mosquera, Magister.

Ambato – Ecuador

2022

LESSON PLANS



UNIDAD EDUCATIVA "HUASIMPAMBA" EDUCACIÓN GENERAL BÁSICA DAILY PLANNING



SUBJECT:	English	SUBJECT CODE:	Third year E-F
MODALITY:	Synchronous class	LEVEL:	B1.2
		TEACHER:	Lcda. Lorena Aguaguña

ENGLISH PEDAGOGICAL MODULE N° 1 – SESSION 1

NAME: What role do movies play in culture??

UNIT LEARNING OUTCOME:	UNIT EVALUATION METHODOLOGIES:	EQUIPMENT /UNIT TOOLS:	UNIT DIDACTIC RESOURCES:
<ul style="list-style-type: none"> O.EFL 5.5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required. 	<ul style="list-style-type: none"> Communicative language teaching. 	<ul style="list-style-type: none"> Laptop Speakers English pedagogical Module 1 Teams platform Quizziz app 	<ul style="list-style-type: none"> English Pedagogical module 1 Web Resources

CONTENT	OBJECTIVE	ACTIVITIES	TIME
<ul style="list-style-type: none"> <i>What role do movies play in culture? - Reading comprehension –Part 1</i> 	<ul style="list-style-type: none"> Students will be able to read and talk about free activities. 	<p>INITIAL:</p> <ul style="list-style-type: none"> The teacher takes attendance to the class. The teacher starts the class by reading the lesson objective. <p>BEFORE READING</p> <ul style="list-style-type: none"> The teacher projects several images using <i>canva</i> to brainstorm vocabulary related to the reading text (computer game-store, babysitter job and museum cafes) <p>https://www.canva.com/design/DAEyQE6SqNw/uOFIK5umvyltz1Iz5sy9nw/view?utm_content=DAEyQE6SqNw&utm_campaign=designshare&utm_medium=link&utm_source=publis_hsharelink</p> <ul style="list-style-type: none"> The teacher asks students to predict the content of reading based on the pictures. 	<p>5 minutes</p> <p>20 Minutes</p>

		<ul style="list-style-type: none"> The students will complete a word cloud using mentimeter with the possible topics of the readings. <p>https://www.mentimeter.com/s/794def24cd9aa20c56a24e1d20627407/738e6f5da7d5/edit</p> <p>Student's link access:</p> <p>https://www.mentimeter.com/s/794def24cd9aa20c56a24e1d20627407/738e6f5da7d5/edit</p> <p>DURING READING</p> <ul style="list-style-type: none"> The teacher presents the shorts reading texts. The teacher asks students to match the reading topics with the pictures presented in the previous stage. The teacher asks students to skim the reading to answer some questions: <ul style="list-style-type: none"> ✓ What is the main idea of each short reading text? The teacher asks students to read the text again and answer some comprehension questions from handout part 1. <p>AFTER READING</p> <ul style="list-style-type: none"> The teacher asks students to summarize the main idea of each text using their own words. The students have to enter to quizziz activity and answer the questions based on the reading text. <p>https://quizziz.com/admin/presentation/6168fe1714db15001eefd606/english-pedagogical-module-n-1-lesson-a-reading-1</p>	<p>20 <i>Minutes</i></p> <p>15 <i>minutes</i></p>
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UNIDAD EDUCATIVA "HUASIMPAMBA"
EDUCACIÓN GENERAL BÁSICA
DAILY PLANNING

SUBJECT:	English	SUBJECT CODE:	Third year E-F
MODALITY:	Synchronous class	LEVEL:	B1.2
		TEACHER:	Lcda. Lorena Aguaguña

ENGLISH PEDAGOGICAL MODULE N° 1 – SESSION 2

NAME: What role do movies play in culture??

<p>UNIT LEARNING OUTCOME:</p> <ul style="list-style-type: none"> <i>O.EFL 5.5</i> Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required. 	<p>UNIT EVALUATION METHODOLOGIES:</p> <ul style="list-style-type: none"> Communicative language teaching. 	<p>EQUIPMENT /UNIT TOOLS:</p> <ul style="list-style-type: none"> Laptop Speakers English pedagogical Module 1 Teams platform Quizziz app 	<p>UNIT DIDACTIC RESOURCES:</p> <ul style="list-style-type: none"> English Pedagogical module 1 Web Resources
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CONTENT	OBJECTIVE	ACTIVITIES	TIME
<ul style="list-style-type: none"> <i>What role do movies play in culture? - Reading comprehension –Part 2 (Movie time and Movie Rating System)</i> 	<ul style="list-style-type: none"> Students will be able to read and talk how movies play an important role in culture. 	<p>INITIAL:</p> <ul style="list-style-type: none"> The teacher takes attendance to the class. The teacher starts the class by reading the lesson objective. <p>BEFORE READING</p> <ul style="list-style-type: none"> The teacher projects several images using <i>google slides</i> to brainstorm vocabulary related to the reading text. (movie time and movie rating system) The teacher asks students to predict the content of reading based on the pictures. The students will write their ideas in google slides using peark deck with the possible topics of the readings. <p>https://app.peardeck.com/student/tftyrnodg</p>	<p align="center"><i>5 minutes</i></p> <p align="center"><i>20 Minutes</i></p>

		<p>DURING READING</p> <ul style="list-style-type: none"> • The teacher presents the reading texts. • The teacher asks students to match the reading topics with the pictures presented in the previous stage. • The teacher asks students to skim the reading to answer the question: <ul style="list-style-type: none"> ✓ What is the main idea of each the reading texts? • The teacher asks students to read the text again and answer some comprehension questions from handout part 2. <p>AFTER READING</p> <ul style="list-style-type: none"> • The teacher asks students to summarize the main ideas of each text using their own words. • The students have to enter to quizziz activity and answer the questions based on the reading texts. <p>https://quizziz.com/admin/presentation/61ad3433984728001d0cc429/english</p>	<p>20 <i>Minutes</i></p> <p>15 <i>minutes</i></p>
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**UNIDAD EDUCATIVA “HUASIMPAMBA”
EDUCACIÓN GENERAL BÁSICA
DAILY PLANNING**

SUBJECT:	English	SUBJECT CODE:	Third year E-F
MODALITY:	Synchronous class	LEVEL:	B1.2
		TEACHER:	Lcda. Lorena Aguaguña

ENGLISH PEDAGOGICAL MODULE N° 1 – SESSION 3

NAME: What role do movies play in culture??

UNIT LEARNING OUTCOME: <ul style="list-style-type: none"> • <i>O.EFL 5.5</i> Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required. 	UNIT EVALUATION METHODOLOGIES: <ul style="list-style-type: none"> • Communicative language teaching. 	EQUIPMENT /UNIT TOOLS: <ul style="list-style-type: none"> • Laptop • Speakers • English pedagogical Module 1 • Teams platform • Quizziz app 	UNIT DIDACTIC RESOURCES: <ul style="list-style-type: none"> • English Pedagogical module 1 • Web Resources
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CONTENT	OBJECTIVE	ACTIVITIES	TIME
<ul style="list-style-type: none"> • <i>What role do movies play in culture? - Reading comprehension –Part 3</i> 	<ul style="list-style-type: none"> • Students will be able to read and talk about drone filmmakers. 	INITIAL: <ul style="list-style-type: none"> • The teacher takes attendance to the class. • The teacher starts the class by reading the lesson objective. BEFORE READING <ul style="list-style-type: none"> • The teacher projects several images using <i>padlet</i> to brainstorm vocabulary related to the reading text (drone filmmaker) https://es.padlet.com/tattylu1991/ybaq9vdcp8ebek5r • The teacher asks students to predict the content of reading based on the pictures. • The students will complete a word cloud using mentimeter with the possible topics of the reading. 	<p align="center"><i>5 minutes</i></p> <p align="center"><i>20 Minutes</i></p>

		<ul style="list-style-type: none"> • https://www.mentimeter.com/s/059a331ae65dfdd7af940461eb99ec36/e08d66006f98 <p>DURING READING</p> <ul style="list-style-type: none"> • The teacher presents the reading text. • The teacher asks students to mention the reading topic with the pictures presented in the previous stage. • The teacher asks students to skim the reading to answer the question: <ul style="list-style-type: none"> ✓ What is the main idea of each the reading text? • The teacher asks students to read the text again and answer some comprehension questions from handout part 3. <p>AFTER READING</p> <ul style="list-style-type: none"> • The teacher asks students to summarize the main ideas of each text using their own words. • The students have to enter to quizziz activity and answer the questions based on the reading text. <p>https://quizziz.com/admin/presentation/61ad3e2d58c116001e1df8d1/english-pedagogical-module-n-1-reading-part-3</p>	<p>20 <i>Minutes</i></p> <p>15 <i>minutes</i></p>
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UNIDAD EDUCATIVA "HUASIMPAMBA"
EDUCACIÓN GENERAL BÁSICA
DAILY PLANNING

SUBJECT:	English	SUBJECT CODE:	Third year E-F
MODALITY:	Synchronous class	LEVEL:	B1.2
		TEACHER:	Lcda. Lorena Aguaguña

ENGLISH PEDAGOGICAL MODULE N° 1 – SESSION 4

NAME: What role do movies play in culture??

UNIT LEARNING OUTCOME:	UNIT EVALUATION METHODOLOGIES:	EQUIPMENT /UNIT TOOLS:	UNIT DIDACTIC RESOURCES:
<ul style="list-style-type: none"> <i>O.EFL 5.5</i> Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required. 	<ul style="list-style-type: none"> Communicative language teaching. 	<ul style="list-style-type: none"> Laptop Speakers English pedagogical Module 1 Teams platform Quizziz app 	<ul style="list-style-type: none"> English Pedagogical module 1 Web Resources

CONTENT	OBJECTIVE	ACTIVITIES	TIME
<ul style="list-style-type: none"> <i>What role do movies play in culture? - Reading comprehension –Part 4</i> 	<ul style="list-style-type: none"> Students will be able to read and talk about stunt performers in a movie. 	<p>INITIAL:</p> <ul style="list-style-type: none"> The teacher takes attendance to the class. The teacher starts the class by reading the lesson objective. <p>BEFORE READING</p> <ul style="list-style-type: none"> The teacher projects several images using canva to brainstorm vocabulary related to the reading text (stunt performers) <p>https://www.canva.com/design/DAEyTH_s_Yc/9Nn1Zq1lU6we-xmR2btp0Q/view?utm_content=DAEyTH_s_Yc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p> <ul style="list-style-type: none"> The teacher asks students to predict the content of reading based on the pictures. 	<p align="right"><i>5 minutes</i></p> <p align="right"><i>20 Minutes</i></p>

		<ul style="list-style-type: none"> • The students will complete open – ended question using mentimeter with the possible topic of the reading. • https://www.mentimeter.com/s/8c66d83633eea25721a289af4e99876e/429af26ac1b3/edit? • Student’s link: https://www.menti.com/man6pk5tdf <p>DURING READING</p> <ul style="list-style-type: none"> • The teacher presents the reading text. • The teacher asks students to mention the reading topic with the pictures presented in the previous stage. • The teacher asks students to skim the reading to answer the question: <ul style="list-style-type: none"> ✓ What is the main idea of each the reading text? • The teacher asks students to read the text again and answer some comprehension questions from handout part 4. <p>AFTER THE READING</p> <ul style="list-style-type: none"> • The teacher asks students to summarize the main ideas of each text using their own words. • The students have to enter to quizziz activity and answer the questions based on the reading text. https://quizizz.com/admin/presentation/61ad6cee7c9a75001f32a1e9/english-pedagogical-module-n-1-reading-part-4 	<p>20 Minutes</p> <p>15 minutes</p>
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**UNIDAD EDUCATIVA “HUASIMPAMBA”
EDUCACIÓN GENERAL BÁSICA
DAILY PLANNING**

SUBJECT:	English	SUBJECT CODE:	Third year E-F
MODALITY:	Synchronous class	LEVEL:	B1.2
		TEACHER:	Lcda. Lorena Aguaguña

ENGLISH PEDAGOGICAL MODULE N° 1 – SESSION 5

NAME: What role do movies play in culture??

UNIT LEARNING OUTCOME: <ul style="list-style-type: none"> • <i>O.EFL 5.5</i> Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required. 	UNIT EVALUATION METHODOLOGIES: <ul style="list-style-type: none"> • Communicative language teaching. 	EQUIPMENT /UNIT TOOLS: <ul style="list-style-type: none"> • Laptop • Speakers • English pedagogical Module 1 • Teams platform • Quizziz app 	UNIT DIDACTIC RESOURCES: <ul style="list-style-type: none"> • English Pedagogical module 1 • Web Resources
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CONTENT	OBJECTIVE	ACTIVITIES	TIME
<ul style="list-style-type: none"> • <i>What role do movies play in culture? - Reading comprehension –Part 5</i> 	<ul style="list-style-type: none"> • Students will be able to read and talk about movies in other languages. 	<p>INITIAL:</p> <ul style="list-style-type: none"> • The teacher takes attendance to the class. • The teacher starts the class by reading the lesson objective. <p>BEFORE READING</p> <ul style="list-style-type: none"> • The teacher projects several images using google slides to brainstorm vocabulary related to the reading text (putting movies in other languages.) • The teacher asks students to predict the content of reading based on the pictures. • The students will write their ideas using pear deck with the possible topic of the reading. <p>https://app.peardeck.com/student/tkwztuuge</p> <p>DURING READING</p>	<p align="center"><i>5 minutes</i></p> <p align="center"><i>20 Minutes</i></p>

		<ul style="list-style-type: none"> • The teacher presents the reading text. • The teacher asks students to mention the reading topic with the pictures presented in the previous stage. • The teacher asks students to skim the reading to answer the question: <ul style="list-style-type: none"> ✓ What is the main idea of the reading text? • The teacher asks students to read the text again and answer some comprehension questions from handout part 5. <p>AFTER READING</p> <ul style="list-style-type: none"> • The teacher asks students to summarize the main ideas of each text using their own words. • The students have to enter to quizziz activity and answer the questions based on the reading text. • https://quizizz.com/admin/presentation/61b69837aa4e3f001da126ac/english-pedagogical-module-n-reading-part 	<p style="text-align: center;">20 <i>Minutes</i></p> <p style="text-align: center;">15 <i>minutes</i></p>
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**UNIDAD EDUCATIVA “HUASIMPAMBA”
EDUCACIÓN GENERAL BÁSICA
DAILY PLANNING**

SUBJECT:	English	SUBJECT CODE:	Third year E-F
MODALITY:	Synchronous class	LEVEL:	B1.2
		TEACHER:	Lcda. Lorena Aguaguña

ENGLISH PEDAGOGICAL MODULE N° 1 – SESSION 6

NAME: What role do movies play in culture??

UNIT LEARNING OUTCOME:	UNIT EVALUATION METHODOLOGIES:	EQUIPMENT /UNIT TOOLS:	UNIT DIDACTIC RESOURCES:
<ul style="list-style-type: none"> <i>O.EFL 5.5</i> Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required. 	<ul style="list-style-type: none"> Communicative language teaching. 	<ul style="list-style-type: none"> Laptop Speakers English pedagogical Module 1 Teams platform Quizziz app 	<ul style="list-style-type: none"> English Pedagogical module 1 Web Resources

CONTENT	OBJECTIVE	ACTIVITIES	TIME
<ul style="list-style-type: none"> <i>What role do movies play in culture? - Reading comprehension –Part 6</i> 	<ul style="list-style-type: none"> Students will be able to read and talk about costume and makeup artists. 	<p>INITIAL:</p> <ul style="list-style-type: none"> The teacher takes attendance to the class. The teacher starts the class by reading the lesson objective. <p>BEFORE READING</p> <ul style="list-style-type: none"> The teacher projects several images using canva to brainstorm vocabulary related to the reading text (costume and makeup artists.) https://www.canva.com/design/DAEyYjDmqg0/Fn6PYkaZJH4SFv-7MSdrNg/view?utm_content=DAEyYjDmqg0&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink The teacher asks students to predict the content of reading based on the pictures. 	<p><i>5 minutes</i></p> <p><i>20 Minutes</i></p>

		<ul style="list-style-type: none"> The students will complete a word cloud using mentimeter with the possible topic of the reading. https://www.mentimeter.com/s/dfd63e4a6a54054e87342eaf2280683d/d6a5dabcae4e/edit? <p>Student's link: https://www.menti.com/4hub7fck4f</p> <p>DURING READING</p> <ul style="list-style-type: none"> The teacher presents the reading text. The teacher asks students to mention the reading topic with the pictures presented in the previous stage. The teacher asks students to skim the reading to answer the question: <ul style="list-style-type: none"> ✓ What is the main idea of the reading text? The teacher asks students to read the text again and answer some comprehension questions from handout part 6. <p>AFTER READING</p> <ul style="list-style-type: none"> The teacher asks students to summarize the main ideas of each text using their own words. The students have to enter to quizziz activity and answer the questions based on the reading text. https://quizziz.com/admin/presentation/61b6a9158865b3001ec25711/english-pedagogical-module-n-reading-part 	<p>20 <i>Minutes</i></p> <p>15 <i>minutes</i></p>
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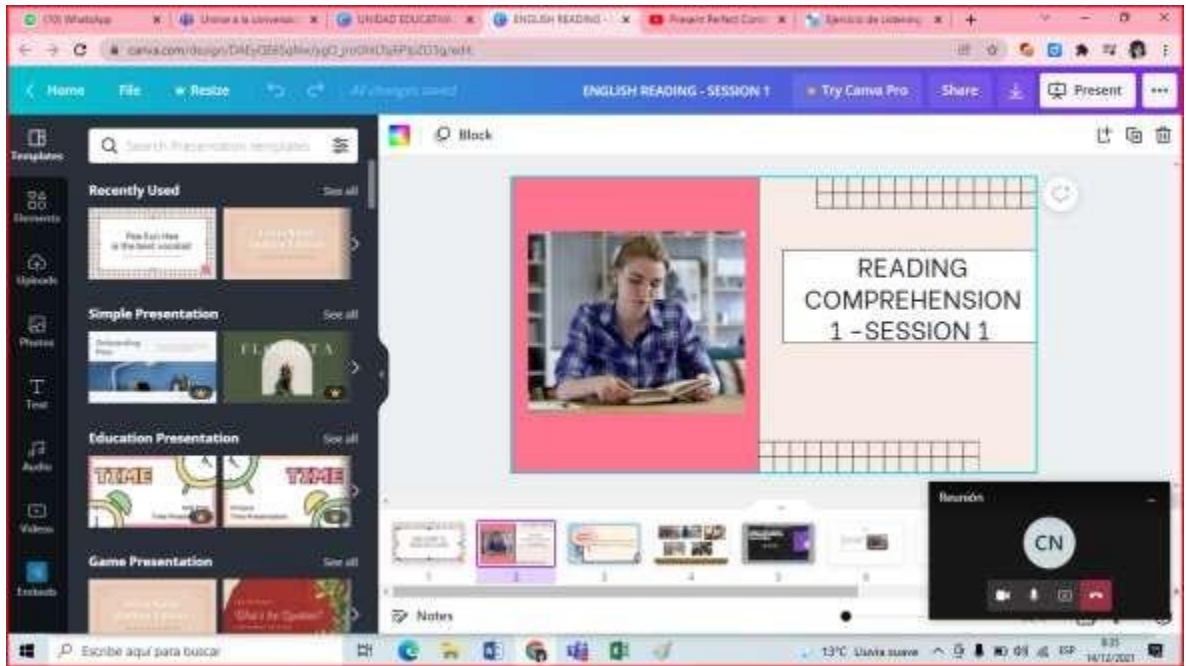
PRE- TEST EVIDENCE

The screenshot shows a Microsoft Word document titled "PRE-TEST EVIDENCE" for "UNIDAD EDUCATIVA 'HUASAMPANBA'". The document is for a "BACHILLERATO GENERAL UNIFICADO" and is a "PRE-TEST / ANSWER SHEET". It includes fields for "Candidate name" and "Date", and specifies "Class: Level B1.1" and "Hours: 80 minutes". The introduction states the test is based on Cambridge Preliminary (PET) English Sample Exam and English Pedagogical Module for Third year of high school from "Ministerio de Educación". The objective is to evaluate the student's reading comprehension before the application of grammar. Instructions include reading instructions for each part, answering questions in Reading Parts 1, 2, 3, and 4, and marking answers clearly. The document is divided into "READING PART 1" and "READING PART 2", each with a table for answers. A small video window in the bottom right shows a person with a "CF" icon.


The screenshot shows a Zoom meeting interface with five participants in a grid view. The participants are: "DANIEL TORRES", "SUSANNE JONES", "LJ" (with a large 'LJ' icon), and "CLAY MACHO". The bottom of the screen shows a toolbar with icons for mute, video, chat, and other functions. The system tray at the bottom indicates the time is 2:40 on 2/10/2021.

The screenshot shows a Microsoft Word document titled "READING PART 2". The text reads: "Questions 6-20: Read the text and questions below. For each question, mark the letter next to the correct answer A, B, C or D on your answer sheet." Below the text is a box containing two paragraphs and a graphic. The first paragraph discusses movies as a way to reflect on the past, present, and future. The second paragraph discusses the Chinese American movie 'Jade' and its reflection of culture. The graphic is a "MOVIE TIME CINEMA" sign with a popcorn bucket. A small video window in the bottom right shows a person.

EXPERIMENT EVIDENCE



The note tells Sarah she:



A. can buy new games now at a special price.

B. can get new and used games in the current sale.

C. can sell her used games to the shop.

QUIZZZ

Buscar

Informes

Introduzca el código

Tatiana Aguaguina

Cuenta lista

Asistencia a Super

Crear

Explorar

Mi biblioteca

Informes

Cursos

Ajustes

Más

Participantes

Preguntas

Resumen

Temas

Ordenar por: Puntuación

Enviar un correo electrónico a todos los padres

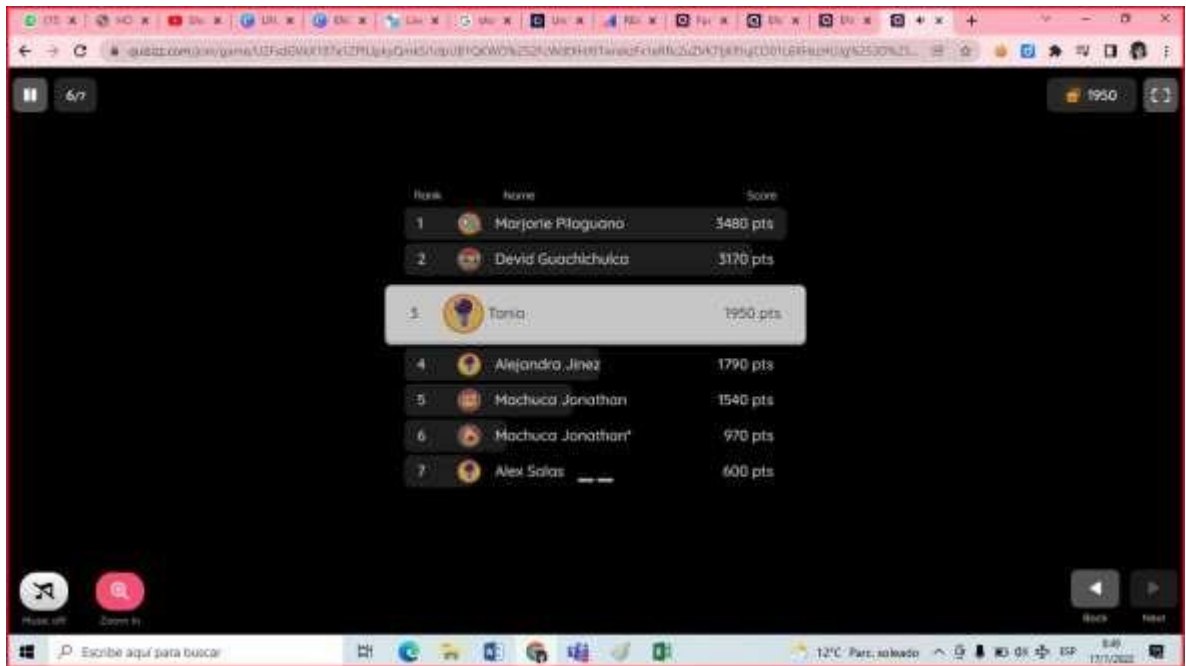
Nombre	Puntuación	Progreso	Estado	Acción
Digson Camalota 1 lección	8	80%	Finalizado	Correo electrónico a [email]
Machuca Jonathan* 2 lecciones	3	60%	Finalizado	Correo electrónico a [email]
Alexis Pimbi 1 lección	4	80%	Finalizado	Correo electrónico a [email]
Alex Salas 1 lección	4	80%	Finalizado	Correo electrónico a [email]
Jefferson Moreno 1 lección	3	60%	Finalizado	Correo electrónico a [email]

Certificado_Nic_m...pdf

CIRCULAR N.º 02...pdf

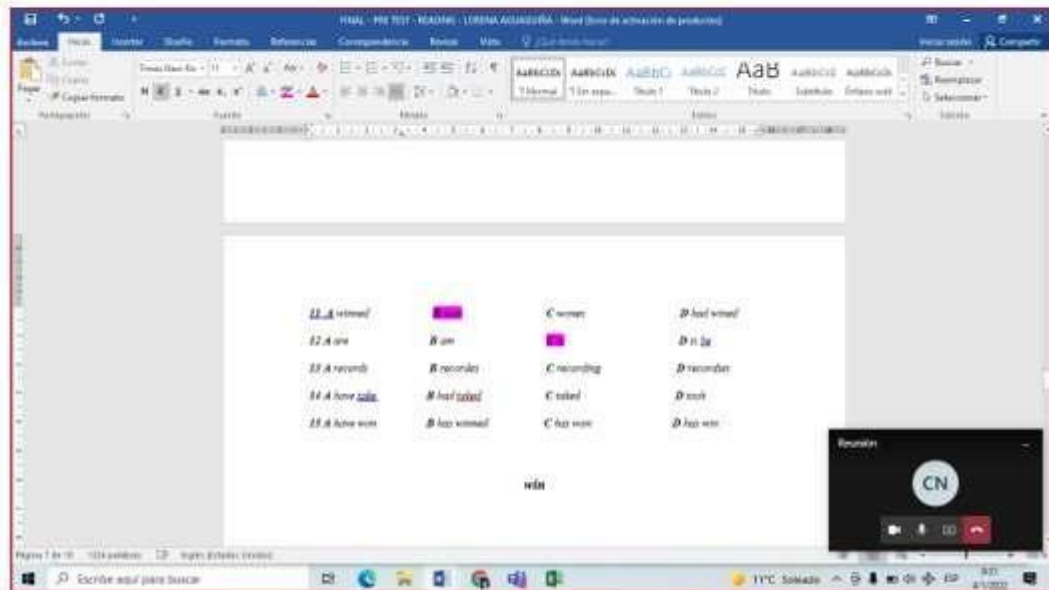
17°C Soledad

18:41 4/11/2022



POST- TEST EVIDENCE





5.4.2 Annex 2: Pre-test and validation matrix



UNIDAD EDUCATIVA "HUASIMPAMBA" BACHILLERATO GENERAL UNIFICADO PRE – TEST



Candidate name: _____ Date: _____

Class: Level B1.2

Hour: 60 minutes

Introduction: This test is based on Cambridge Preliminary (PET) English Sample Exam and English Pedagogical Module 1 for Third year of high school from "Ministerio de Educacion"

Objective: To evaluate the students' reading comprehension before the application of gamification.

Instructions:

- Read the instructions for each part of the test carefully.
- Answer all the questions in Reading Parts 1,2,3 and 4.
- Write your answers on the answer sheet.
- At the end of the test, send just the answer sheet to your teacher.
- Each question is worth 0.5.

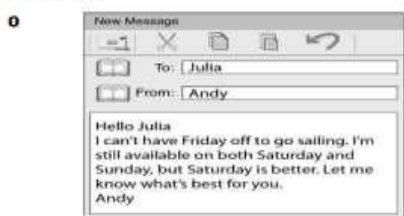
READING

PART 1

Questions 1 – 5 : Look at the text in each question. What does it say? Mark the correct letter **A**, **B** or **C** on your answer sheet.

Example:

Example:



- A** Andy would prefer to go sailing with Julia on Saturday rather than on Sunday.
- B** Andy can go sailing with Julia on Friday if she's not free on Saturday.
- C** Andy wants to go sailing with Julia on both Saturday and Sunday if possible.

Answer: A B C

Source from Cambridge Preliminary (PET) English Sample Exam:
https://www.cambridge-exams.ch/sites/default/files/pet_reading_and_writing.pdf

1

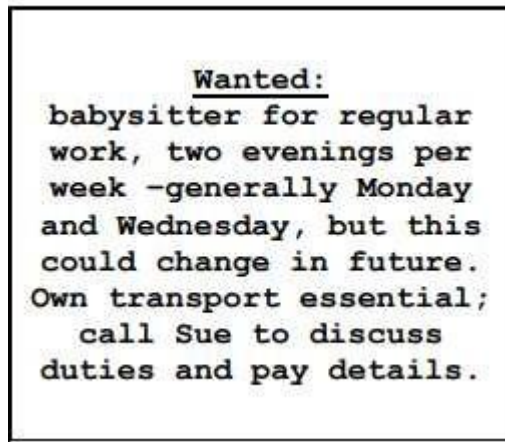


The note tells Sarah she:

- A. can buy new games now at a special price.
- B. can get new and used games in the current sale.
- C. can sell her used games to the shop.

Source from Cambridge Preliminary (PET) English Sample Exam:
https://www.cambridge-exams.ch/sites/default/files/pet_reading_and_writing.pdf

2

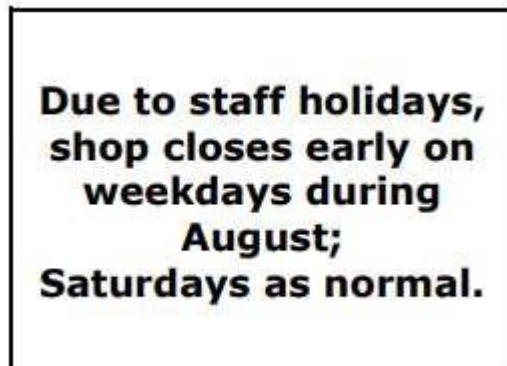


The advertisement says:

- A. the babysitter should call Sue about weekly transport to her house.
- B. The jobs the babysitter is responsible for will change each week.
- C. The babysitter might work on different days each week.

Source from Cambridge Preliminary (PET) English Sample Exam:
https://www.cambridge-exams.ch/sites/default/files/pet_reading_and_writing.pdf

3

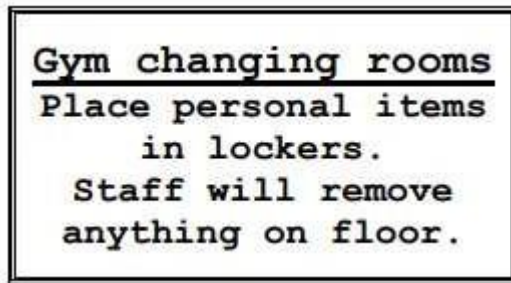


The advertisement says:

- A. The shop is closed during some weekdays in August due to holidays.
- B. The shop's opening hours are different on Monday to Friday in August.
- C. The shop is closing at different times at weekends in August.

Source from Cambridge Preliminary (PET) English Sample Exam:
https://www.cambridge-exams.ch/sites/default/files/pet_reading_and_writing.pdf

4



The advertisement says:

- A. If staff find items on the floor, they will put them away in a locker.
- B. You must only leave belongings in the areas provided.
- C. Lockers are regularly checked by staff.

Source from Cambridge Preliminary (PET) English Sample Exam:
https://www.cambridge-exams.ch/sites/default/files/pet_reading_and_writing.pdf

5.



The advertisement says:

- A. You should take all food to the special picnic area.
- B. You can eat picnics in this section of the café.
- C. You may sit here if you buy something from the café.

Source from Cambridge Preliminary (PET) English Sample Exam:
https://www.cambridge-exams.ch/sites/default/files/pet_reading_and_writing.pdf

READING

PART 2

Questions 6-10: Read the text and questions below. For each question, mark the letter next to the correct answer **A, B, C or D** on your answer sheet.

Movies can tell us a lot about a culture. They can tell us about the past, the present, and maybe even predict the future. They can reflect values and beliefs. Movies are, in a sense, a way of showing ourselves to the world.

The Chinese American actor Jackie Chan once said: "Cinema reflects culture and there is no harm in adapting technology, but not at the cost of losing your originality." Movies help give us a name and place in the world.

MOVIE TIME **CINEMA**

Source from English Pedagogical Module 1 for Third year of high school from "Ministerio de Educacion"
https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_3_BACH_MODULO_1.pdf

6 What is the writer trying to tell about movies?

- A. Describe what the music represent such as the culture, past, present and future.
- B. Suggest about the religion.
- C. Explain about the educational background.
- D. Describe about the origin of the music.

7 What does the Actor Jackie Chan mention in the text?

- A. Explain about the role of the cinema and the connection with technology.
- B. Suggest how parents should choose a correct movie.
- C. Describe what it is like for children at the cinema.
- D. Advise people how to behave at the cinema.

Movie Rating System

In 1968, the Motion Picture Association of America (MPAA) **devised** a voluntary rating system for movies. These guidelines replaced the earlier censorship in place called the Hays Code. The goal of this new system was to encourage parents to take a role in deciding what their children should and should not watch.

Today's Classification and Ratings Administration (CARA) gives cautionary warnings to families about the material in movies. These ratings take into consideration various factors such as violence, sexual content, substance abuse, and **profane** language. The ratings have received much criticism over the years, saying that there is too much emphasis on sexual content and language and not enough on violence. In other words, there are extremely violent movies that children have been allowed to see according to the rating that can have very negative effects on them.



Source from English Pedagogical Module 1 for Third year of high school from "Ministerio de Educacion"
https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_3_BACH_MODULO_1.pdf

8 What is the writer trying to say with the expression MPAA ?

- A. Classification and Ratings Administration.
- B. Motion Picture Association of America.
- C. Voluntary Rating System for Acting.
- D. Motivational Practice for Actors and Actresses.

9 What is the writer's goal about this new system?

- A. The writers' goal was to encourage parents to take a role in deciding what their children should or shouldn't watch.

- B. The writers' goal was to encourage parents to allow their children to watch violence movies.*
- C. The writers' goal was to encourage parents to allow their children to watch content that contains sexual content and inappropriate use of language.*
- D. The writers' goal was to analyze the ratings movies receive.*

10 What does the write mention about CARA?

- A. Analyze the ratings movies receive.*
- B. Suggest some advices how parents should choose a good movie according to the age.*
- C. Describe how CARA gives cautionary warnings to families about the material in movies.*
- D. Explain about the positive effects about movies.*

READING

PART 3

Questions 11 – 15: Read the text below and choose the correct word for each space. For each question, mark the correct letter **A, B, C or D** on your answer sheet.

Example:

0 **A** hope **B** decide **C** want **D** expect

Answer:

0	A	B	C	D
----------	----------	----------	----------	----------

SANTIAGO URIBE, DRONE FILMMAKER

In 2019, Santiago Uribe, an audiovisual producer from Ecuador, (11) first place in the Drone Focus Film Festival in North Dakota (United States) for the second year in a row. A drone (12) is a small flying machine that is operated by remote control. In this case, the drone (13)records the images while flying over landscapes. The title of his short film was “Galapagos: The Enchanted Islands” and it showed several breathtaking images of the Galapagos Islands. The same year he won second place in an International Festival of Arts and Tourism in the Ukraine. The filming of the short movie (14) one week and the editing took three weeks. It had a price tag of approximately \$20,000. In 2018, he had won the festival in Miami with the film “Mindó: A Hidden Paradise”, where he captured the unique landscapes of the cloud forest in Mindó. Uribe studied digital and multimedia engineering at Indoamerica University in Quito, Ecuador. Now he is a professor at the same university. He has been working with drone movies since 2016 when he bought his first equipment. He took a course to learn how to operate it, but Uribe says that he has learned the most from experience. Since then he (15).....has won recognition in festivals around the world, including in Australia, Brazil, Germany, and the United States. Certainly, this is just the beginning of a tremendous career.

Source from English Pedagogical Module 1 for Third year of high school from “Ministerio de Educacion” https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_3_BACH_MODULO_1.pdf
 Source from English Pedagogical Module 1 for Third year of high school from “Ministerio de Educacion” https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_3_BACH_MODULO_1.pdf

- | | | | |
|-----------------------|---------------------|--------------------|--------------------|
| 11 A <i>winned</i> | B <i>won</i> | C <i>wones</i> | D <i>had wined</i> |
| 12 A <i>are</i> | B <i>am</i> | C <i>is</i> | D <i>is be</i> |
| 13 A <i>records</i> | B <i>recordes</i> | C <i>recording</i> | D <i>recordies</i> |
| 14 A <i>have take</i> | B <i>had taked</i> | C <i>taked</i> | D <i>took</i> |
| 15 A <i>have won</i> | B <i>has winned</i> | C <i>has won</i> | D <i>has win</i> |

READING

PART 4

Questions 16 – 20: Look at the sentences below about Stunt Performers. Read the text on the opposite page to decide if each sentence is correct or incorrect. If it is correct, mark A on your answer sheet. If it is not correct, mark B on your answer sheet.

- 16 A stunt double is a person who replaces an actor or actress in a few scenes during a movie.
- 17 The scenes that a stunt double only includes explosions and falls.
- 18 The idea of stunt performers started in the circus.
- 19 Wild West movies simulated romantic and science fiction performance.
- 20 The first stunt double was used in a movie called *The Great Train Robbery* in 1903.

Stunt Performers

Stunt performers (stunt men or stunt women) are professionals who are trained to do stunts during a movie. A stunt person who replaces an actor or actress in a few scenes during a movie is called a stunt double. These scenes can include extreme falls, fights, car crashes, and explosions. The performers have to be trained in different disciplines like martial arts and combat. This makes them better prepared to do their job and deal with risk factors.

The idea of stunt performers first started in the circus. Acrobats and gymnasts, called *cascadeurs* (from the French *cascade* meaning “waterfall”), would perform falls or stunts with water. Later, these acrobats started to incorporate jumps into their routines and the performances became more risky to the performers. The word *stunt* came into being during the 20th century with Wild West movies. This genre of film simulated fights between rival groups using guns and arrows, and stunt performers had to enact those fights. It started to be considered a professional skill requiring special training in the early 1900s. The first stunt double was used in a movie called *The Great Train Robbery* in 1903. Since then, stunts have been incorporated in a variety of genres of movies, including action, drama, kung fu, and even comedies.

Some actors, like Jackie Chan, also do their own stunts, but this is not very common. There have been dozens of serious injuries and even a few deaths of stunt performers throughout the years. The most recent one was in 2017 when filming the



TV series *The Walking Dead*. The stuntman fell from six meters high while doing a stunt, missing the safety net by a couple inches. Hopefully in the future, these types of accidents will be prevented with better training and equipment. Currently, computer-generated images are taking some of the jobs of stunt performers, but computers have not yet reached the level of authenticity that a live stunt person can.

Source from English Pedagogical Module 1 for Third year of high school from “Ministerio de Educacion”
https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_3_BACH_MODULO_1.pdf



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS COHORTE 2021
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “PRE-TEST” PERTENECIENTE A LA INVESTIGACIÓN:
“GAMIFICATION TO STRENGTHEN READING COMPREHENSION”

AUTORA: Lorena Tatiana Aguaguña Tirado

Señale con un ✓, según la validación para cada pregunta:

1D: DEFICIENTE 2R: REGULAR 3B: BUENO 4O: ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y Lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
READING – PART 1 QUESTION 1 – Game- store				✓				✓				✓				✓
READING – PART 1 QUESTION 2 – Baby sister for regular work				✓				✓				✓				✓
READING – PART 1 QUESTION 3 – Staff holidays				✓				✓				✓				✓
READING – PART 1 QUESTION 4- Gym rooms				✓				✓				✓				✓
READING – PART 1 QUESTION 5- Museum cafes				✓				✓				✓				✓
READING – PART 2 QUESTION 6 - What is the writer trying to tell about movies?				✓				✓				✓				✓



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS COHORTE 2021
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

READING – PART 2 QUESTION 7- What does the Actor Jackie Chan mention in the text?				✓				✓				✓				✓
READING – PART 2 QUESTION 8- What is the writer trying to say with the expression MPAA ?				✓				✓				✓				✓
READING – PART 2 QUESTION 9- What is the writer's goal about this new system?				✓				✓				✓				✓
READING – PART 2 QUESTION 10- What does the write mention about CARA?				✓				✓				✓				✓
READING – PART 3 QUESTION 11- Verbs				✓				✓				✓				✓
READING – PART 3 QUESTION 12 - Verbs				✓				✓				✓				✓
READING – PART 3 QUESTION 13- Verbs				✓				✓				✓				✓
READING – PART 3 QUESTION 14 - Verbs				✓				✓				✓				✓
READING – PART 3 QUESTION 15 - Verbs				✓				✓				✓				✓
READING – PART 4 QUESTION 16 - A stunt double				✓				✓				✓				✓
READING – PART 4 QUESTION 17 - The scenes				✓				✓				✓				✓



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS COHORTE 2021
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

READING – PART 4 QUESTION 18 - The idea of stunt				✓				✓				✓				✓
READING – PART 4 QUESTION 19 - Wild West				✓				✓				✓				✓
READING – PART 4 QUESTION 20 - The first stunt double				✓				✓				✓				✓

OBSERVACIONES :

Realizado Por:
Lic. Lorena Tatiana Aguaguña Fivado
EJ-1804971602



Firmado digitalmente por:
**CRISTINA DEL
ROCÍO JORDAN
BUENAÑO**

Validado Por:
Lic. Mg. Cristina del Rocío Jordán Buenaño
EJ-1804010500



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS COHORTE 2021
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST" PERTENECIENTE A LA INVESTIGACIÓN:

"GAMIFICATION TO STRENGTHEN READING COMPREHENSION"

AUTORA: Lorena Tatiana Aguaguíña Tirado

Señale con un ✓, según la validación para cada pregunta:

1D: DÉFICIENTE **2R:** REGULAR **3B:** BUENO **4O:** ÓPTIMO

PARAMETROS PREGUNTAS	Pertenenencia de las preguntas del instrumento con los objetivos				Pertenenencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y Lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
READING – PART 1 QUESTION 1 – Game- store			✓				✓				✓					✓
READING – PART 1 QUESTION 2 – Baby sister for regular work			✓				✓				✓					✓
READING – PART 1 QUESTION 3 – Staff holidays			✓				✓				✓					✓
READING – PART 1 QUESTION 4- Gym rooms			✓				✓				✓					✓
READING – PART 1 QUESTION 5- Museum cafes			✓				✓				✓					✓
READING – PART 2 QUESTION 6 - What is the writer trying to tell about movies?			✓				✓				✓					✓



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS COHORTE 2021
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

READING – PART 2 QUESTION 7- What does the Actor Jackie Chan mention in the text?			✓				✓				✓				✓
READING – PART 2 QUESTION 8- What is the writer trying to say with the expression MPAA ?			✓				✓				✓				✓
READING – PART 2 QUESTION 9- What is the writer's goal about this new system?			✓				✓				✓				✓
READING – PART 2 QUESTION 10- What does the write mention about CARA?			✓				✓				✓				✓
READING – PART 3 QUESTION 11- Verbs			✓				✓				✓				✓
READING – PART 3 QUESTION 12 - Verbs			✓				✓				✓				✓
READING – PART 3 QUESTION 13- Verbs			✓				✓				✓				✓
READING – PART 3 QUESTION 14 - Verbs			✓				✓				✓				✓
READING – PART 3 QUESTION 15 - Verbs			✓				✓				✓				✓
READING – PART 4 QUESTION 16 - A stunt double			✓				✓				✓				✓
READING – PART 4 QUESTION 17 - The scenes			✓				✓				✓				✓



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS COHORTE 2021
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

READING – PART 4			✓				✓				✓					✓
QUESTION 18 - The idea of stunt			✓				✓				✓					✓
READING – PART 4			✓				✓				✓					✓
QUESTION 19 - Wild West			✓				✓				✓					✓
READING – PART 4			✓				✓				✓					✓
QUESTION 20 - The first stunt double			✓				✓				✓					✓

OBSERVACIONES :

Realizado Por:
Lic. Lorena Fabiana Aguaguña Tirado
C3: 1804971602



MANUEL XAVIER
SULCA GUALE

Validado Por:
Lic. Mg. Manuel Xavier Sulca Guale
C3: 1802447548

5.4.3 Annex 3: Post-test and validation matrix



UNIDAD EDUCATIVA "HUASIMPAMBA"
BACHILLERATO GENERAL UNIFICADO
POST – TEST



Candidate name: _____ **Date:** _____

Class: Level B1.2

Hour: 60 minutes

Introduction: This test is based on Cambridge Preliminary (PET) English Sample Exam and English Pedagogical Module 2 for Third year of high school from "Ministerio de Educacion"

Objective: To evaluate the students' reading comprehension before the application of gamification.

Instructions:

- Read the instructions for each part of the test carefully.
- Answer all the questions in Reading Parts 1,2,3 and 4.
- Write your test on the answer sheet.
- At the end of the test, send just the answer sheet to your teacher.
- Each question is worth 0.5.

READING

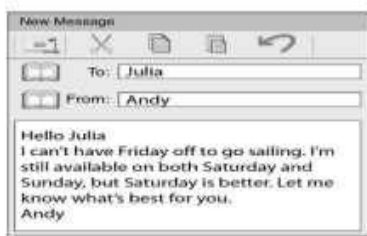
PART 1

Questions 1 – 5 : Look at the text in each question. What does it say? Mark the correct letter **A**, **B** or **C** on your answer sheet.

Example:

Example:

0



- A** Andy would prefer to go sailing with Julia on Saturday rather than on Sunday.
- B** Andy can go sailing with Julia on Friday if she's not free on Saturday.
- C** Andy wants to go sailing with Julia on both Saturday and Sunday if possible.

Answer:

0 A B C

Source from Cambridge Preliminary (PET) English Sample Exam:
https://www.tedbodrum.k12.tr/dosya/hazirlikatlamasinavi/Cambridge%20Preliminary%20English%20Test%206_Book.pdf

1

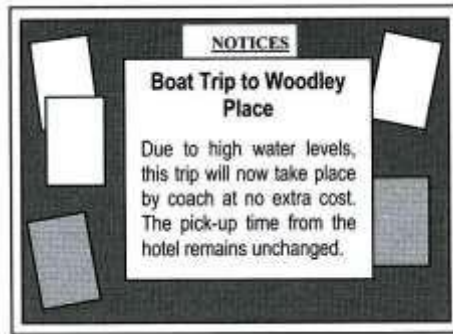


Who should Lisa contact if she wants to go to the concert ?:

- A. Yvonne
- B. Marie
- C. Sally

Source from Cambridge Preliminary (PET) English Sample Exam:
https://www.tedbodrum.k12.tr/dosya/hazirlikatlamasinavi/Cambridge%20Preliminary%20English%20Test%206_Book.pdf

2

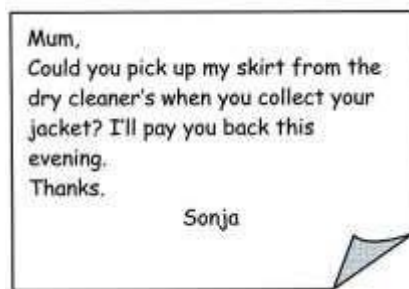


What has changed about the trip to Woodly Place?:

- A. The transport
- B. The price
- C. The departure time

Source from Cambridge Preliminary (PET) English Sample Exam:
https://www.tedbodrum.k12.tr/dosya/hazirlikatlamasinavi/Cambridge%20Preliminary%20English%20Test%206_Book.pdf

3

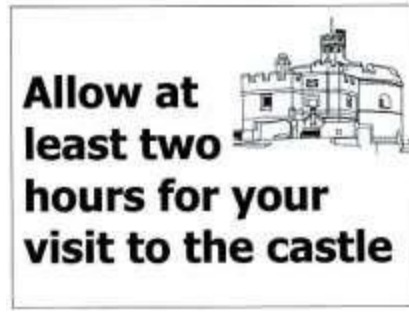


What will Sonja's mother do?:

- A. Receive money for the dry cleaning from Sonja tonight.
- B. Fetch Sonja's jacket from the dry cleaner's for her.
- C. Deliver her own clothes to the dry cleaner's

Source from Cambridge Preliminary (PET) English Sample Exam:
https://www.tedbodrum.k12.tr/dosya/hazirlikatlamasinavi/Cambridge%20Preliminary%20English%20Test%206_Book.pdf

4



The advertisement says:

- A. Each tour of the castle last less than two hours.
- B. Two hours is the minimum time recommended for a visit to the castle.
- C. Visitors are only allowed to spend two hours inside the

Source from Cambridge Preliminary (PET) English Sample Exam:
https://www.tedbodrum.k12.tr/dosya/hazirlikatlamasinavi/Cambridge%20Preliminary%20English%20Test%206_Book.pdf

5.



The advertisement says:

- A. Buy three films for the price of two.
- B. Get a free film with every one you buy.
- C. Films bought here are printed free.

Source from Cambridge Preliminary (PET) English Sample Exam:
https://www.tedbodrum.k12.tr/dosya/hazirlikatlamasinavi/Cambridge%20Preliminary%20English%20Test%206_Book.pdf

READING

PART 2

*Questions 6-10: Read the text and questions below. For each question, mark the letter next to the correct answer **A, B, C or D** on your answer sheet.*

Education is the key to a brighter future. The studies you are doing today are preparing you for a lifetime of success. The more education you get, the better prepared you will be in many aspects of life. It is the best gift that we can give ourselves. As Nelson Mandela once said, "Education is the most powerful weapon to change the world." Right now you are young with your entire future ahead of you. "The world is your oyster," we say. Make your future the best.



Source from English Pedagogical Module 2 for Third year of high school from "Ministerio de Educacion"
https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_3_BACH_MODULO_2.pdf

6 What is the writer trying to tell about Education?

- E. Describe about the education is the key to a brighter future.*
- F. Suggest about future professions.*
- G. Explain about the educational the world.*
- H. Describe about the origin of the education.*

7 What does the expression "The world is your oyster" means?

- E. Explain about the key to a brighter future.*
- F. Suggest how studies are doing today.*
- G. Describe how to make your future the best.*
- H. Advise people how education is the most powerful weapon.*

Careers in the Arts

Not all professions are technical in nature. It is possible to make a living working in artistic careers. If you like to work with colors and figures, you can be a painter or a sculptor. You can also be an illustrator, where you make the words in children's stories come to life. You can be a graphic designer and work with a computer to make advertisements, pamphlets or textbook layouts like the one you are using now!

Another way to use art in a career is in interior design. These people determine how to design the inside of a house. This includes matching colors and patterns, floors and walls, and even deciding what furniture and light fixtures to put in each room. They create warm and comfortable interiors that make people want to go home every night.

If you like the theater and movie venues, you can become a hair or makeup artist. These professionals transform actors and actresses into their characters and create a new person. Along with the costume designers who create the clothes for the actors and actresses, these people give life to the characters of a script. There are also set designers that design and construct the sets or background for movies or plays.

There are plenty of options in the arts that allow you to be creative, express yourself artistically, and also make a living. So if you have an artistic talent, let it help you to build your future!!

Source from English Pedagogical Module 2 for Third year of high school from "Ministerio de Educacion"
https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_3_BACH_MODULO_2.pdf

8 What is the writer trying to say about Careers in the Arts ?

- E. Sets or background for movies and plays.*
- F. No all professionals are technical in nature.*
- G. How people create comfortable interiors.*
- H. Express themselves artistically.*

9 What is the writer's suggestions for people who like to work with colors and figures?

- E. The writers' suggestions encourage people to be a painter or sculptor.*
- F. The writers' goal was to encourage people to choose a different career.*
- G. The writers' goal was to encourage people to express themselves artistically.*
- H. The writers' goal was to analyze the options in the arts that allow to be creative.*

10 What does the writer mention about another way to use art?

- E. The writer mention to be an interior design.*

- F. The writer suggests to be an actress or actor in movies.
- G. The writer describes how arts allow to be creative.
- H. The writer explains about the positive effects in makeup artists.

READING

PART 3

Questions 11 – 15: Read the text below and choose the correct word for each space. For each question, mark the correct letter **A, B, C or D** on your answer sheet.

Example:

0 A hope B decide C want D expect

Answer:

0	A	B	C	D
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDYING ABROAD

Studying abroad was just a dream for many people 50 years ago, but now it is a reality for several students. Many universities offer study abroad programs for a semester or a year. Universities (11) _____ agreements with foreign schools and are able to do a student exchange program. For example, if a university in Mexico (12) _____ has an exchange program with a university in Canada, they can send Mexican students to study in Canada, and Canadian students (13) _____ study in Mexico. The students take classes related to their major while earning credit for their home university. Most of these students live with a host family for the time they are there, where they (14) _____ to experience daily life in the host country's culture. Learning in a different environment opens your eyes to many new things. Living in another country doesn't only teach you academic lessons, but life lessons as well. Being far away from home isn't easy, but it's worth it. It is very important to take advantage of any of these opportunities that your

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- | | | | |
|----------------|----------------|---------------|---------------|
| 11 A establish | B establishies | C establishes | D established |
| 12 A have | B has | C haves | D hadies |
| 13 A cans go | B can going | C can goed | D can go |
| 14 A get | B has gets | C geted | D have gets |
| 15 A regrets | B regret | C has regrets | D regreting |

READING

PART 4

Questions 16 – 20: Look at the sentences below about Stunt Performers. Read the text on the opposite page to decide if each sentence is correct or incorrect. If it is correct, mark A on your answer sheet. If it is not correct, mark B on your answer sheet.

16 When you are 18 years old in the United States, you are considered a legal adult.

17 At most university campuses across the United States, there are not dormitories, or dorms, where students can live.

18 Student housing can not be very expensive, costing thousands of dollars per semester, unless you have financial assistance from the government or private scholarships

19 The university years in the United States, like in many countries of the world, require a lot of hard work.

20 In most cases, young adults can not be able to go to the university

University Life in the United States



When you are 18 years old in the United States, you are considered a legal adult. This means that for many people, it is time to move out of their parents' house. In most cases, young adults go to the university. This university campus can be an hour away from your home, or several hours away across the country in another state. No matter where it is, it is the first time that young people live on their own.

At most university campuses across the United States, there are dormitories, or dorms, where students can live. These are large buildings that can have several floors and include many rooms. Usually rooms are shared between two students. They have two beds and two desks, but no bathroom. Most of the time one bathroom is shared by many rooms. There are cafeterias in these buildings that serve all types of food for breakfast, lunch, and dinner. Student housing can be very expensive, costing thousands of dollars per semester, unless you have financial assistance from the government or private scholarships.

The university years in the United States, like in many countries of the world, require a lot of hard work, but there is also time for fun. There are several clubs and organizations that students can join, including sports, arts, and theater groups. There are also cultural events. Some say that they are the best years of your life!

Source from English Pedagogical Module 2 for Third year of high school from "Ministerio de Educacion"
https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_3_BACH_MODULO_2.pdf



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Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "POST-TEST" PERTENECIENTE A LA INVESTIGACIÓN:
"GAMIFICATION TO STRENGTHEN READING COMPREHENSION"

AUTORA: Lorena Tatiana Aguaguña Tirado

Señale con un ✓, según la validación para cada pregunta:

1D: DEFICIENTE

2R: REGULAR

3B: BUENO

4O: ÓPTIMO

PARÁMETROS PREGUNTA S	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y Lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
READING – PART 1 QUESTION 1 – Yvonne can't go to the concert tonight.				✓				✓				✓				✓
READING – PART 1 QUESTION 2 – Boat trip to Woodley Place				✓				✓				✓				✓
READING – PART 1 QUESTION 3 – Sonja's mother				✓				✓				✓				✓
READING – PART 1 QUESTION 4- The castle				✓				✓				✓				✓
READING – PART 1 QUESTION 5- Regency Cameras				✓				✓				✓				✓
READING – PART 2 QUESTION 6 - What is the writer trying to tell about Education				✓				✓				✓				✓



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READING – PART 2 QUESTION 7- What does the expression "The world is your oyster" mean?				✓				✓				✓			✓
READING – PART 2 QUESTION 8- What is the writer trying to say about Careers in the Arts ?				✓				✓				✓			✓
READING – PART 2 QUESTION 9- What is the writer's suggestions for people who like to work with colors and figures?				✓				✓				✓			✓
READING – PART 2 QUESTION 10- What does the writer mention about another way to use art?				✓				✓				✓			✓
READING – PART 3 QUESTION 11- Verbs				✓				✓				✓			✓
READING – PART 3 QUESTION 12 - Verbs				✓				✓				✓			✓
READING – PART 3 QUESTION 13- Verbs				✓				✓				✓			✓
READING – PART 3 QUESTION 14 - Verbs				✓				✓				✓			✓
READING – PART 3 QUESTION 15 - Verbs				✓				✓				✓			✓
READING – PART 4 QUESTION 16 - When you are 18 years old.				✓				✓				✓			✓



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READING – PART 4 QUESTION 17 - At most university campuses				✓				✓				✓			✓
READING – PART 4 QUESTION 18 - Student housing				✓				✓				✓			✓
READING – PART 4 QUESTION 19 - The university years in the United States				✓				✓				✓			✓
READING – PART 4 QUESTION 20 - young adults				✓				✓				✓			✓

OBSERVACIONES :

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CRISTINA DEL
ROCIO JORDAN
BUENANO

Validado Por:
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EJ-1804010500



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"GAMIFICATION TO STRENGTHEN READING COMPREHENSION"

AUTORA: Lorena Tatiana Aguaguña Tirado

Señale con un ✓, según la validación para cada pregunta:

1D: DEFICIENTE

2R: REGULAR

3B: BUENO

4O: ÓPTIMO

PARÁMETROS PREGUNTAS	Perteneencia de las preguntas del instrumento con los objetivos				Perteneencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y Lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
READING – PART 1 QUESTION 1 – Yvonne can't go to the concert tonight.			✓				✓				✓					✓
READING – PART 1 QUESTION 2 – Boat trip to Woodley Place			✓				✓				✓					✓
READING – PART 1 QUESTION 3 – Sonja's mother			✓				✓				✓					✓
READING – PART 1 QUESTION 4- The castle			✓				✓				✓					✓
READING – PART 1 QUESTION 5- Regency Cameras			✓				✓				✓					✓
READING – PART 2 QUESTION 6 - What is the writer trying to tell about Education			✓				✓				✓					✓



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Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

READING – PART 2 QUESTION 7- What does the expression "The world is your oyster" mean?			✓				✓				✓				✓
READING – PART 2 QUESTION 8- What is the writer trying to say about Careers in the Arts ?			✓				✓				✓				✓
READING – PART 2 QUESTION 9- What is the writer's suggestions for people who like to work with colors and figures?			✓				✓				✓				✓
READING – PART 2 QUESTION 10- What does the writer mention about another way to use art?			✓				✓				✓				✓
READING – PART 3 QUESTION 11- Verbs			✓				✓				✓				✓
READING – PART 3 QUESTION 12 - Verbs			✓				✓				✓				✓
READING – PART 3 QUESTION 13- Verbs			✓				✓				✓				✓
READING – PART 3 QUESTION 14 - Verbs			✓				✓				✓				✓
READING – PART 3 QUESTION 15 - Verbs			✓				✓				✓				✓
READING – PART 4 QUESTION 16 - When you are 18 years old.			✓				✓				✓				✓



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READING – PART 4 QUESTION 17 - At most university campuses			✓				✓				✓				✓
READING – PART 4 QUESTION 18 - Student housing			✓				✓				✓				✓
READING – PART 4 QUESTION 19 - The university years in the United States			✓				✓				✓				✓
READING – PART 4 QUESTION 20 - young adults			✓				✓				✓				✓

OBSERVACIONES :

Realizado Por:
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CJ: 1804971602



MANUEL XAVIER
SULCA GUALE

Validado Por:
Lic. Mg. Manuel Xavier Sulca Guale
CJ: 1802447548

5.4.4 Annex 4: Survey and validation matrix



SURVEY ADDRESSED TO THIRD YEAR OF HIGH SCHOOL UNIDAD EDUCATIVA “HUASIMPAMBA”



General Information:

- *This survey is aimed at third year of high school at Unidad Educativa “Huasimpamba”*
- *The survey is anonymous; it is not necessary to write your name.*
- *Read the statements carefully and choose the correct option, according your point of view.*

Objective: *To determine the students’ perception and acceptance about the use of gamification to strengthen reading comprehension.*

Question 1: *The use of gamification engages students in developing reading comprehension activities.*

<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>

Question 2: *The implementation of gamification gave me the opportunity to understand the reading texts in a better way.*

<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>

Question 3: *The reading texts are easier to understand with the application of gamification tool (Quizziz).*

<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>

Question 4: *Gamification tools allow me to get motivated to develop reading comprehension.*

<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>

Question 5 : *The reading comprehension activities based on gamification have given me greater opportunities to understand better a reading text.*

<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>

Question 6: My reading skills have improved since I have been using gamification.

<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>

Questions 7: I feel my reading skills are better now because of the use of gamification in class.

<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>

Question 8: Classes are more interactive with the application of gamification tools.

<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>

Questions 9: I feel more interested in reading with application of gamification.

<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>

Questions 10: I consider that application of technological tools gives me more opportunities to learn than traditional teaching.

<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>



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FORMATO PARA LA VALIDACIÓN DE LA ENCUESTA PERTENECIENTE A LA INVESTIGACIÓN:

"GAMIFICATION TO STRENGTHEN READING COMPREHENSION"

OBJECTIVE: To determine the students' perception and acceptance about the use of gamification to strengthen reading comprehension in the classroom.

AUTORA: Lorena Tatiana Aguaguña Tirado

Señale con un ✓, según la validación para cada pregunta:

1D: DEFICIENTE 2R: REGULAR 3B: BUENO 4O: OPTIMO

PARAMETROS PREGUNTAS	Pertenenca de las preguntas del instrumento con los objetivos				Pertenenca de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y Lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
QUESTION 1 - The use of gamification engages students in developing reading comprehension activities.				X				X				X				X
QUESTION 2 - The implementation of gamification gave me the opportunity to understand the reading texts in a better way				X				X				X				X
QUESTION 3 - The reading texts are easier to understand with the application of gamification tools.				X				X				X				X
QUESTION 4 - Gamification tools allow me to get motivated to develop reading comprehension.				X				X				X				X
QUESTION 5 - The reading comprehension activities based on gamification have given me greater opportunities to understand better a reading text.				X				X				X				X



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QUESTION 6 - My reading skills have improved since I have been using gamification.				X					X					X
QUESTION 7 - I feel my reading skills are better now because of the use of gamification in class.				X					X					X
QUESTION 8 - Classes are more interactive with the application of gamification tools.				X					X					X
QUESTION 9 - I feel more interested in reading with application of gamification.				X					X					X
QUESTION 10 - I consider that application of technological tools gives me more opportunities to learn than traditional teaching.				X					X					X

OBSERVACIONES :

Realizado Por:
Lic. Lorena Fatiana Aguquiña Tirado
CJ: 1804971602

RUTH
 ELIZABETH
 INFANTE
 PAREDES

Firmado digitalmente
 por RUTH ELIZABETH
 INFANTE PAREDES
 Fecha: 2022.01.24
 18:54:08 -05'00'

Validado Por:
Lic. Mg. Ruth Infante
CJ: 0603016106



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OBJECTIVE: To determine the students' perception and acceptance about the use of gamification to strengthen reading comprehension in the classroom.

AUTORA: Lorena Tatiana Aguaguña Tirado

Señale con un ✓, según la validación para cada pregunta:

1D: DEFICIENTE 2R: REGULAR 3B: BUENO 4O: OPTIMO

PARÁMETROS PREGUNTAS	Pertenenca de las preguntas del instrumento con los objetivos				Pertenenca de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y Lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
QUESTION 1 - The use of gamification engages students in developing reading comprehension activities.				✓				✓				✓				✓
QUESTION 2 - The implementation of gamification gave me the opportunity to understand the reading texts in a better way				✓				✓				✓				✓
QUESTION 3 - The reading texts are easier to understand with the application of gamification tools.				✓				✓				✓				✓
QUESTION 4 - Gamification tools allow me to get motivated to develop reading comprehension.				✓				✓				✓				✓
QUESTION 5 - The reading comprehension activities based on gamification have given me greater opportunities to understand better a reading text.				✓				✓				✓				✓



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Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

QUESTION 6 - My reading skills have improved since I have been using gamification.				✓				✓				✓				✓
QUESTION 7 - I feel my reading skills are better now because of the use of gamification in class.				✓				✓				✓				✓
QUESTION 8 - Classes are more interactive with the application of gamification tools.				✓				✓				✓				✓
QUESTION 9 - I feel more interested in reading with application of gamification.				✓				✓				✓				✓
QUESTION 10 - I consider that application of technological tools gives me more opportunities to learn than traditional teaching.				✓				✓				✓				✓

OBSERVACIONES :

Realizado Por:
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Escaneado y validado por:
ELSA MAYORIE
CHIMBO CACERES

Validado Por:
Dra. Mg. Elsa Mayorie Chímbo Cáceres
CJ: 1802696458

5.4.5 Annex 5: Urkund report



Document Information

Analyzed document	TESIS FINAL- LORENA AGUAGUIÑA.docx (D142367977)
Submitted	7/25/2022 12:42:00 AM
Submitted by	
Submitter email	laguaguina1602@uta.edu.ec
Similarity	4%
Analysis address	wilmaesuareszm.uta@analysis.orkund.com

Sources included in the report