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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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EXTRANJEROS MENCIÓN INGLÉS**

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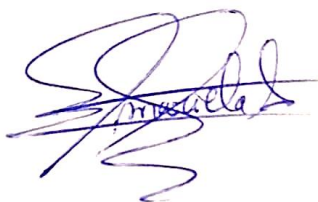
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GENERAL INDEX

CHAPTER I THE RESEARCH PROBLEM.....	1
1.1 Introduction	1
1.2 Justification.....	2
1.3 Objectives	3
1.3.1 General.....	3
1.3.2 Specific	3
CHAPTER II RESEARCH BACKGROUND.....	4
2.1. State of the art.....	4
2.1.1 Gamification elements	4
2.1.2 Reading comprehension.....	6
2.2 Theoretical basis – Independent variable	8
2.2.1 Gamification	8
2.2.2 Gamification in education.....	9
2.2.3 Gamification elements	10
2.2.4 Benefits of gamification.....	12
2.3 Theoretical basis – Dependent variable.....	13
2.3.1 Reading comprehension.....	13
2.3.2 Reading strategies	15
2.3.3 Elements.....	17
2.3.4 Levels.....	18
2.3.6 Techniques	20
CHAPTER III RESEARCH METHODOLOGY.....	22
3.1 Location.....	22
3.2 Material and Equipment	22
3.2.1 Human Resources	22
3.2.2 Institutional Resources.....	22
3.2.3 Equipment and materials	22
3.3 Research Type	23
3.4. Hypothesis, scientific question, idea to answer.....	24
3.5 Population and sampling	24

3.6 Data collection.....	24
3.7 Information processing and statistical analysis:	25
3.8 Response variables or results.....	26
CHAPTER IV RESULTS AND DISCUSSION.....	27
4.1 Gamification elements.....	27
4.2 Application of the gamification elements.....	28
4.3 Pretest results.....	29
4.4 Challenge.....	30
4.5 Competition.....	32
4.6 Cooperation.....	33
4.7 Post Test and Final Results.....	34
CHAPTER V CONCLUSIONS.....	38
5.1 Conclusions.....	38
5.2 Recommendations.....	38
5.3 References.....	40
5.4 Annexes.....	44
ANNEX 1. Letter of engagement.....	44
ANNEX 2. Pre Test.....	45
ANNEX 3. Post Test.....	49
ANNEX 4. Pre-test and post-test grading scale.....	53
ANNEX 5. Validation of the evaluation instruments.....	54
ANNEX 6. Dependent and independent variable brainstorming.....	60
ANNEX 7. Lesson plans.....	61
ANNEX 8. Photographic evidence.....	71

TABLE INDEX

Table 4-1: Gamification elements	27
Table 4-2: Application of the gamification elements	28

GRAPHIC INDEX

Graphic 4-2: Pre test results.....	30
Graphic 4-3: Challenge.....	31
Graphic 4-4: Competition.....	32
Graphic 4-5: Cooperation.....	33

FIGURE INDEX

Figure 1: Application 1st year students room "D"	71
Figure 2: Application 1st year students room "B"	71
Figure 3: Application test students 1st BGU.....	72
Figure 4: Application test students 1st BGU.....	72
Figure 5: Application test students 1st GBU	73
Figure 6: Application test students 1st BGU	73
Figure 7: Application test students 1st BGU	74
Figure 8: Application test students 1st BGU	74
Figure 9: Application test students 1st BGU	75
Figure 10: Application test students 1st BGU.....	75

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This research work is dedicated to my beloved little daughter, *Amelia*, who has been a source of constant inspiration and strength during the challenges we have had to face together.

I feel deeply grateful that God brought you to me and I want you to know that all my achievements are dedicated for you and to make from our future a better place.

Love you always!

Margarita

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THEME:

GAMIFICATION ELEMENTS AND THE READING COMPREHENSION

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ABSTRACT

Reading in an adequate way evolves the process to understand the message, to have a comprehensible reading and acquire new knowledge. In recent times, students at the secondary level have reading problems and comprehension and these affect the academic development and learning. This difficulty has been marked in recent years because, having been affected worldwide by the pandemic, students have been required to develop their reading skills, so that the teaching-learning process does not stop and that they can absorb more information, useful for the development of the activities assigned by the teachers in each of the subjects That is the reason why a study was carried out on the elements of gamification and reading comprehension to find out their influence on reading comprehension. The study subjects were First Year Baccalaureate High School students from the Juan León Mera La Salle Institution, from Ambato city. A bibliographic analysis was carried out to obtain information to support the research. The research work was experimental, and a pre-test was applied to determine the level of reading comprehension prior to the study. The gamified activities were applied focused on four gamification elements to develop reading comprehension. Finally, a post test was applied to verify the effectiveness of the gamification elements used and their activities. It is clear the result of post test with 30,14% reading comprehension in the

experimental group, versus 17,81% in the control group with a statistically significant difference, which represents 25% more than the conventional teaching. The results obtained during the research were positive since it has been possible to demonstrate that there is an influence of the elements of gamification within the reading comprehension of the students.

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Keywords: Gamification, elements of gamification, reading, reading skills, reading comprehension, gamify, challenge, competition, reward, cooperation.

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TEMA:

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RESUMEN EJECUTIVO

Leer de una manera adecuada implica que al final del proceso exista un mensaje claro, una comprensión de éste y así adquirir los conocimientos requeridos. En estos últimos tiempos, los estudiantes de nivel secundario presentan problemas de lectura y comprensión, lo cual afecta al desempeño académico y adquisición de nuevos conocimientos. Esta dificultad se ha visto marcada durante estos últimos años por cuanto, al haber sido afectados a nivel mundial por la pandemia, se ha requerido que los estudiantes puedan desarrollar sus habilidades lectoras, a fin de que el proceso de enseñanza aprendizaje no se detenga y ellos puedan empaparse de más información, útil para el desarrollo de las actividades asignadas por los docentes en cada una de las asignaturas. Es por ello que se llevó a cabo el estudio sobre los elementos de la gamificación y la comprensión lectora para conocer su influencia sobre la comprensión lectora. Los sujetos de estudio fueron estudiantes de Primer Año de Bachillerato de la Unidad Educativa Juan León Mera La Salle, de la ciudad de Ambato. Se realizó un análisis bibliográfico para obtener información que sustente la investigación. La investigación fue experimental y se aplicó un pre test para determinar el nivel de comprensión lectora previo al estudio. Se aplicaron actividades gamificadas enfocadas a cuatro elementos de gamificación para desarrollar la comprensión lectora. Finalmente se

aplicó un post test para verificar la efectividad de los elementos de gamificación empleados. Se pudo observar que el post test mostró un 30,14% de comprensión lectora en el grupo experimental versus 17,81% del grupo controlado, existiendo una diferencia estadística significativa que muestra un 25% más que la enseñanza convencional.

Los resultados obtenidos durante la investigación fueron positivos por cuanto se ha podido demostrar que existe influencia de los elementos de la gamificación dentro de la comprensión lectora de los estudiantes.

Descriptor: Gamificación, elementos de la gamificación, lectura, destreza lectora, comprensión lectora, ludificar, reto, competencia, premio, cooperación.

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

Learning a second language is a process that involves some skills necessary to acquire it. Reading is an important skill to learn a second language, people read every day and all the time. While gamification are elements that teacher uses in the design of a learning activity by introducing game elements into his thinking in order to enrich that learning experience, direct and/or modify the behavior of students in the classroom. Nowadays, this process is an important transition. Most of the time it is not easy to understand the information received. Also, for teenagers is challenging to read because they find it boring or are not interested at all.

For English Language Learners is important to develop reading comprehension since the reading skill helps to develop other skills like speaking and writing, but also, it helps to improve grammar and get more vocabulary. This is one of the reasons for paying special attention to involve students in reading, particularly in these times when they find so many stimuli around that takes them away from this purpose. The educational institutions and teachers have the responsibility to find the best way to motivate and promote reading comprehension within the teaching of the English language.

The current research project has the main objective, to determine the influence of the gamification elements on the reading comprehension. The quasi-experimental method was applied for the development of the research and the design of the study was a pre-test and a post- test. Quantitative research allowed to collect accurate data on the current reading levels of students and those obtained thanks to the insertion of gamification elements. It allowed testing the hypothesis, the use of the elements of gamification challenge, competition, cooperation, reward, and incentive produce an effect on the comprehensive reading level of 1st BGU students, and establishing causal relationships in the presentation of the research variables. The instrument was a questionnaire related to reading comprehension.

The research is developed in 5 chapters with the following information:

Chapter I: This chapter contains: the problem, the introduction, justification, the general objective, and the specific objectives.

Chapter II: This chapter focuses on the research background of the topic.

Chapter III: This chapter contains the methodology, instruments, type of research, description and operationalization of variables, the process to collect data, the population and sample, analyze information and interpretation of results.

Chapter IV: This chapter contains the interpretation and the results.

Chapter V: This chapter contains the conclusion and recommendations based on the result of the research and the alternative of solution.

1.2 Justification

English is an important language. According to ETS (2021), English is the official language in 53 countries, and it is spoken by around 400 million people worldwide. Acquiring this language will bring benefits in the personal or professional fields. For this reason, learning this language is beneficial and leads the teacher to look for new approaches to teaching English. Due to this, the **interest** in this topic began when noticing the changes in the use of new strategies, techniques and resources needed to apply in the teaching and learning process during the pandemic. Students have been reluctant to read these last years and it is necessary to find a solution for this issue.

The **importance** to develop this research lies in the possibility to put current teaching techniques, in this case gamification elements, at the service of students to help them develop reading habits. They could also take advantage of reading in English because it is clear that they could incorporate more vocabulary to their knowledge, as well as improve their spelling. In addition, reading can help to transform students into more critical people within society.

It is intended that this research work has a significant **impact** by providing students with the necessary tools to develop aptitudes and attitudes in reading skills through the use of gamification elements, which considerably help in the development of them, with the only purpose of interacting in this information society, of which they are a part, and thus have the power or faculty to discern what they read and use this information productively, and at the same time continuing generating knowledge.

The implementation of these gamification elements is aimed to **benefit** all the community from Juan León Mera La Salle High School, especially students and teachers, since they are the ones who will be using the proposal, in an attempt to find a support for the development of the reading comprehension.

It has **social** relevance because it offers a good alternative to acquire a second language and it gives the opportunity to improve the comprehension reading that is necessary especially for students and for people in their daily lives. It is **genuine** because similar projects have not been done before at Universidad Técnica de Ambato. It is the first time this kind of research is carried out.

1.3 Objectives

1.3.1 General

To determine the influence of the gamification elements on the reading comprehension.

1.3.2 Specific

- To establish the level of reading comprehension of the students.
- To define the type of activities that can be used within the gamification elements to develop reading comprehension.
- To determine how much the elements of gamification influence reading comprehension.

CHAPTER II

RESEARCH BACKGROUND

2.1. State of the art

2.1.1 Gamification elements

Li & Chu (2021) conducted a research that explores the effects of gamification pedagogy on children's reading where its main objective was to explore the sustainability of the effects of the gamified platform from a longitudinal perspective implementing three sub-studies of examining the effects of an online gamified reading platform and the sustainability of these effects. Study 1 examined the change in students' academic performance between two groups divided based on their different participation levels. Study 2 addressed the question of how students/parents/teachers perceive students' motivation and gaining in the use of the gamified platform. Study 3 explored the sustainability of the effects of the gamified platform from a longitudinal perspective. The results suggest that students' deep engagement in the gamified e-learning platform can help increase their reading motivation and improve their reading abilities.

Prados et al. (2021) guided an investigation that analyzed the influence of gamification on the promotion of reading. They carried out a quasi-experimental study with 85 fourth graders to evaluate the impact of a gamified platform on both the students' reading comprehension and their attitudes towards reading. The results revealed significant differences in favor of the experimental group with respect to a more traditional approach, regarding both reading comprehension and attitude towards reading.

Baniabdelrahman and Abusaaleek (2020) suggested a study about the effect of using gamification on Jordanian EFL sixth grade students' reading comprehension. Selecting 71 students from two intact sections of the sixth-grade students from a public school in Jordan. They were assigned randomly into two groups: an experimental group (n=35)

and a control group (n=36). A pre-/post-test was designed entailing three levels of reading comprehension (the literal, inferential and critical level). The experimental group was taught through using the instructional program of gamification by the ClassDojo Website, whereas the control group was taught conventionally by the Teacher's Book of Action Pack 6. The result showed that there were statistically significant differences at ($\alpha= 0.05$) between the experimental and control group students' mean scores on the overall reading comprehension post-test and in each level of reading comprehension (i.e. the literal, inferential and critical level) favoring the students in the experimental group who were taught by using gamification.

Ting et al. (2019) conducted a project about the Effects of a Gamified Learning Platform on Elementary School Students' Flow Experiences in Leisure Reading. This study looked into how gamification affected the flow experience of students and discussed to what extent the nine flow dimensions were experienced by them, especially the heavy users of the gamified learning platform. The investigation required nine students from four different elementary schools in Hong Kong and adopted a mixed method such as questionnaires and interviews. While many students first did it for external motivation such as getting more points and ranking high on the leaderboard, finding that the heavy users of Reading Battle became committed to reading and many enjoyed the flow experiences where they seemed to forget about time and discomfort and truly enjoyed the reading process.

Zainuddin et al. (2019) led an investigation about high-tech gamified reading e-quiz platform for fostering children's low-tech reading behavior, for that they selected mixed-method approach, this study fulfilled its quantitative objective by mining the data from RB online system and invited 37 students, 20 parents, and 7 teachers to face-to-face interviews. The results revealed that RB helps foster children's active reading habits, improve their academic performance and related competence, and boost their reading motivation. Concluding that the model of RB with little limitation of technologies is user-friendly for primary students.

2.1.2 Reading comprehension

Liman Kaban and Karadeniz (2021) developed a research to examine perceptions of the sixth-grade students in Turkey of their e-reading experiences on the basis of their personalized/gamified/PDF electronic reading practices in school and the influences of their perceptions on their reading comprehension and levels of motivation in English as a foreign language (EFL) classroom. The study performs quasi-experimental approach with four treatment groups and a control group, involving 96 sixth-grade state school students in Turkey. The three treatment groups read in order from the personalized/gamified/PDF electronic reading for 5 weeks whereas the control group used printed guided reading program. The results displayed that EFL learners' use of screen reading has the potential to increase reading motivation of the students. Concluding that no significant difference was observed in their reading comprehension levels despite the use of different reading medium in control and experimental groups.

Nitiasih et al. (2021) in their project aimed increasing students' reading comprehension through gamification based on Balinese local stories. They implemented Quasi-experimental research with one group pre-test post-test design in this research. The sample was 31 fifth grade students at elementary school 5 Kampung Baru in academic year 2019/2020. Two instruments were implemented in this study, that is, treatment instrument and pretest posttest instrument. The treatment instrument was gamification based on Balinese local stories, while the pretest and posttest instrument were in the form of objective questions for reading comprehension. Showing in results that gamification based on Balinese local stories was able to increase students' reading comprehension. It was observed that gamification based on Balinese local stories as teaching media are suggested to be used as teaching media in teaching reading comprehension.

Tsai et al. (2020) conducted an experimentation based on the above-mentioned reasons, proposed a web-based collaborative reading annotation system (WCRAS) with a gamification mechanism to motivate students' annotations behaviors and promote

students' reading comprehension performance. In this study, 48 fifth grade students from two classes in an elementary school in Central Taiwan were recruited as the research participants. The experimental results show that students in the experimental group significantly outperformed those in the control group on reading comprehension performance and three reading competency indicators. According to the class observation of the experiments, several suggestions are provided for further system improvement and future studies. Confirming that WCRAS can facilitate learners to make significantly more reading and response annotations and higher immersive experience and social interaction, the difference in reading comprehension performance between the two groups respectively has not been found.

Modell (2018) guided a study to identified low levels of completion of assigned reading materials, the author employed gamification to improve motivation. The experimentation consists of a bounded task during the reading to support a variation on "Buzzword Bingo" – a game played in business contexts to mock the repetitive corporate speech patterns. Some of its subversive nature is carried over into the classroom, leading to students trying to game the system and resulting in tension for the instructor who welcomed these challenges to his authority into the classroom. As the treatment was implemented using a custom digital platform, the author was subsequently able to collect and analyze performance data. The author used the resulting information to customize lessons to student misunderstandings and to make student progress visible. The author discusses student reception, lessons learned, and plans to enhance the treatment in the future.

(Chen et al., 2018) researched about a Collaborative Reading Annotation System with Gamification Mechanisms to Improve Reading, participants were 55 students from two classes of an elementary school in Northeastern Taiwan. A quasi-experimental research design was adopted. One class was assigned as the experimental group that utilized gamified CRAS and another class was assigned as the control group that used CRAS without gamification mechanisms. The data showed that students in the experimental group made significant more annotations across almost all types of annotations and had significant higher degree of engagement of using CRAS than the students in the control

group. In this study, the differences of the reading performance between the two groups were not found.

2.2 Theoretical basis – Independent variable

2.2.1 Gamification

Games have been a part of human life since ancient times. When in 1922 an English archaeologist unearthed the royal tombs of Ur (Iraq), of what would be ancient Mesopotamia, a board was found that was later called "the game of twenty squares." (Tan, 2018). However, the concept of gamification as it is known today dates to 2003. The word, which is a loan from the English word 'gamification', was coined by Nick Pelling, a British business software designer and programmer. The expert referred to this term to explain a reality that he had been observing. In his view, the culture of the game was like a revolution that was reprogramming society.

Since 2003, the term gamification has been adopted in different areas. But it wasn't until 2010 and 2011 that the idea spread widely, thanks to video game designers (Gabe Zichermann and Christopher Cunningham, 2011 cited in Valero, 2018) they deal with the concept of gamification in their work *Gamification by Design*. They define it as “A process related to the player's thinking and playing techniques to attract users and solve problems”. These authors defend that the purpose of any activity that incorporates the mechanisms and principles of gamification is to influence behavior psychological and social of the player. Using certain elements present in games (badges, points, levels, bars, avatar, etc.) the Players increase their time in the game and their psychological predisposition to continue in it.

Gamification is to apply strategies (thoughts and mechanics) of games in contexts not playable, unrelated to games, for people to adopt certain behaviors. Gamification is a technique, a method, and a strategy at the same time. Part of knowledge of the elements that make games attractive and identifies, within an activity, task, or specific message, in a non-game environment, those aspects liable to be turned into games or playful

dynamics. All this to get a special bonding with users, encourage a change in behavior or convey a message or content. That is, create a meaningful and motivational experience.

2.2.2 Gamification in education

Both Gabe Zichermann and Christopher Cunningham try the term gamification as is seen in its definition, there is already a first step towards the purpose of this work, which is to know how the gamification using various tools in the classroom. Another example of the definition of the term is stated by (Karl. M. Kapp , 2012 cited in Santaren & Gaitero, 2016)) this explains gamification as “the use of mechanisms, aesthetics and the use of thought, to attract people, incite action, promote learning and solve problems” We can see that the three authors want the player to be able to join the game through the implementation of different scoring systems, badges and rankings.

All this entails that the user spends more time in the game and is psychologically predisposed to continue in it. Gamification is a tool that can potentially be a very important help in the classroom. We live in a world where video games and mobile applications are at the order of the day and that anyone who is in an educational institution, has access to a smart electronic device. Therefore, implement these tools to make the teaching-learning process more interactive and achieves adherence student to the task assigned is a great achievement and progress for the use of ICT within the educational center. Therefore, when introducing gamification in education, another derivative term arises called educational gamification. As well stated by Kiryakova et al. (p.5, 2014)

Gamification itself tries to enhance learning processes based on in the use of the game, in this case of video games for the development of processes effective teaching-learning programs, which facilitate cohesion, integration, motivation for content, enhance creativity of individuals.

We can see that every term gamification already leads us towards what can be a term proper as educational gamification. This is based on the use of video games o tools that help or promote the teaching-learning process of students and that, as the author explains, help to promote different educational props that are being promoting in recent

times such as cohesion, motivate students, seek the creativity of these and group cohesion.

Gamification in the education being a recent trend has little experience using this strategy, it is for them that when using gamification, it is about doing the class a lot more attractive. There is a growing interest from the scientific community in the application from gamification to many areas of knowledge, so many of the Existing experiences may try to be exported to the domain of teaching.

The teaching and learning process is the procedure by which transmit special knowledge about an area, according to Iquise & Ivera (2020) with Regarding the educational field, it is detailed according to which people learn and assimilate knowledge, performing a series of skills and values, training in individuals intellectual, emotional and social changes. Teaching is seen as the result of a personal relationship between the teacher and the student, where the teacher applies methods, techniques, and strategies for the student to achieve meaningful learning. For that, this condition of influence occurs between teacher, student and student-student. van Roy & Zaman (2018) adds learning is a process of reconstruction of the meanings that each person executes according to their experience in some situation. Now, the protagonist must be the student himself, since he is the one who develops Stocks with technology if teaching.

2.2.3 Gamification elements

Gamification strategies contribute to the development of both skills specific as transversal in teaching-learning processes; are used to promote behaviors that arouse students' interest in learning. The elements considered for the elaboration of the strategy of gamification are classified into three categories: dynamic, mechanical, and component.

The dynamics refer to the motor that allows the operation of the strategy. They are the general factors on which a system of gamification. They are directly related to the favorable performance participant waiting. As Toda et al. (2019) support the teachers in charge of designing gamified environments to their classroom uses the dynamics of the

game to achieve experiences of learning that fosters interaction, autonomy and teamwork among students participants and that also allow meeting the objectives set and achieving goals beyond those expected.

The mechanics are related to the motivation and behavior of the students. They represent the rules and rewards that make games work, become challenges, provoking emotions that a gamified system seeks to generate in the participants. To achieve this, elements such as: challenges, cooperation, competition, rewards and incentives. Anatolievna and Anatolievna (2019) explain them in the following way:

- **Challenges:** The challenges encourage the participant to play for a goal and achieve the feeling that you are working for a specific purpose. They make the participants develop skills and progress the learning curve as they go performing actions that allow you to achieve the end goal. They can be considered as mini games with small objectives that when fulfilled and accumulated make up the total game.
- **Cooperation:** contributes to reinforcing the idea of education seen as a socialization process that It must integrate all people in pursuit of respect for diversity, while facilitating feedback on the educational process itself, allowing the student, thank you interacting with others, learn more about your own pace of learning, as well as your predominant cognitive styles.
- **Competition:** is an event that establishes a context in which two or more people contend with each other by earnestly striving for a goal or achievement, the reward of which it cannot be shared and generally leads to the existence of a winner and a loser. Individuals or groups of individuals are then placed in a position where they must face for the achievement of a result in the most effective and efficient way possible. Thus, for example, in most sports competitions, participating teams they aspire to win the matches that lead to first place in the tournament.
- **Rewards and incentives:** It is an element with a great capacity to arouse interest in a way positive in the participants. In turn, it helps in the acquisition and retention of contents that are taught. Also, they cause the participants to return to

the environment gamified, preventing their defection. In a game the rewards cannot be ignored, which the tangible rewards are given to participants when they meet an objective. Trophies, medals, stars, badges, bonuses, which give the player recognition. Players hope to win points during the game, which allow you to track the player's progress to count your achievements.

2.2.4 Benefits of gamification

When talking about gamification in education, it is necessary to understand that this is a tool and not an end and that its true value lies in its correct use. Applying gamification is not just introducing a game in the classroom to entertain and make the students pass the time, but it must be an action aimed at seeking the involvement of the students in favor of their development in the values and content that they seek to promote a “learning by doing” that gives teachers the possibility of evaluating competences such as observation, problem solving or decision-making.

And the fact is that if there is a key figure to apply gamification in education, it is that of the teacher. Student success depends on a correct choice of game dynamics, adapted and related to the content to be dealt with and the profile of the members of the classroom. Iquise & Ivera (2020) mention some benefits:

- Increase motivation for learning. Students love games, and for that reason, any activity that they find fun increases their motivation. It is true that motivation does not have a direct influence on learning, but these tools increase your willingness to learn.
- Increases attention and concentration. Directly related to motivation we find attention and concentration. If the students are motivated, they feel that they can understand the concepts, it is a challenge and they also like it, they will put all their efforts and resources into the game, favoring their own learning.
- Change the vision that the student has of teaching. Typically, students associate learning with something boring or an obligation. Thanks to gamification, classes become more attractive and contextualized.

- Provides new learning models. Gamification allows students to explore new content in the game environment, discovering new information with which to earn bonuses, points or badges.
- Get students to accept the mistake. The games encourage the student to keep the route, but, even if they fail, they will see it in a more playful way and will have new opportunities.
- Gives a voice to the students. Thanks to gamification, the learning process is built collectively. Therefore, the student can contribute their ideas and knowledge, helping to improve the process and transmitting the lessons learned to the new members.
- Enhance interactivity. Making use of gamification there is a greater interaction in the classroom. Everyone participates and thinks together about how they will overcome the challenges presented.
- Teamwork. In line with increasing interactivity, the contribution of all students is key in a game. For this reason, gamification in education encourages teamwork due to the search for solutions to learning challenges.
- It encourages the use of new technologies. Gamification in education can be carried out with or without new technologies, but there are great technological tools such as educational robotics or the design and development of video games that make students begin to use new technologies and integrate them into their form to learn and to live. Tools like Kahoot are a good example of this.
- Get stimulating social relationships in the classroom. Most of the gamification tools are used in groups. In this way, the students have to learn to communicate and work together to achieve the objective.

2.3 Theoretical basis – Dependent variable

2.3.1 Reading comprehension

If we refer specifically to the linguistic part, communicative competence is called the ability to correctly carry out the communication process including all its elements and following the correct order of the process entails: using the appropriate connectors to

understand and elaborate and interpret the various communicative events , taking into account not only its explicit or literal meaning (that is, it is not only about what is said, but also the implications) and the explicit or intentional meaning (which involves what the sender wants to say or what the recipient wants sense).

The four large groups of skills that a language user must master to communicate effectively in all possible situations, also called basic communication skills, are: speaking, listening, reading and writing. These basic communication skills are essential to coexist in society, since at least one of them is used in all areas of life. In this regard, Stothard & Hulme (1992) state very interesting data regarding language skills, such as the statement that communication occupies around 80% of the total time of human beings. This time is distributed as follows: listening 45%; talk 30%; read 16% and write 9%.

Comprehension is the ability to reach an understanding of things. The development of meanings through the acquisition of the most important ideas in a text and the possibility of establishing links between these and other previously acquired ideas is known as "reading comprehension". It is possible to understand a text literally (focusing on those data explicitly exposed), critical (with well-founded judgments about the values of the) or inferential (reading and understanding between the lines), etc.

Reading comprehension is the ability to understand what is read, both in reference to the meaning of the words that make up a text, and with respect to the global understanding of the text itself. It is the process by which meanings are made and related to concepts that already have meaning for the reader. In this way the reader "interacts" with the text. However, it is not always possible to understand the message that the text contains, or it may even be understood in the wrong way. Comprehension is a complex process that involves grasping the meanings that others have conveyed through everything around you. Reading comprehension is not that simple, it is a process where the reader must identify words and meanings.

2.3.2 Reading strategies

It will always be difficult to establish a list of strategies for good reading comprehension, Sari et al. (2020) maintains that "it is not clear which are the exercises programmed to train reading comprehension skills ..., the comprehension process of each reader is in some different sense, to the extent that each individual has developed different schemes. However, certain general ideas can be outlined that help improve reading comprehension:

- Identify the prior knowledge that students have, their expectations, interests, and experiences in order to carry out the necessary motivation in preventing that not everyone will be able to approach or understand reading in a homogeneous way. It will always be necessary for the child to know what to do, that you feel capable of doing it and that you find interesting what you propose to do (read).
- Use of the dictionary, to improve on their own and with greater independence, the meaning of the new words present in the text.
- Observation of the parts of the text such as the index or contents, chapters, titles, subtitles, if the text is short, title, author, etc., especially the introduction and conclusion, in which the author states the purpose and recommendations specific that you consider useful for the reader.
- Infer the central idea from the title or reading the prologue or the introduction and verify it by locating keywords. The central idea is the most important, the secondary ones depend on it and have greater meaning or greater semantic content. It is the synthesis of the text.
- Search for secondary ideas and connectors to establish the type of functions of the connections, internal coherence. The secondary ideas give the details of the subject of the paragraph, justify, explain, detail, or exemplify what was said in the main one.
- Establish criteria for analysis, that is, decompose, break down or separate the parts of the text according to criteria such as structure, functions, and relationships. Relate the ideas and information extracted from the text with the

ideas or information that the reader has already stored in his mind. Make inferences.

- Carry out a brief synthesis, that is, try to reconstruct the text from the knowledge and use of the criteria that the analysis gives us. It is synthesized when we make a summary, conclusion, organize the information in graphs, paraphrases, mind maps, concept maps, etc. Summarizing is reflecting on what we do in our mind, when reading and understanding. It is one of the ways we must improve the process of metacognition.
- Practice of double reading, to master and understand the contents, explorative reading and then comprehensive reading is basic. Explorative reading is quick to have a global vision to know what it is about and what the text contains, while comprehensive reading is slower, it even requires the use of the dictionary, it tries to understand and distinguish the main ideas from the secondary ones in each paragraph or chapter to understand the author's conclusions and contrast them with the reader's own ideas.

A comprehensive reading done on a text in which an explorative reading has previously been done is three times more efficient and faster than if it has been done directly.

It is necessary to emphasize that at present, most of the editorials that offer reading texts, recommend some activities for good reading comprehension that we can well consider as important activities during the teaching process of the reading and its efficient comprehension, these are: formulate predictions of the text to be read; ask questions about what has been read; clarify possible doubts about the text; and, to summarize the ideas of the text, and other words it is about the reader to carry out the anticipation and verification of ideas; and leave self-questioning about what he reads.

Then it should be clear to us that the important thing is to understand that in order to master the strategies or activities responsible for understanding, it is not enough to explain them, it is necessary to give enough opportunities for readers to put them into practice, understanding their usefulness with due and pertinent autonomy. , leaving aside or behind passive practices, that is, those tasks of apparent action but that do not really allow the reader to internalize the central ideas and conclusions of any text.

In this regard, Kaya (2015) say that the teacher to know if he is carrying a good reading comprehension procedure, must ask himself "if he is clearly demonstrating to the students what they have to learn; if he is giving them opportunities to use what learned, if it provides appropriate feedback and, if it encourages motivation while students are learning "

For this, it is necessary to plan moments of exchange between the teacher and his students, either individually or in groups, about the texts they have read or are reading, to know what they interpret and how they solve comprehension problems, and to be able to help them and suggest more appropriate ways to proceed.

2.3.3 Elements

Once the concept of reading comprehension has been understood, it is important to know the elements that intervene in this process. In Kaya (2015) was propose three essential elements intervene in the reading comprehension process (the reader, the text and the activity) which are closely related to each other. Upcoming the function of each element and its intervention in the reading comprehension process are presented:

- The reader: is the agent who has to carry out the comprehension of the text. It is the reader who must face comprehension using different capacities, skills, knowledge, and experiences necessary to carry out the act of reading. The intention when working on reading comprehension with a reader is not that they can understand a certain text, but rather that they achieve the ability to become an independent reader and capable of understanding any text that they encounter on a day-to-day basis.
- The text: it is the element that has to be understood by the reader. This can have different characteristics (printed medium, electronic medium, source in which it is written, internal structure, surface structure, etc.). In addition, the text can give us two types of information (implicit information and explicit information). We can say that the characteristics of the text are not defining when it comes to understanding it, but are also related, as I have mentioned before, with the skills and abilities of the reader.

- The activity: all reading has a purpose, and it is in the activity where the understanding of the text is reflected. It is made up of a series of objectives, methodologies and evaluations related to reading. The objective or purpose of the text may vary throughout the reading since the intention of the reader with respect to the text may vary (the reader may go from reading with the sole intention of performing a school task to reading the same text for personal pleasure). In addition, all activity has a direct short or long-term impact on the reader, increasing their reading experiences.

2.3.4 Levels

Comprehensive reading occurs at different levels of depth because readers grasp differently. Hence, it is important, in this construction of comprehensive reading strategies, that the teacher and the student know the level at which each reading is reached, in order to implement strategies that improve this process. The factors that influence reading comprehension are: the reader, the text, the prior knowledge that the person possesses and the forms used to carry out this action.

According to Catts & Kamhi (2017) the reading levels that can be reached are:

Literal reading at a primary level (level 1)

- Sequences: identifies the order of actions;
- By comparison: identifies explicit characters, times and places;
- Of cause or effect: identifies explicit reasons for certain events or actions. Where they are also based on certain terms for the elaboration of a work.

Literal in-depth reading (level 2)

- A deeper reading is carried out, the understanding of the text is deepened, the ideas that occur and the main theme are recognized, synoptic tables, concept maps, summaries and syntheses are made.
- Most of these techniques are more suitable for expository texts than for literary ones.

Inferential level (level 3)

- Relationships are sought that go beyond what is read, the text is explained more widely, adding information and previous experiences, relating what we read with our previous knowledge, formulating hypotheses and new ideas.
- The goal of the inferential level is to draw conclusions.
- This level of understanding is rarely practiced in school, as it requires a considerable degree of abstraction on the part of the reader.
- It favors the relationship with other fields of knowledge and the integration of new knowledge in a whole.

Critical level (level 4)

- Judgments are made about the text read, they are accepted or rejected, but with justification.
- Critical reading has an evaluative character where the training of the reader, their criteria and knowledge of what is read intervenes.
- The judgments consider qualities of accuracy, acceptability, probability. The trials can be:
 1. From reality or fantasy: according to the reader's experience with the things that surround him.
 2. Adequacy and validity: compare what is written with other sources of information.
 3. Appropriation: requires relative evaluation in the different parts to assimilate it.
 4. Rejection or acceptance: it depends on the moral code and the reader's value system.

Appreciative level (level 5)

Understand the previous cognitive dimensions. It includes:

1. Emotional response to content: the reader must verbalize it in terms of interest, excitement, boredom, fun, fear, hatred.

2. Identification with the characters and incidents, sensitivity towards them, sympathy, and empathy.
3. Reactions towards the use of the author's language.
4. Similes and metaphors: the artistic ability of the writer to paint is evaluated using words that the reader can visualize, like, hear and feel.

If the text is literary, at this level we will also have to refer to aesthetic values, style, expression resources, etc., but this is an aspect that requires more advanced readers, so it is advisable to practice it in higher courses. Each reading level depends on the level of understanding of each person. Although it is not a rule that all students must reach the same level, they can develop proficiency and improve the results of reading appropriation.

2.3.6 Techniques

Regardless of the level of comprehension you apply, Cui et al. (2018) suggest the following reading techniques that will help you improve this habit until you master and get the most out of the different types of reading that you include in your routine.

- **Read aloud**

Tracking the text live will allow you to monitor those sections where you must stop to fully understand the meaning of the text. In fact, through this technique you can avoid the little voice that accompanies every word you read in your mind, known as sub vocalization. In this way, reading aloud will allow you to increase your reading speed and achieve a correct interpretation of your reading.

- **Memorize and synthesize**

One of the key strategies in the process of understanding a text is to get the reader to actively engage with the text. In this sense, comprehension models that seek to organize and reduce the large amounts of information that a type of text can offer, focusing on the elaboration of summaries to check the global understanding of the writing.

- **Exercise the mind and body**

Our brain, like any other part of our body, needs training to stay healthy and active. Remember that a key factor in the correct interpretation of texts is concentration, and only through the proper functioning of the brain, our mind will be able to enhance our learning. Some exercises can be done even before you start your reading!

The best known, perhaps, is the exercise of the hands. It is about exchanging movement using only our fingers. By repeating this sequence 5 to 10 times, we will get our brain to focus on the exercise, improving our concentration.

On the other hand, the position we have when reading can positively influence our concentration. According to various investigations, we can achieve a good ergonomic posture sitting on a surface that keeps us straight, trying to rest the head against a headboard; in this way you can prevent possible neck or back pain that interrupts your reading.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location

This research was conducted at the U.E Juan León Mera "La Salle". This institution provides educational services to boys, girls and adolescents in the sublevels of Initial, Preparatory, Basic Elementary, Basic Middle, Basic Superior and Baccalaureate. This institution belongs to Zone 3, District 2. Established in the city of Ambato, Tungurahua Province, Urban Zone, on Los Chasquis and Río Guayllabamba avenues. The institution offers an education based on human and Christian values. It also has an improvement project aimed at strengthening the teaching of the English language, for which a total of 9 hours of classes are taught in that language at all levels of education.

3.2 Material and Equipment

3.2.1 Human Resources

It is necessary the support of the authorities, teaching and administrative staff, who work at the U.E Juan León Mera "La Salle", as well as its students from 1st year Baccalaureate rooms A-B-C-D, who are the main actors. It is also important, the professional tutoring of the tutor Mgs. Mariela Sánchez Sailema, who collaborates with her observations and corrections throughout the work process. See Annex 1.

3.2.2 Institutional Resources

U. E Juan León Mera "La Salle" from Tungurahua province, zone 3, district 2 of Ambato.

3.2.3 Equipment and materials

3.2.3.1 Equipment

- Computers

- Printer
- Projector
- Internet connection
- Cellphones

3.2.3.2 Materials

- Students' book Achievers B1+
- Photocopies
- Institution platform Microsoft Teams
- Kahoot tool
- Wordwall tool
- Class Dojo tool
- Educaplay tool

3.3 Research Type

According to the level: The research project was descriptive, after applying four elements of gamification, the effect on comprehensive reading is determined.

According to its design: The degree project is experimental, working on two groups, experimental and control, applying elements and evaluating the effect through inferential statistics.

According to its purpose: The degree project was of an applied type since the results obtained are of importance in the field of teaching and its findings applicable in the pedagogy of the English language.

According to its approach: The research was qualitative-quantitative, evaluating comprehensive reading ability quantifying it through written tests and comparing numerical values with statistical tools.

According to its method: The research was inductive, since from the data of the evaluations it inferred the effect that the application of the gamification elements had on the comprehensive reading capacity of the experimental group.

3.4. Hypothesis, scientific question, idea to answer

The guiding hypotheses of the research are:

H₀= The use of the gamification elements (challenge, competition, cooperation, reward) does not influence on the reading comprehension of the 1st BGU students from U. E Juan León Mera La Salle.

H₁= The use of the gamification elements (challenge, competition, cooperation, reward) influence on the reading comprehension of the 1st BGU students from U. E Juan León Mera La Salle.

3.5 Population and sampling

In U.E Juan León Mera “La Salle”, there are 4 rooms in First Year Baccalaureate. All students were considered for the research, a total of 165 students considering half of the population as an experimental group and the other half as a control group.

To determine the sample size of the experimental group the formula for finite populations was applied, obtaining a value of minimum 69 students for the experimental group. (Asesoría Económica y Marketing, 2019)

Considering the difficulties in splitting between the students of a parallel, it was decided to separate by rooms, so that two rooms (A and C) became the control group, and the rooms (B and D) became the experimental group. This does not affect the reliability of the results, since they were chosen randomly, and the minimum sample size was respected.

3.6 Data collection

Comprehensive reading assessment, in the pre and post experiment stage, was carried out using an adapted test based on the KET assessment as instruments. See annexes 2 and 3.

The pre-test was carried out with two purposes, on the one hand to determine the level that the students present in comprehensive reading, and on the other, to elucidate if there is any difference -at a statistical level- between the reading levels of the experimental

and control groups. in which case it would be necessary to apply a correction to the results.

During the development of the classes with gamification (experimental group) the gamification elements were applied using specific teaching resources for each type of element, which are listed here, but detailed and discussed in the results section.

At the end of the application of each gamification element, short quizzes were applied to both groups to consolidate the contents and obtain an overview of the individual effect of each element. The quizzes were weighted on a scale between 0 and 10 points.

Once the experimental process was completed, a standardized post-test was applied, in a similar way at the beginning, based on an adapted format of the KET test model for reading comprehension, and validated, like the pre-test, by 3 professors of the Master's program in Pedagogy of National and Foreign Languages, English Mention, from the Technical University of Ambato, cohort 2019. Pre and post test evaluations were conducted with a 20 questions quiz and quantified using a rating scale between 0 and 10 points.

3.7 Information processing and statistical analysis:

To test the hypothesis, the t-Student test was applied, which allows comparing means of two samples or of a sample with a value considered true or of reference. An advantage of this test is its applicability to data sets with a data number around thirty. (Livingston, 2004)

There are two approaches to performing the Student's test: calculating the experimental "t" statistic or obtaining the p-value. Of these, the most widely used is the determination of the p-value supported by statistical software. In this research, Minitab®, version 19, was used and the analysis was carried out considering a confidence level of 95%.

The interpretation of the p-value and its relation to hypothesis testing is as follows:

- If the p-value ≥ 0.05 , the null hypothesis is accepted (both means are statistically similar)

- If the p-value < 0.05, the null hypothesis is rejected, accepting the alternative hypothesis. (both means are statistically different)

To compare the individual effect of each gamification element, a comparison of the averages of scores of the tests carried out after the application of each element was used. The comparison criterion used was the same as for the general study, that is, the Student's t-test with a confidence level of 95% with an interpretation of the p-value > 0.05 as the absence of difference and the p-value < 0.05 as the statistically significant difference.

Finally, to quantify the variation between the results of the experimental group versus the control group, in all cases where the difference in means is statistically significant, it was chosen to express in terms of relative difference, calculated as.

$$variation = \frac{\bar{x}_e - \bar{x}_c}{\bar{x}_c} \cdot 100$$

Being x_e the mean scores of the experimental group and x_c the mean scores of the control group. The relative difference is expressed as a percentage.

3.8 Response variables or results

In the design of the research (3.3.1) it was explained that the control variable was the elements of gamification, being, therefore, the comprehensive reading the response variable. This variable was evaluated by applying an adapted format of the KET test model for reading comprehension and validated by 3 professors of the master's program.

The tests of the pre-test and post-test stage were taken in paper with the students who are attending in the person mode and through the educational platform of the institution during the academic period 2021-2022 as part of the regular classes and within the framework of the development of the English subject.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Gamification elements

For the identification and subsequent selection of the gamification elements to be applied, those compiled in the bibliographic review by Carlos Luis Sánchez were taken as a reference (Sánchez Pacheco, 2019) as well as the elements listed by Virginia Gaitán in the Educativa blog (Gaitán, 2013).

Table 4-1: Gamification elements

<i>Gamification Element and alternative name</i>	<i>Description</i>
Competition, acumulation, accumulation of point, score, classifications	It is the competitors points received for completing a task or getting the objective.
Scaling, Level scaling, leadersboard, Digital markers.	It is the visual representation for the competitors that allows them to keep track of their progress.
Rewards & incentive, obtaining prizes, gifts, goodies, Badges, digital badges.	A prize received for an overcome challenge.
Challenges	It is the designed activity for the competitor to get engage in the activity until it is achieved.
Collaboration,	This is the element that helps attract the players through a friendly competition in which each participant from the group must contribute.
Missions, Goals	The missions are the guidelines for the players to understand what they need to reach and is helpful to have the engage in the activity.
Feedback, Immediate feedback	It provides the players (students) with some understanding of their progress and what they are achieving.

Note: This table was adapted from Sánchez Pacheco, C. L. (2019). Elementos de la gamificación y sus impactos en la enseñanza y el aprendizaje. Identidad bolivariana, 51-62 and compile by the author.

From the list of elements, it was decided to work with <challenge>, <competition>, <collaboration> and <reward & incentive>, as they were the most objective applicability. There was not included <feedback> because this element is used even in

non-gamified activities and its effect is not exclusive to a playful environment. <Goals>were not used either, because, on the one hand, the research design considered activities shorter than those related to achieving a goal, and because, its effect could be comparable to that of competition by generating both sense of achievement and hierarchy.

4.2 Application of the gamification elements

For the application of the gamification elements, a review was made of the most widely used ICT tools for education, comparing their characteristics with those of the challenge, competition, cooperation, and reward & incentive elements. Finally, the following tools were chosen and assigned. See the table below.

Table 4-2: Application of the gamification elements

<i>Gamification element</i>	<i>Tool</i>	<i>Description</i>	<i>Place where the element is placed</i>
Challenge	Educaplay	Platform that allows teachers to create different types of multimedia educational activities, through different scenarios or activities such as crosswords, word search, riddles, dictations, among others	The generation of activities that test students' abilities to solve problems and reach the objective.
Competition	Kahoot	This is a tool that allows the creation of tests or questionnaires.	The generation of a ranking and the recognition of the best scored stimulates the competition.
Cooperation	Wordwall	This is a tool that allows the creation of interactive activities such as questionnaires, true and false, ordering of words, missing words, matching, anagrams, maze, crosswords, word search puzzle, among others.	The generation of activities that made students work in a collaborative way to complete them.
Reward & Incentive	Class Dojo	This is a platform that helps to manage the	There were created two classes in the platform

classroom based on scores and badges based on the student's behavior and work.

where students got enrolled. They received extra points and badges for their participation, teamwork, persistence, working hard, and helping others.

Note: the gamification elements, the description and the placement were compiled by the author.

It should be noted that, although there are platforms fully focused on gamification -like Central, uLearn Play, ClassCraft- these would imply prior training in its use and the introduction of the new variable (learning to use the platform) that would reduce the reliability of the results. That is why it was preferred to use previously known tools and in which, due to that previous use, they are no longer a variable to be considered, but are able to use in a gamification way.

4.3 Pretest results

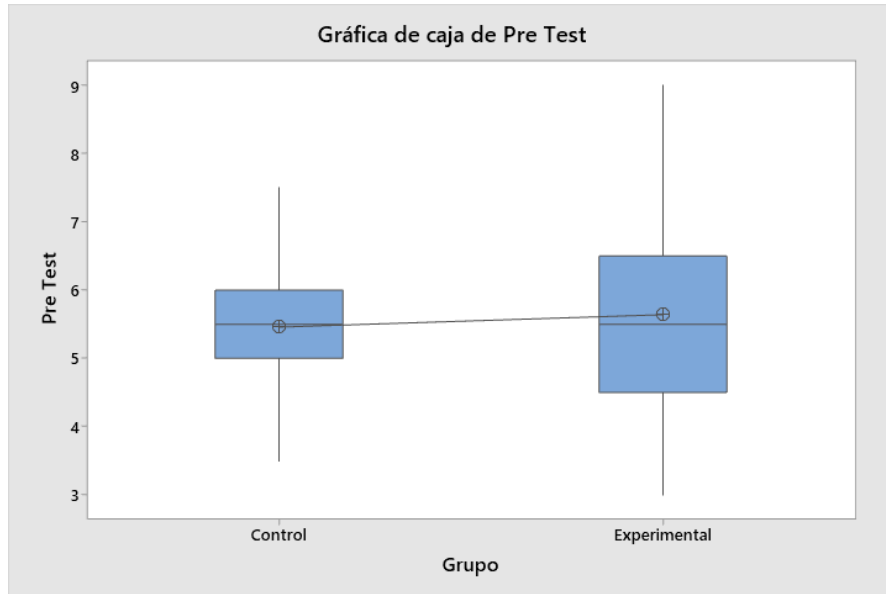
The t-test applied in the pre-test stage produced the following result.

Descriptive statistics: Pre Test					Test		
Group	N	Mean	St.Dev.	SE.Mean	Null hypothesis	$H_0: \mu_1 - \mu_2 = 0$	
Control	83	5,458	0,901	0,099	Alt. hypothesis	$H_1: \mu_1 - \mu_2 \neq 0$	
Experim.	82	5,64	1,32	0,15	T-value	DF	p-value
					-1,04	142	0,302

Analysis

The p-value of 0.302 exceeds the reference of 0.05, confirming the null hypothesis. The box plot visually confirms the similarity between the group results.

Graphic 4-1: Pre test results



Graphic 4-2: Shows the results obtained after the pre-test between the control and experimental groups.

Interpretation

The result of the p-value confirms the null hypothesis, which indicates that both groups in the initial stage are statistically similar in their comprehension reading level. This similarity is due to the fact that both groups share similar teaching environments. Additionally, this indicated that it was not necessary to make bias corrections to the results of the following stages.

4.4 Challenge

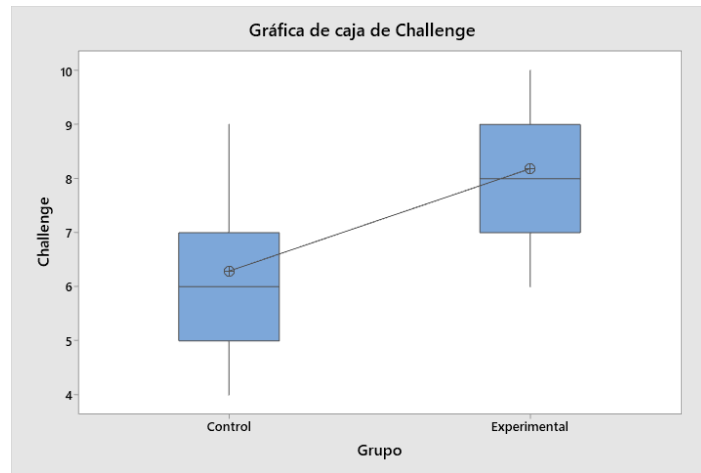
Descriptive statistics: Challenge

Group	N	Mean	St.Dev.	SE.Mean
Control	83	6,29	1,08	0,12
Experimental	82	8,18	1,02	0,11

Test

Null hypothesis	$H_0: \mu_1 - \mu_2 = 0$
Alt. hypothesis	$H_1: \mu_1 - \mu_2 \neq 0$
T-value	DF
-11,60	162
p-value	0,000

Graphic 4-3:Challenge



Graphic 4-4: This graphic shows the result obtained with the application of the challenge element.

Analysis

The p-value of zero indicates that the null hypothesis (similarity) should be rejected and the alternative (difference) accepted. By accepting that the difference is statistically significant, the relative variation formula was applied, giving a value of 30,05%

$$Var_{Challenge} = \frac{8,18 - 6,29}{6,29} \cdot 100 = 30,05\%$$

Interpretation

The application of the "challenge" element has a positive impact on the performance of the students in the experimental group, obtaining an average score 30% higher than the average score of the control group. This may be due to a perceived challenge, students devote more attention and concentration to the reading activity, which facilitates comprehension. The foregoing would be in accordance with what was mentioned in the Sánchez-Pacheco review, where it indicates that the challenge consolidates the learning results through the effects of motivation and satisfaction. (Sánchez Pacheco, 2019)

4.5 Competition

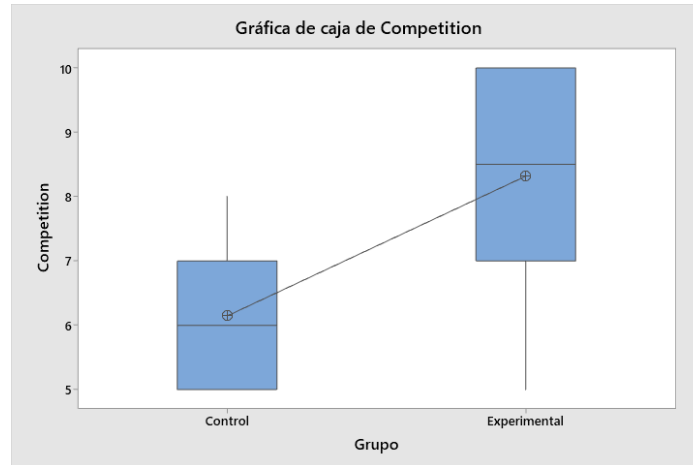
Descriptive statistics: Competition

Group	N	Mean	St.Dev.	SE.Mean
Control	83	6,145	0,885	0,097
Experimental	82	8,32	1,43	0,16

Test

Null hypothesis	$H_0: \mu_1 - \mu_2 = 0$	
Alt. hypothesis	$H_1: \mu_1 - \mu_2 \neq 0$	
T-value	DF	p-value
-11,71	134	0,000

Graphic 4-5: Competition



Graphic 4-6: This graphic shows the result obtained with the application of the competition element.

Analysis

In the case of the "competition" element, the p-value of zero indicates that the null hypothesis (similarity) should be rejected and the alternative (difference) accepted. By verifying that the difference is statistically significant, the relative variation formula was applied, giving a value of +30,05%

$$Var_{Challenge} = \frac{8,32 - 6,145}{6,145} \cdot 100 = 35,39\%$$

The difference can be seen in the box-and-whisker plot above.

Interpretation

Competition, as a preponderant element in games, particularly those on the Internet, would seem to function as a driver, making the student seek to capture the greatest

amount of information, which would give him a greater chance of beating his so-called opponents. This would explain why the experimental group achieves an average score 35.39% higher than that of the control group. The Sánchez-Pacheco review shows that most authors consider a motivational effect related to the results-achievement approach and commitment to the activity (Sánchez Pacheco, 2019)

4.6 Cooperation

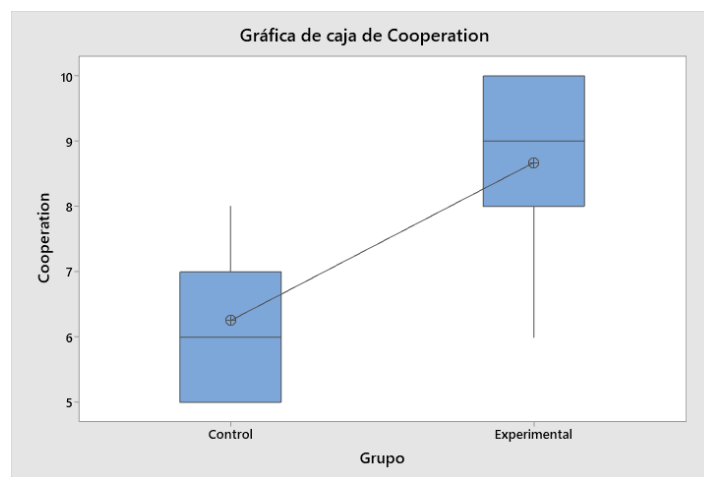
Descriptive statistics: Cooperation

Group	N	Mean	St.Dev.	SE.Mean
Control	83	6,253	0,973	0,11
Experimental	82	8,67	1,24	0,14

Test

Null hypothesis	$H_0: \mu_1 - \mu_2 = 0$	
Alt. hypothesis	$H_1: \mu_1 - \mu_2 \neq 0$	
T-value	DF	p-value
-13,94	153	0,000

Graphic 4-7: Cooperation



Graphic 4-8: This graphic shows the result obtained with the application of the cooperation element.

Analysis

In the case of the "competition" element, the p-value of zero indicates that the null hypothesis (similarity) should be rejected and the alternative (difference) accepted. By verifying that the difference is statistically significant, the relative variation formula was applied, giving a value of +30,05%

$$Var_{Challenge} = \frac{8,67 - 6,253}{6,253} \cdot 100 = 38,65\%$$

The difference between mean, the biggest within the gamification elements, can be seen in the box-and-whisker plot above.

Interpretation

Cooperation as an element of gamification has achieved the highest incidence. This could be due to the fact that it involves a dynamic similar to that of so-called network games, where part of the attraction is the interaction with other players seeking common goals. In a similar analysis, Pechenkina et al. and Cózar-Gutiérrez et al., cited by Sánchez-Pacheco, link this element with an effect of commitment and involvement with the learning object (Sánchez Pacheco, 2019). This, in addition to individual cognitive components, implies social factors and synergistic effects, which would explain that the use of this element is the one that achieves the most significant improvement, around 38.65%

4.7 Post Test and Final Results

In the final stage of the study, to obtain a general comparison of the incidence of the use of the elements, a standardized comprehensive reading assessment was applied again, the results of which were analyzed using the Student's t test, obtaining the following results.

Descriptive statistics: Post Test

Group	N	Mean	St.Dev.	SE.Mean
Control	83	6,43	1,25	0,14
Experimental	82	8,073	0,774	0,086

Test

Null hypothesis	$H_0: \mu_1 - \mu_2 = 0$
Alt. hypothesis	$H_1: \mu_1 - \mu_2 \neq 0$
T-value	DF
-10,15	137
	p-value
	0,000

Analysis

The p-value, being less than 0.05, indicates that the null hypothesis (similarity) should be rejected and the alternative hypothesis accepted, which postulates the statistical difference between the scores obtained in the standardized test. On the other hand, it should be noted that the relative variation is less than those calculated for each individual element.

$$Var_{Challenge} = \frac{8,073 - 6,43}{6,43} \cdot 100 = 25,55\%$$

The box-and-whisker plot (see above) visually shows that the difference, but that difference is less intense than showed up in the individual elements.

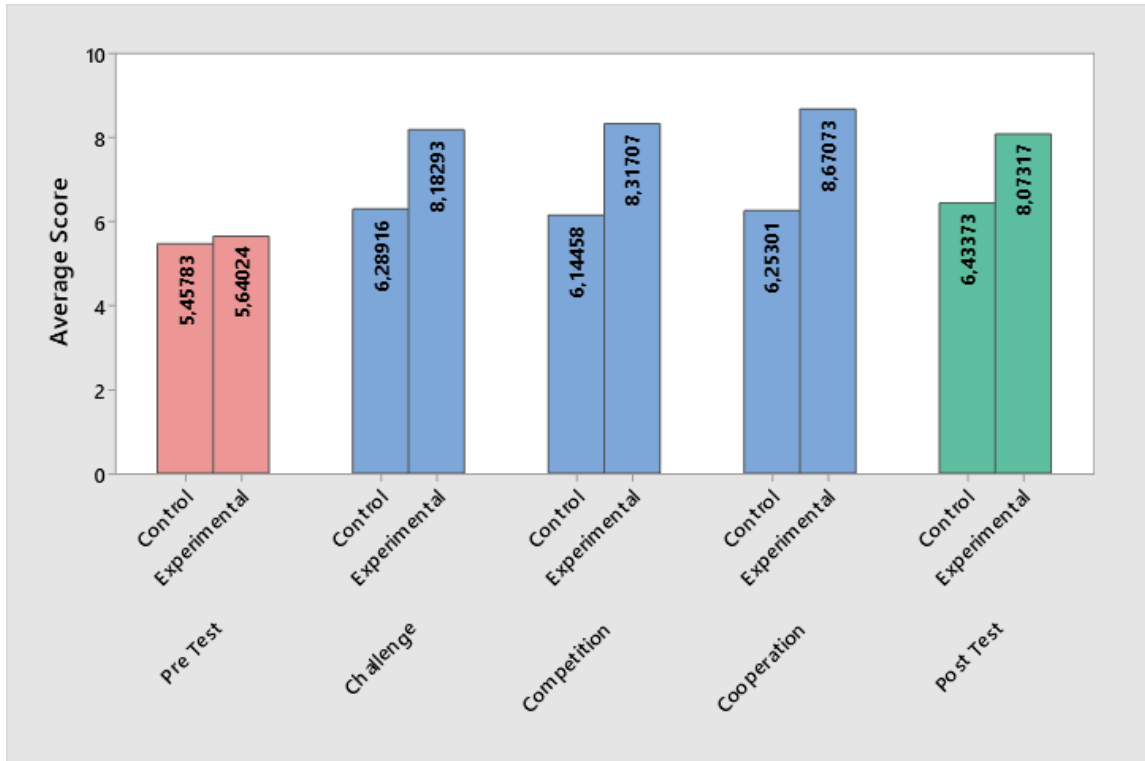
Interpretation

The general result of the post-test confirms what was previously observed in the element tests, that is, that the experimental group obtained a higher grade average than the control group. It should be noted, however, that the difference is less than in the cases of individual elements, this could be due to the existence of a "novelty factor" at the time of applying each element that, supported by short-term memory, helps in the evaluation at the end of class. However, the post-test requires greater use of cognitive skills, reasoning and long-term memory, so the improvement, although it exists, is of lesser magnitude, around 25.55%.

Using the two extreme values, it could be said that the application of gamification elements can influence an improvement of the grades between 25% and 38%.

4.8 Overall Results

Summarizing the results of the research, and to obtain an overview of the effect of the use of gamification elements, the following table and graph are presented. In them that confront the results obtained by the study groups throughout the different steps of investigation



Analysis

It can be seen that, prior to the application of the gamification elements (pre-test, pink bars), there is no significant difference between the groups, visually confirming what was determined and analyzed in section 4.3.

As soon as the gamification elements begin to be applied (blue bars), a separation of results is observed. There, the scores in the test group being higher than those in the control group; confirming what was determined statistically in numerals 4.4, 4.5 and 4.6.

Finally, when comparing the overall performance of the two groups against a reading comprehension test, the results of the test group exceed those of the control group by 25.51%.

Interpretation

In all cases of application of gamification elements, there is a beneficial effect regarding the development of comprehensive reading skills, with the improvement in qualifications being between 29 and 38%. The result of the post-test evaluation of

reading comprehension shows a difference of 25.51% in favor of the experimental group, which received the class with the implementation of gamification elements.

CHAPTER V

CONCLUSIONS

5.1 Conclusions

Based on research and the use of gamification elements and the reading comprehension in the students of the 1st Baccalaureate from U. E. Juan León Mera “La Salle”, it can be concluded that:

- The students present an average reading comprehension of 5.64/10 in the experimental group and 5.46/10 in the control group, values that are statistically similar.
- Based on a bibliographic review, six types of gamification elements were identified, of which, based on their compatibility with integration with online educational tools, four were chosen: challenge, competition, cooperation and reward-incentive.
- The application of gamification elements produced increases in the score obtained; thus, the use of "challenge" increased the grades by 29.84%; "competition" increased by 35.50%; and the use of "cooperation" increased ratings by 38.72%. In all cases the differences are statistically significant.
- The global effect of the use of the selected gamification elements on the reading comprehension of the students in the experimental group produced an improvement in the reading comprehension test of 25.51% compared to the control group; which, according to the t-studet test, is a significant difference.

5.2 Recommendations

The researcher would like to propose these recommendations:

- Continue the investigation, deepening the comparison of the effect of the elements

- Investigate the combined effects of the elements, since the smaller improvement in the post-test test compared to those of the individual elements, could indicate internal interferences.
- Replicate the present investigation with other age groups and even between genders, to identify possible differences due to these factors.
- From the results of the research, the recommendation arises to implement one or more gamification elements in the activities in which problems due to low motivation have been identified.
- Investigate other gamification strategies that, in addition to elements, involve events such as contests, contests, festivals, etc.

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5.4 Annexes

ANNEX 1. Letter of engagement



UNIDAD EDUCATIVA
"JUAN LEÓN MERA LA SALLE"

CARTA DE COMPROMISO

Ambato, 01 de septiembre de 2021

Doctor
Victor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-

Yo, **Silvana Marilú Meléndez Ibarra** en mi calidad de **RECTORA DE LA UNIDAD EDUCATIVA JUAN LEÓN MERA LA SALLE**, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"GAMIFICATION ELEMENTS AND THE READING COMPREHENSION"** propuesto por la estudiante **Fanny Margarita Ramos Flores**, portadora de la Cédula de Ciudadanía **1804201018**, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, 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.



Lcda. Silvana Meléndez Mgs.
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ANNEX 2. Pre Test

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS



JUAN LEÓN MERA LA SALLE HIGH SCHOOL



SECOND PARTIAL / FIRST TERM

READING COMPREHENSION TEST (pre test)

NAME: _____

LEVEL: _____

INSTRUCTIONS:

- Read carefully each of the sections and choose the appropriate answer.
- Complete the test with a blue pen.

YOLO!

You only live once (YOLO 😊), and this week we're asking you to tell us about all the things that you really want to do. They must be things you've set your heart on doing. So, what is it you're longing for? A move to the Big Apple or just a new pair of white trainers to doodle all over just because you can? It's your life, your choice!



Camping on my favourite beach on the south coast of England with my friends. No parents, no school, no worries, no stress! I'd spend a weekend there swimming, sunbathing, cooking food on a home-made barbeque and singing songs round a fire. Obviously, the weather would have to be good to do this. I'm dying to go but I might have to wait a while ...

Melissa, 17



My dream has always been to swim with dolphins. They're my favourite animals and I just love them, so that's definitely at the top of my list. And the best thing is, I'm actually going to do it this summer! I'm already counting the days for it.

Ged, 16



Learning how to use chopsticks. Random, I know but that's what this is all about it, isn't it? I adore Chinese food, but I am so rubbish at eating it with chopsticks. And believe me I've tried – I always end up using a knife and fork ☹. Maybe I'll add going on a trip to China to my list. That way I'd have to learn pretty quickly how to use chopsticks – while eating authentic Chinese food, of course!

Grant, 16

Bibliographic Reference: Editorial Santillana, Richmond Publishing, S.A. de C.V. (2015), Achievers B1+. UNITED KINGDOM. (2018) page 18

• **READING PART 1: Text matching.**

Match the words to the definitions based on the reading. Write the appropriate number inside the parenthesis.

- | | | |
|-------------|-----|---|
| a) Doodle | () | 1. Something that you would really like to happen. |
| b) Homemade | () | 2. Out of the ordinary, peculiar |
| c) Random | () | 3. Not bought in a shop, made yourself |
| d) Dream | () | 4. Draw small pictures or patterns while you are thinking about something else. |
| e) Rubbish | () | 5. Very bad, useless. |

READING PART 2: Text with multiple choice.

Read the sentences about YOLO. Highlight the best word to complete each gap.

- a) YOLO things are the ones you _____ to do
○ prepare ○ desire ○ practice
- b) Melissa says she is _____ to go camping.
○ eager ○ not sure ○ prepared
- c) Ged says his _____ was to swim with dolphins.
○ dud ○ nightmare ○ aspiration
- d) Grant _____ eating Chinese food but he is not good at eating with chopsticks.
○ prefers ○ love ○ adores

- e) Grant is _____ at eating with chopsticks.
- professional excellent bad

READING PART 3: Comprehension questions.

Read the text and choose the option if the answer to the questions are TRUE, FALSE or DOESN'T MENTION.

- a) Is Melissa camping on her favorite park?
- true false doesn't mention
- b) Is Melissa going to buy a tent to go camping?
- true false doesn't mention
- c) Are sharks Ged's favorite animals?
- true false doesn't mention
- d) Is Ged going to travel to Hawaii to swim with dolphins?
- true false doesn't mention
- e) Grant has tried to use chopsticks to eat Chinese food.
- true false doesn't mention

• **READING PART 4: Messages with comprehension.**

For each paragraph, choose the correct message.

I'm going to surf next summer, but not on the web! In August, I'm heading down to a surfing school in Cornwall. They provide the boards, the wet suits and the instructors. All the surfers have to do is... be prepared to get wet! When you take up surfing, you know you're going to fall off your surfboard a lot! Luckily, I'm a strong swimmer. *Imogen, UK*

- When you do surf for sure you will get wet and fall.
- When you do surf, you will become a strong swimmer.

- All surfers must be prepared to get dirty.

I'm not travelling anywhere in particular, but I'm sure I'll have an amazing summer. An American cousin of mine is staying with us for a fortnight. She's 15 like me and lives in San Diego, California. I'll be able to try out my English and learn the latest cool expressions! I'm looking forward to seeing her. *Carmen, Spain*

- Carmen's relative is visiting her in Spain.
- Both speak well the English language and communicate properly.
- Carmen is teaching new cool expressions to her friend who's going to visit.

I just love animals, so next summer I'm going on my dream holiday. We're going to spend a week in the Central Kalahari Game Reserve in Botswana. But we won't be living in luxury. We'll be camping in the wild! We'll see giraffes, lions, wildebeest and springboks. At night they say you can hear lions roaring (I'm a bit worried about that!). I've never done anything like this before – I can't wait. *Diarmuid, Ireland*

- Diarmuid who lives in Botswana is going to camp in the Kalahari Reserve, that's his dream holiday.
- Diarmuid is not worried at all about sleeping in the wild.
- Diarmuid has not ever done such an activity, like staying overnight in the wild.

Special plans? It's too early to think about next summer. I can't think beyond this year! But one thing's for sure. At Christmas, I'll be eating too much and watching TV all the time. So (and I know this doesn't sound very thrilling) I might join a sports club and try and get fit! *Reece, Canada*

- Reece has thought a lot about his next summer and has special plans.
- Reece might sign up a sports club and get into shape.
- Most of the time Reece will be eating a lot and watching TV during Christmas.

I'm looking forward to next summer! It's going to be completely different. I'm going to a summer camp in July, but not to do the usual stuff. I've signed up for a threeweek course on making movies! The instructors teach you how to script, act, shoot and edit movies. So while you're lazing on the beach, I'll be making this year's biggest blockbuster! *Scarlett, USA*

- Scarlett is expecting for the next summer to come.
- Scarlett is attending a summer camp in July and doing the regular activities.
- Scarlett would love to be lazing on the b

ANNEX 3. Post Test



JUAN LEÓN MERA LA SALLE HIGH SCHOOL
SECOND PARTIAL / FIRST TERM
READING COMPREHENSION TEST (post test)



NAME: _____

LEVEL: _____

OBJECTIVE: Determine the influence of the implementation of gamification elements on the reading comprehension.

INSTRUCTIONS:

- Read carefully each of the sections and choose the appropriate answer.
- Complete the test with a blue pen.

SO STRESSED!

A You're always in a hurry. You lose things and forget important appointments. You're tired, but you can't sleep. You do three things at once, but you don't finish anything. You worry about everything and can't see a solution. You're irritable with everyone. What's wrong? You're stressed!

B Teens are under a lot of pressure. School work, exams and deadlines, relationships and social life and your parents' expectations all contribute to this. Nothing seems fun anymore, even the activities you used to enjoy. But did you know you can manage stress and get your life back?

C If you're stressed, your body will produce chemicals that make you feel edgy. Your heart beats faster and your muscles tense up. So it's important to slow down. Find something that makes you laugh, play a game, listen to music or have a relaxing bath. If you find time for just one of these activities, you will feel better. Planning your day also helps you achieve more and feel less pressurized.

D Exercise helps you produce chemicals called endorphins that improve your mood and help you calm down. If you exercise regularly, you will sleep better and feel more relaxed. If you prefer light exercise, why not try something calming like yoga? And if you prefer vigorous exercise, get out there and move that body!

E Teenagers need more sleep than adults. Unless you get enough sleep, you will be unable to concentrate. When you get enough rest, you will be able to handle stress better. So go to bed at the same time every day and create a regular bedtime routine. Also, avoid social media, computer games and the internet before you go to sleep. They stimulate your brain!

F If you want to deal with stress, you must eat a balanced diet. Include vegetables and fruit, bread, rice and pasta, and meat, fish or cheese. Make sure that you eat breakfast and have regular snacks throughout the day. Try to cut out junk food and drink enough water.

G You are not alone – parents, teachers and friends can give you useful advice. Asking for help can make all the difference. You will feel better as soon as you share your problems with someone. They might have a different perspective on your problems – and they can help you to sort them out!

Bibliographic Reference: Editorial Santillana, Richmond Publishing, S.A. de C.V. (2015), Achievers B1+.UNITED KINGDOM. (2018) page 22 student's book.

• **READING PART 1: Text matching.**

Match the words to the definitions based on the reading. Write the appropriate number inside the parenthesis.

- | | | |
|-----------------|-----|--|
| a) Irritable | () | 1. Unhealthy, low quality. |
| b) Expectations | () | 2. Manage, cope with. |
| c) Vigorous | () | 3. Using a lot of energy or strength. |
| d) Handle | () | 4. What you think or hope will happen. |
| e) Junk | () | 5. Getting annoyed easily. |

READING PART 2: Text with multiple choice.

Read the sentences about SO STRESSED. Highlight the best word to complete each gap.

- a) You can be stressed if you feel _____ most of the time.
○ sociable ○ annoyed ○ hungry
- b) Teens are under a lot of _____ because of different factors.
○ stress ○ happiness ○ persuasion
- c) When you are stressed, your body produces chemicals that makes you feel _____.
○ relaxed ○ easy ○ anxious
- d) Exercise produce chemicals that improve your _____ and help you calm down.
○ body ○ humor ○ patience
- e) Teens need more sleep than adults to _____ better.
○ focus ○ dream ○ healthy

READING PART 3: Comprehension questions.

Read the text and choose the option if the sentences are TRUE, FALSE or DOESN'T MENTION.

a) School work, exams, deadlines, parent's pressure, social life make student's feel stressed?

- true false doesn't mention

b) When you feel stressed your heart beats slower and your muscles get tense?

- true false doesn't mention

c) Planning your day helps you feel less pressure and achieve more?

- true false doesn't mention

d) Constant travelling to new places helps you feel relaxed?

- true false doesn't mention

e) Having an appropriate diet helps you deal better with stress.

- true false doesn't mention

• **READING PART 4: Message with comprehension.**

For each statement, choose the correct answers.

Help, I'm stressed ... again

It's that uncomfortable feeling you have when you're anxious, scared, angry and frustrated with what life has thrown at you. Your heart is racing, your legs are shaking, you've got butterflies in your stomach and your head is thumping. Why? You're stressed.

You've read all about it and you know how it works, so what can you do when that feeling overwhelms you the next time? Laugh. It can reduce those nasty stress hormones that take over, and it helps to increase the amount of endorphins (they're the hormones that are good for your health and well-being). Laughing means your body has a physical and emotional release for the stress, and if you don't like going to the gym to de-stress then laughter is the answer. Seriously, a good laugh from the bottom of your stomach works your diaphragm, pulls your stomach muscles in, gives your shoulders a decent workout and generally leaves your muscles feeling more relaxed.



You'll find you connect more with other people when you laugh. Laughter is contagious, so once you start you'll find other people are doing the same.

Laughter is free and it's easy. So here are a few simple tips to build it into your daily life.

- Watch something that makes you laugh. If you're in a hurry, try a video clip on YouTube - there are thousands of them. If you've got a bit more time, why not watch a funny film?
- Laugh with your friends. Watch your funny film with a group of friends, or dress up and have a laugh together.
- Stop complaining! We're all guilty of it, with teachers, family and friends, and it can often make us feel frustrated.
- Smile! Laughter begins with a smile, so maybe you can take that smile one step further and turn it into full-blown laughter. So remember. Some stress is a good thing and it actually helps us perform better. But beware: too much stress is bad for us all and can wear us out, grind us down and make us feel pretty low. So, what are you waiting for? Get out there, find something you think is funny and have a laugh!

Bibliographic Reference: Editorial Santillana, Richmond Publishing, S.A. de C.V. (2015), Achievers B1+.UNITED KINGDOM. (2018) page 18

- a) One of the benefits of laughter is that it...
 - changes the balance of stress hormones and endorphins you produce.
 - produces the same amount of stress hormones as endorphins.
 - reduces the amount of endorphins you produce.

- b) According to the article, laughing is ...
 - a better way to lose weight than going to the gym.
 - a good way to improve your stomach muscles.
 - a good way to de-stress if you are not keen on working out in a gym.

- c) When you laugh, ...
 - other people are likely to laugh with you too.
 - it's likely other people will wonder what is funny.
 - other people are less likely to want to join in.

- d) Even when you don't feel like laughing, the article suggests that ...
 - if you can't smile there's no point trying to laugh.
 - you can make yourself laugh easily.
 - smiling can still help reduce stress.

- e) According to the article, stress ...
 - can stop us performing well.
 - can be of benefit.
 - is always bad.

ANNEX 4. Pre-test and post-test grading scale



UNIDAD EDUCATIVA JUAN LEÓN MERA LA SALLE
Escala de calificación Pre test y Post Test

DATOS INFORMATIVOS

Nombre del evaluador: _____
 Curso: _____
 Paralelo: _____
 Año lectivo: _____

Escala cuantitativa	Escala cualitativa
10	Supera los aprendizajes requeridos
9	Domina los aprendizajes requeridos
7 a 8	Alcanza los aprendizajes requeridos
5 a 6	Está próximo a alcanzar los aprendizajes requeridos
≤ 4	No alcanza los aprendizajes requeridos

N°	APELLIDOS/CRITERIO	TEXT MATCHING Match the words to the definitions based on the reading. Write the appropriate letter inside the parenthesis (0.5 cada respuesta correcta)					TEXT WITH MULTIPLE CHOICE Read the sentences. Highlight the best word to complete each gap (0.5 cada respuesta correcta)					COMPREHENSION QUESTIONS Read the text and choose the option if the sentences are TRUE, FALSE or DOESN'T MENTION. (0.5 cada respuesta correcta)					TEXT WITH COMPREHENSION For each question, choose the correct answers. (0.5 cada respuesta correcta)					PROMEDIO CUANTITATIVO	PROMEDIO CUANLITATIVO
		a	b	c	d	e	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e		
1																							
2																							
3																							
4																							
5																							

ANNEX 5. Validation of the evaluation instruments



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

POSGRADO

MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019

Avda. Los Chacupeña y Río CANAQUA, Ambato - Ecuador

FORMATO PARA LA VALIDACION DE CONTENIDO DEL INSTRUMENTO "PRE-TEST y POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: "Gamification elements and the reading comprehension"

AUTOR/A: Fanny Margarita Ramos Flores.

OBJECTIVE: Determine the influence of the implementation of gamification elements on the reading comprehension.

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

1D- DEFICIENTE

2R- REGULAR

3B- BUENO

4°- ÓPTIMO

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	4°	1D	2R	3B	4°	1D	2R	3B	4°	1D	2R	3B	4°
READING PART 1 Text matching Match the words to the definitions based on the reading. Write the appropriate number inside the parenthesis.				✓				✓				✓				✓
READING PART 2 Text with multiple choice Read the sentences. Highlight the best word to complete each gap				✓				✓				✓				✓
READING PART 3 Comprehension questions.				✓				✓				✓				✓



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

MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

Read the text and choose the option if the answer to the questions is TRUE, FALSE or DOESN'T MENTION.																				
READING PART 4 Messages with comprehension. For each paragraph given, choose the correct message.				✓				✓						✓						✓

Observaciones:

Realizado por:

Lic. Fanny Margarita Ramos Flores

CJ: 1804201018

Validado por:

Mgs. Lina Mariela Sánchez Sailema

CJ: 180333879-5.



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

POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
 Avda. Los Chacupeña y Río ~~Chacupeña~~, Ambato - Ecuador

FORMATO PARA LA VALIDACION DE CONTENIDO DEL INSTRUMENTO "PRE-TEST y POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: "Gamification elements and the reading comprehension"

AUTOR/A: Fanny Margarita Ramos Flores.

OBJECTIVE: Determine the influence of the implementation of gamification elements on the reading comprehension.

Señale mediante un ✓, según la validación para cada pregunta]

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4°- ÓPTIMO

PREGUNTAS \ PARAMETROS	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	4°	1D	2R	3B	4°	1D	2R	3B	4°	1D	2R	3B	4°
READING PART 1 Text matching Match the words to the definitions based on the reading. Write the appropriate number inside the parenthesis.				✓				✓				✓				✓
READING PART 2 Text with multiple choice Read the sentences. Highlight the best word to complete each gap				✓				✓				✓				✓
READING PART 3 Comprehension questions.				✓				✓				✓				✓




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

MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

Read the text and choose the option if the answer to the questions is TRUE, FALSE or DOESN'T MENTION.																				
READING PART 4 Messages with comprehension.																				
For each paragraph given, choose the correct message.				✓				✓												✓

Observaciones:



Realizado por:
Lic. Fanny Margarita Ramos Flores
 C.I: 1804201018



Validado por:
Dra. Mgs. Elsa Marjorie Chimbo Cáceres
 C.I: 180269645-8



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

MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chacupeña y Río ~~Chacupeña~~, Ambato - Ecuador

FORMATO PARA LA VALIDACION DE CONTENIDO DEL INSTRUMENTO "PRE-TEST y POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: "Gamification elements and the reading comprehension"

AUTOR/A: Fanny Margarita Ramos Flores.

OBJECTIVE: Determine the influence of the implementation of gamification elements on the reading comprehension.

Señale mediante un ✓, según la validación para cada pregunta]

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4°- ÓPTIMO

PREGUNTAS \ PARAMETROS	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	4°	1D	2R	3B	4°	1D	2R	3B	4°	1D	2R	3B	4°
READING PART 1 Text matching Match the words to the definitions based on the reading. Write the appropriate number inside the parenthesis.				✓				✓				✓				✓
READING PART 2 Text with multiple choice Read the sentences. Highlight the best word to complete each gap				✓				✓				✓				✓
READING PART 3 Comprehension questions.				✓				✓				✓				✓



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

MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

Read the text and choose the option if the answer to the questions is TRUE, FALSE or DOESN'T MENTION.																			
<p align="center">READING PART 4</p> <p align="center">Messages with comprehension.</p> <p>For each paragraph given, choose the correct message.</p>				✓				✓						✓					✓

Observaciones:

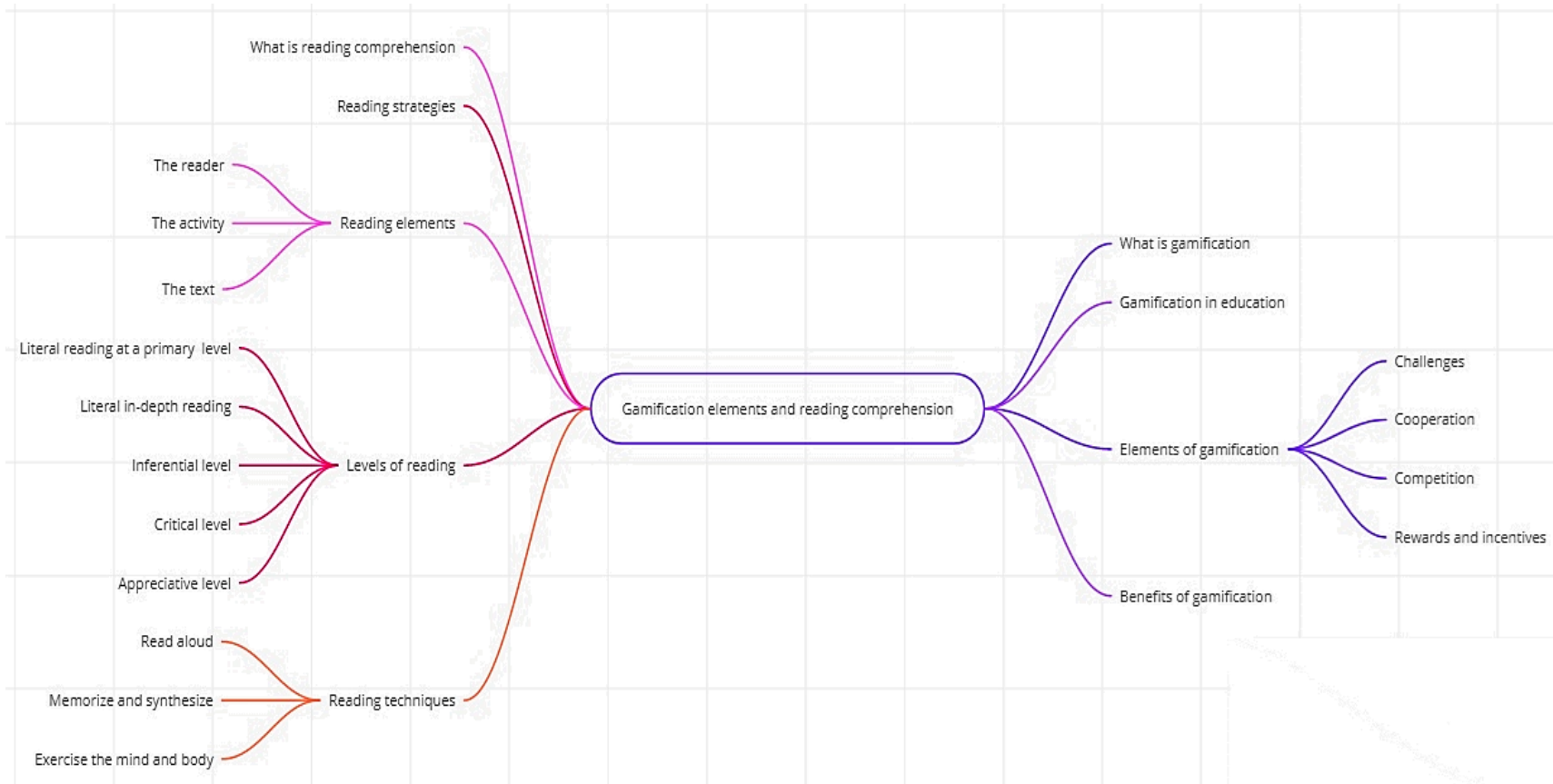


Realizado por:
Lic. Fanny Margarita Ramos Flores
CJ: 1804201018



Validado por:
Mgs. Lina Mariela Sánchez Sailema
CJ: 180333879-5.

ANNEX 6. Dependent and independent variable brainstorming



Elaborado por: Margarita Ramos

ANNEX 7. Lesson plans

Lesson plan without gamification week 1

UNIDAD EDUCATIVA "JUAN LEÓN MERA - LA SALLE"




La Utopía ¡Un sueño posible!



Documento: VIC-PMC-003 **Fecha:** 5/9/2019
Versión: 1 **Propietario:** Vicerrectorado
Elaborado por: Equipo Líder **Aprobado por:** Equipo Líder



DIDACTIC SEQUENCE PLANNING			
Name of the Institution	"Juan León Mera - La Salle" High School		
Teacher's Name:	Lcda. Margarita Ramos	Mail:	jlae.fanny.ramos@lasalleambato.edu.ec
Area:	Foreign Language	Subject:	English
Year / Grade:	First Year - BGU	Class:	A-C
Vital Situation:	Margarita Ramos, Foreign Language teacher needs to know if students identify the main ideas of the reading SO ESTRESSED to complete the comprehension exercises.	Methodology:	Teaching Sequence / Communicative Language Teaching
		Competence:	Valorative
Purpose:	Students will develop reading skills through comprehension of the causes of why students are SO ESTRESSED, their body changes and what to do in order to avoid and fight with stress.	Macro-operator:	Relive
		Specific Process (Operator):	Structure Match
		Thinking Level:	Notional
DIDACTIC SEQUENCE OF THE CLASS:			
BEGINNING	Motivation:	Initial Lasallian Phrase: Remember we are in the Holy Presence of God! Let's Worship Him! Cognitive Dissonance: Ask will check at the pictures presented and choose the 3 things that they are worried about the most. Remember the importance of purpose.	

	Framing:	Norandino District Video: Present the video on class norms. Class Guidelines: Keep microphones off and cameras on when participating. Show respect and pay attention constantly. Mending Actions: At the end of the class, the student should summarize part of the class to motivate constant attention. Extra work proposed by the teacher since it is a commitment of both the teacher and the students.			
DEVELOPMENT:	Enunciation	Students will read to the article and match the heading with each of the paragraphs. (Page 22 ex. 2) Students will read to the article and answer the comprehension questions. (Page 22 ex. 3)			
	Modeling:	Students will read and find the words that best match to the definitions. (Page 22 ex. 4) Students will discuss in pairs the questions. (Page 22 ex. 5)			
	Simulation:	Students will write another paragraph to give advice and prevent stress (page 22 ex. 6)			
	Exercise:	Students will read the box and write the verbs and adjectives for each noun in the box. (Page 22 ex. 7)			
	Demonstration:	Students will complete the sentences with the nouns from the box (page 22 ex. 8)			
CLOSURE:	Synthesis:	Conclude and summarize the main points covered during class time. Retake the purpose of the class with the students and verify if it was achieved Final Lasallian Phrase: Live Jesus in our hearts! Forever!			
	Homework:	THERE WON'T BE HOMEWORK THIS WEEK. Rehearsal from SPELLING for the contest that will take place at the end of the partial.			
OBSERVATIONS:					
Bibliographic Reference: Editorial Santillana, Richmond Publishing, S.A. de C.V. (2015), Achievers B1+.UNITED KINGDOM. (2018) Material: Student's Book and Workbook, Page 22 Platform: MICROSOFT TEAMS will be used to teach and to evaluate. The active participation of the students during the class will be considered, this means that if the student does not participate, they will be taken as absent. In case of any connectivity problem, the representative must inform the tutor in advance.					
DEVELOPED BY:		REVIEWED BY:		APPROVED BY:	
TEACHER:	Lcda. Margarita Ramos	NAME:	Lic. Ana Revelo (Lengua Extranjera)	NAME:	Dra. Linda Niveló
Signature:		Signature:		Signature:	
Date:	24/11/2021	Date:	24/11/2021	Date:	24/11/2021

(Lesson plan with gamification week 1)

UNIDAD EDUCATIVA "JUAN LEÓN MERA - LA SALLE"

La Utopía ¡Un sueño posible!

Documento: VIC-PMC-003 Fecha: 5/9/2019

Versión: 1 Propietario: Vicerrectorado

Elaborado por: Equipo Líder Aprobado por: Equipo Líder






DIDACTIC SEQUENCE PLANNING			
Name of the Institution	"Juan León Mera - La Salle" High School		
Teacher's Name:	Lcda. Margarita Ramos		jlac.fanny.ramos@lasalleambato.edu.ec
Area:	Foreign Language	Subject:	English
Year / Grade:	First Year - BGU	Class:	B-D
Vital Situation:	Margarita Ramos, Margarita Ramos Foreign Language teacher needs to know if students identify the main ideas of the reading SO ESTRESSED to complete the comprehension exercises.	Methodology:	Teaching Sequence / Communicative Language Teaching
		Competence:	Valorative
Purpose:	Students will develop reading skills through comprehension of the causes of why students are SO ESTRESSED, their body changes and what to do in order to avoid and fight with stress.	Macro-operator:	Relive
		Specific Process (Operator):	Structure Match
		Thinking Level:	Notional
DIDACTIC SEQUENCE OF THE CLASS:			

BEGINNING	Motivation:	Initial Lasallian Phrase: Remember we are in the Holy Presence of God! Let's Worship Him! Cognitive Dissonance: Ask will check at the pictures presented and choose the 3 things that they are worried about the most. Remember the importance of purpose.
	Framing:	Norandino District Video: Present the video on class norms. Class Guidelines: Keep microphones off and cameras on when participating. Show respect and pay attention constantly. Mending Actions: At the end of the class, the student should summarize part of the class to motivate constant attention. Extra work proposed by the teacher since it is a commitment of both, the teacher and the students.
DEVELOPMENT:	Enunciation	Students will read to the article and complete the competition activity, using the link sent to work in the application Educaplay then complete the activity from the book. (page 22 ex. 2) Students will read to the article and answer the comprehension questions. (page 22 ex. 3)
	Modeling:	Students will read and find the words that best match to the definitions completing the competition activity in the application Educaplay and once the answers are checked they will complete the book. (page 22 ex. 4) Students will discuss in pairs the questions. (page 22 ex. 5)
	Simulation:	Students will work in groups of 3 cooperating among all of them to write another paragraph in order to give advice and prevent stress. One member of each team will share their ideas. The best paragraph will win points for teamwork in Class Dojo (page 22 ex. 6)
	Exercise:	Students will read the box and write the verbs and adjectives for each noun in the box. The first 5 students that finish first will win points for On Task in Class Dojo (page 22 ex. 7)
	Demonstration:	Students will compete in the completion of sentences with the nouns from the box. The students who finish first will win one point in participating of Class Dojo (page 22 ex. 8)
CLOSURE:	Synthesis:	Conclude and summarize the main points covered during class time. Retake the purpose of the class with the students and verify if it was achieved Final Lasallian Phrase: Live Jesus in our hearts! Forever!
	Homework:	THERE WON'T BE HOMEWORK THIS WEEK. Reharsal from SPELLING for the contest that will take place at the end of the partial.
OBSERVATIONS:		

Bibliographic Reference: Editorial Santillana, Richmond Publishing, S.A. de C.V. (2015), Achievers B1+.UNITED KINGDOM. (2018)
 Material: Student's Book and Workbook, Page 22
 Platform: MICROSOFT TEAMS will be used to teach and to evaluate.
 The active participation of the students during the class will be taken into account, this means that if the student does not participate, they will be taken as absent.
 In case of any connectivity problem, the representative must inform the tutor in advance.
 Activities from the past week will be reconsider this week again due to the application of activities from students of Universidad Técnica.
 This week there will be a space for rehearsal for the spelling bee contest.

Students will be graded based on the rewards received through the using of CLASS DOJO PROGRAM

DEVELOPED BY:		REVIEWED BY:		APPROVED BY:	
TEACHER:	Lcda. Margarita Ramos	NAME:	Lic. Ana Revelo (Lengua Extranjera)	NAME:	Dra. Linda Niveló
Signature:		Signature:		Signature:	
Date:	24/11/2021	Date:	24/11/2021	Date:	24/11/2021

(Lesson plan without gamification week 2)

UNIDAD EDUCATIVA "JUAN LEÓN MERA - LA SALLE"

La Utopía ¡Un sueño posible!



Documento: VIC-PMC-003 **Fecha:** 5/9/2019
Versión: 1 **Propietario:** Vicerrectorado
Elaborado por: Equipo Líder **Aprobado por:** Equipo Líder






DIDACTIC SEQUENCE PLANNING			
Name of the Institution	"Juan León Mera - La Salle" High School		
Teacher's Name:	Lcda. Margarita Ramos	Mail:	ijae.fanny.ramos@lasalleambato.edu.ec
Area:	Foreign Language	Subject:	English
Year / Grade:	First Year - BGU	Class:	A-C
Vital Situation:	Margarita Ramos, Margarita Ramos Foreign Language teacher needs to know if students identify the main ideas of the reading PROBLEMS SOLVED, DON'T GET STRESSED to complete the comprehension exercises.	Methodology:	Teaching Sequence / Communicative Language Teaching
		Competence:	Valorative
Purpose:	Students will develop reading skills through comprehension of the main ideas of PROBLEMS SOLVED, DON'T GET STRESSED, and how to use the tips given to build it into their daily lives.	Macro-operator:	Relive
		Specific Process (Operator):	Structure Match
		Thinking Level:	Notional
DIDACTIC SEQUENCE OF THE CLASS:			
BEGINNING	Motivation:	Initial Lasallian Phrase: Remember we are in the Holy Presence of God! Let's Worship Him! Cognitive Dissonance: Ask will check at the pictures presented and choose the 3 things that they are worried about the most. Remember the importance of purpose.	

	Framing:	<p>Norandino District Video: Present the video on class norms.</p> <p>Class Guidelines: Keep microphones off and cameras on when participating. Show respect and pay attention constantly.</p> <p>Mending Actions: At the end of the class, the student should summarize part of the class to motivate constant attention. Extra work proposed by the teacher since it is a commitment of both the teacher and the students.</p>
DEVELOPMENT:	Enunciation	<p>Students will read the article and choose from the options the idea that summarizes the reading. (Page 22 ex. 1)</p> <p>Students will read to the article and list three benefits of laughter mentioned. (Page 22 ex. 2)</p>
	Modeling:	<p>Students will read the text and complete the gaps. (Page 22 ex. 3)</p> <p>Students will choose one phrase from the options to complete the ideas. (Page 22 ex. 4)</p>
	Simulation:	Students will read the text and answer to the questions. (Page 22 ex. 5)
	Exercise:	<p>Students will write the noun formed from each verb and adjective. (Page 22 ex. 6)</p> <p>Students will complete the questions with the correct form of the nouns from the list. (Page 22 ex. 7)</p>
	Demonstration:	Students will complete the sentences with multi-part verbs from the previous exercise (page 22 ex. 8)
CLOSURE:	Synthesis:	<p>Conclude and summarize the main points covered during class time.</p> <p>Retake the purpose of the class with the students and verify if it was achieved</p> <p>Final Lasallian Phrase: Live Jesus in our hearts! Forever!</p>
	Homework:	Students will complete the activities send to the platform related to the reading discussed during the week. Rehearsal from SPELLING for the contest that will take place at the end of the partial.

OBSERVATIONS:

Bibliographic Reference: Editorial Santillana, Richmond Publishing, S.A. de C.V. (2015), Achievers B1+.UNITED KINGDOM. (2018)
 Material: Student's Book and Workbook, Page 22
 Platform: MICROSOFT TEAMS will be used to teach and to evaluate.
 The active participation of the students during the class will be considered, this means that if the student does not participate, they will be taken as absent.
 In case of any connectivity problem, the representative must inform the tutor in advance

DEVELOPED BY:		REVIEWED BY:		APPROVED BY:	
TEACHER:	Lcda. Margarita Ramos	NAME:	Lic. Ana Revelo (Lengua Extranjera)	NAME:	Dra. Linda Niveló
Signature:		Signature:		Signature:	
Date:	01/12/2021	Date:	01/12/2021	Date:	01/12/2021

(Lesson plan with gamification week 2)

UNIDAD EDUCATIVA "JUAN LEÓN MERA - LA SALLE"

La Utopía ¡Un sueño posible!

Documento: VIC-PMC-003 **Fecha:** 5/9/2019




Versión: 1 **Propietario:** Vicerrectorado

Elaborado por: Equipo Líder **Aprobado por:** Equipo Líder



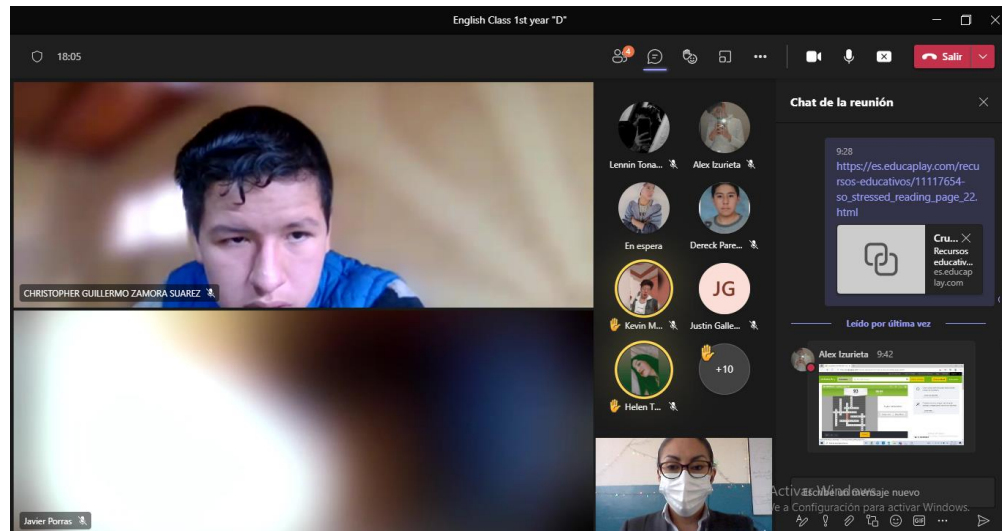
DIDACTIC SEQUENCE PLANNING			
Name of the Institution	"Juan León Mera - La Salle" High School		
Teacher's Name:	Lcda. Margarita Ramos		jlae.fanny.ramos@lasalleambato.edu.ec
Area:	Foreign Language	Subject:	English
Year / Grade:	First Year - BGU	Class:	B-D
Vital Situation:	Margarita Ramos, Foreign Language teacher needs to know if students identify the main ideas of the reading PROBLEMS SOLVED, DON'T GET STRESSED to complete the comprehension exercises.	Methodology:	Teaching Sequence / Communicative Language Teaching
		Competence:	Valorative
Purpose:	Students will develop reading skills through comprehension of the main ideas of PROBLEMS SOLVED, DON'T GET STRESSED, and how to use the tips given to build it into their daily lives.	Macro-operator:	Relive
		Specific Process (Operator):	Structure Match
		Thinking Level:	Notional

DIDACTIC SEQUENCE OF THE CLASS:		
BEGINNING	Motivation:	<p>Initial Lasallian Phrase: Remember we are in the Holy Presence of God! Let's Worship Him!</p> <p>Cognitive Dissonance: Ask students to think about the things that make them laugh and share them with the class. Remember the importance of purpose.</p>
	Framing:	<p>Norandino District Video: Present the video on class norms.</p> <p>Class Guidelines: Keep microphones off and cameras on when participating. Show respect and pay attention constantly.</p> <p>Mending Actions: At the end of the class, the student should summarize part of the class to motivate constant attention. Extra work proposed by the teacher since it is a commitment of both the teacher and the students.</p>
DEVELOPMENT:	Enunciation	<p>Students will read the article and choose from the options the idea that summarizes the reading. (Page 22 ex. 1)</p> <p>Students will read to the article and work in pairs cooperating to list three benefits of laughter mentioned. Students who present the benefits in front of the class will receive a reward for working hard and for participating in Class Dojo (page 22 ex. 2)</p>
	Modeling:	<p>Students will read the text in pairs and complete the gaps using the options in the application from Wordwall. (Page 22 ex. 3)</p> <p>Students will choose one phrase from the options to complete the ideas. (Page 22 ex. 4)</p>
	Simulation:	<p>Students will compete by reading the text and answer to the questions deciding whether they are true or false with the application of Kahoot. The first 5 places to win will receive extra credit working hard in Class Dojo. (Page 22 ex. 5)</p>
	Exercise:	<p>Students will compete to identify the noun formed from each verb and adjective playing the game in Kahoot. The first 5 places will receive extra bonus for participation in Class Dojo (Page 22 ex. 6)</p> <p>Students will complete the questions with the correct form of the nouns from the list. (Page 22 ex. 7)</p>
	Demonstration:	<p>Students will work in pairs cooperating to complete the sentences with multi-part verbs from the previous exercise using the application of Wordwall. (Page 22 ex. 8)</p>
CLOSURE:	Synthesis:	<p>Conclude and summarize the main points covered during class time. Retake the purpose of the class with the students and verify if it was achieved</p> <p>Final Lasallian Phrase: Live Jesus in our hearts! Forever!</p>

	Homework:	Students will complete the activities send to the platform related to the reading discussed during the week. Rehearsal from SPELLING for the contest that will take place at the end of the partial.			
OBSERVATIONS:					
Bibliographic Reference: Editorial Santillana, Richmond Publishing, S.A. de C.V. (2015), Achievers B1+.UNITED KINGDOM. (2018)					
Material: Student's Book and Workbook, Page 22					
Platform: MICROSOFT TEAMS will be used to teach and to evaluate.					
The active participation of the students during the class will be considered, this means that if the student does not participate, they will be taken as absent.					
In case of any connectivity problem, the representative must inform the tutor in advance.					
DEVELOPED BY:		REVIEWED BY:		APPROVED BY:	
TEACHER:	Lcda. Margarita Ramos	NAME:	Lic. Ana Revelo (Lengua Extranjera)	NAME:	Dra. Linda Niveló
Signature:		Signature:		Signature:	
Date:	01/12/2021	Date:	01/12/2021	Date:	01/12/2021

ANNEX 8. Photographic evidence

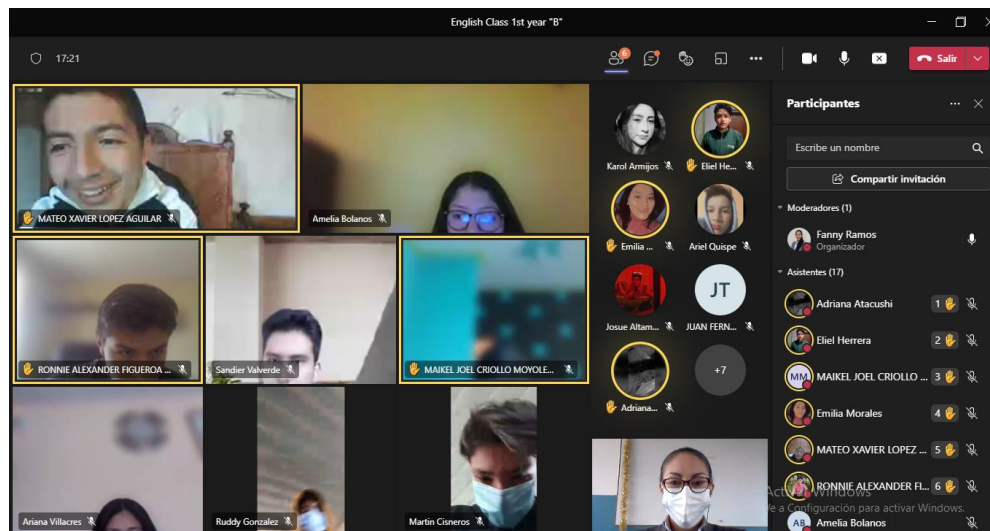
Figure 1: Application 1st year students room "D"



Fuente: Investigador

Elaborado por: Investigador

Figure 2: Application 1st year students room "B"



Fuente: Investigador

Elaborado por: Investigador

Figure 3: Application test students 1st BGU



Fuente: Investigador

Elaborado por: Investigador

Figure 4: Application test students 1st BGU



Fuente: Investigador

Elaborado por: Investigador

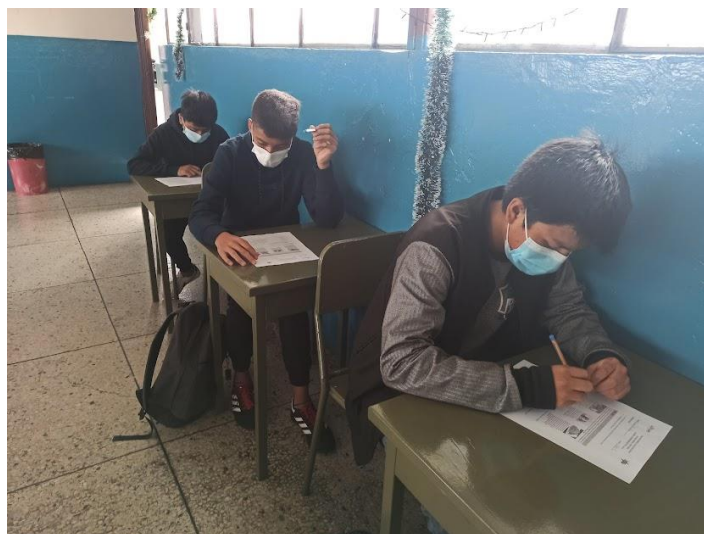
Figure 5: Application test students 1st GBU



Fuente: Investigador

Elaborado por: Investigador

Figure 6: Application test students 1st BGU



Fuente: Investigador

Elaborado por: Investigador

Figure 7: Application test students 1st BGU



Fuente: Investigador

Elaborado por: Investigador

Figure 8: Application test students 1st BGU



Fuente: Investigador

Elaborado por: Investigador

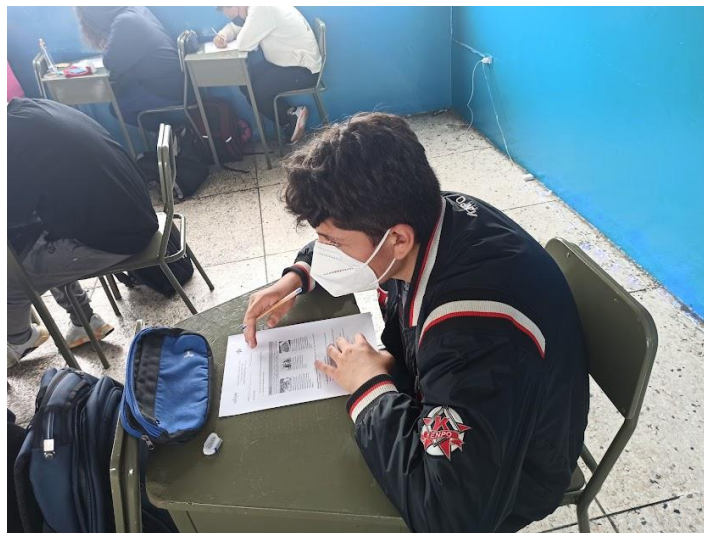
Figure 9: Application test students 1st BGU



Fuente: Investigador

Elaborado por: Investigador

Figure 10: Application test students 1st BGU



Fuente: Investigador

Elaborado por: Investigador