



Universidad
Nacional
de Loja

Universidad Nacional de Loja

Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Gamification and English reading comprehension skills among seventh-grade students at a public institution in Loja city during the 2022-2023 school year

Gamificación y habilidades de la comprensión lectora entre estudiantes de séptimo grado de la institución pública en la ciudad de Loja durante el año lectivo 2022-2023

**Trabajo de Integración Curricular
previo a la obtención del título de
Licenciado en Pedagogía del Idioma
Inglés**

AUTORA:

Johanna Elizabeth Fernández Chamba

DIRECTOR:

Mg. Sc Hover Ismael Conza Armijos

Loja - Ecuador

2023

Certification

Loja 22 de marzo del 2023

Mg. Hover Ismael Conza Armijos

DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

CERTIFICO:

Que he revisado y orientado todo proceso de elaboración del Trabajo de Integración Curricular denominado: **Gamification and English reading comprehension skills among seventh-grade students at a public institution in Loja city during the 2022-2023 school year**, previo a la obtención del título de **Licenciada en Pedagogía del Idioma Inglés**, de autoría de la estudiante **Johanna Elizabeth Fernández Chamba**, con **cédula de identidad Nro. 1150764890**, una vez que el trabajo cumple con todos los requisitos exigidos por la Universidad Nacional de Loja, para el efecto, autorizo la presentación del mismo para su respectiva sustentación y defensa.



Mg. Hover Ismael Conza Armijos

DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

Autoría

Yo, **Johanna Elizabeth Fernández Chamba** declaro ser autora del presente Trabajo de Integración Curricular y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos y acciones legales, por el contenido del mismo. Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación del trabajo de Titulación en el Repositorio Digital Institucional-Biblioteca Virtual.

Firma: 

Cedula de identidad: 1150764890

Fecha: 13 de abril de 2023

Correo electrónico: johanna.fernandez@unl.edu.ec / johannafernandez958@gmail.com

Teléfono: 0994861198

Carta de autorización por parte de la autora, para la consulta de producción parcial o total, y/o publicación electrónica de texto completo, del Trabajo de Integración Curricular

Yo, **Johanna Elizabeth Fernández Chamba** declaro ser autora del Trabajo de Integración Curricular denominado: **Gamification and English reading comprehension skills among seventh-grade students at a public institution in Loja city during the 2022-2023 school year**, como requisito para optar por el título de **Licenciada en Pedagogía del Idioma Inglés**, autorizo al sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos muestre la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el Repositorio Institucional, en las redes de información del país y del exterior con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia del Trabajo de Integración Curricular que realice un tercero.

Para constancia de esta autorización, es dado en la ciudad de Loja, a los trece días del mes de abril del dos mil veintitrés.

Firma:



Autor: Johanna Elizabeth Fernández Chamba

Cédula: 1150764890

Dirección: Catamayo- Loja

Correo electrónico: Johanna.fernandez@unl.edu.ec

Teléfono: 0994861198

DATOS COMPLEMENTARIOS:

Director del trabajo de integración curricular: Mg. Hover Ismael Conza Armijos

Dedication

I dedicate this academic effort to the most important person in my world. To my mother, Ms. Luz Chamba for her patience, love, and unconditional support during this process of obtaining one of my most desired desires.

To my sister Mayuri Nole who brings to my life a significant value of inspiration to give the best of me every day.

As a fundamental pillar to my family who have taken care of me during all this time and who with their advice accompanied me in all my dreams.

Finally, to my little Nela who is my drive and emotional support in this long walk of life and encourages me to be a better person every day.

Johanna Elizabeth Fernández Chamba

Acknowledgements

To God who is my guide, support, and strength in times of difficulty and blesses me every day. Likewise, my eternal gratitude to the Universidad Nacional de Loja, particularly to the professors of the Pedagogia de los Idiomas Nacionales y Extranjeros career for their support during the career. Furthermore, a special feeling of gratitude to Dr. Mg. Sc. Carmen Ojeda and Mg. Hover Conza who expertly guided me through this process and without their help and patience this research work would not have been possible.

To all my friends, colleagues, and those who directly or indirectly have been able to support and encourage me in this new achievement in my life.

Thank You!

Johanna Elizabeth Fernández Chamba

Index of Contents

Cover Page.....	i
Certification	ii
Autoría.....	iii
Carta de autorización.....	iv
Dedication	v
Acknowledgements.....	vi
Index of Contents	vii
Index of Tables:	ix
Index of Annexes:.....	ix
1. Title.....	1
2. Resumen.....	2
2.1 Abstract	3
3. Introduction.....	4
4. Theoretical Framework.....	6
4.1 Gamification	6
4.1.1 What is Gamification?	6
4.1.2 Elements of gamified system	7
4.1.3 Gamification in Education	7
4.1.4 Importance of gamification.....	8
4.1.5 Gamification in EFL learning	9
4.1.6 Benefits of using gamification in EFL learning.....	9
4.1.7 Gamified strategies to teach reading.....	11
4.2 Reading.....	12
4.2.1 What is reading?	12
4.2.2 Purpose of reading	12
4.2.3 Importance of reading	12
4.2.4 Kinds of reading.....	13
4.2.5 Reading Comprehension.....	14

4.2.6 Levels of comprehension	14
4.2.7 Stages of teaching reading comprehension.....	15
4.2.8 Strategies for reading comprehension.....	16
4.2.9 Assessing reading	17
4.3 State of the Art.....	18
5. Methodology	22
5.1 Settings and Participants.....	22
5.2 Procedure	22
5.2.1 Research Method	22
5.2.2 Research design	23
5.2.3 Data collection sources y techniques	25
5.3 Data Analysis.....	26
6. Results	27
6.1 Pre and Post-test	27
6.3 Questionnaire results	30
7. Discussion.....	43
8. Conclusions	45
9. Recommendations	46
10. Bibliography	47
11. Annexes	52

Index of Tables:

Table 1 Pre-test results	27
Table 2 Post-test results	28
Table 3 Comparison of the pre and post-test means.....	38
Table 4 Benefits of gamification	30
Table 5 Gamified strategies	32
Table 6 Reading activities	32

Index of Annexes:

Annex 1 Pre/Post-test.....	52
Annex 2 Questionnaire	55
Annex 3 Field notes	57
Annex 4 Grading Scale	58
Annex 5 Informed Consent.....	59
Annex 6 Lesson Plans.....	60

1. Title

Gamificación y habilidades de la comprensión lectora en inglés en estudiantes de séptimo grado de una institución pública en la ciudad de Loja durante el año lectivo 2022-2023

2. Resumen

Este trabajo de investigación tuvo como objetivo mejorar las habilidades de comprensión lectora mediante el uso de la gamificación en estudiantes de séptimo grado de una institución pública de la ciudad de Loja, durante el año lectivo 2022-2023. Este estudio utilizó un método mixto basado en la investigación acción práctica para recolectar datos cuantitativos y cualitativos. Además, se aplicaron instrumentos como pre y post-test al inicio y al final de la intervención para medir el logro de los estudiantes en las habilidades de comprensión lectora. Por otra parte, un cuestionario y notas de campo sirvieron para identificar los beneficios de la gamificación. Éstos se interpretaron empleando estadísticas descriptivas y se analizaron con el análisis temático. Los resultados indicaron que hubo una diferencia estadísticamente significativa en los de las pruebas. Esto significa que los alumnos mejoraron sus habilidades de comprensión lectora en aspectos como la predicción, el vocabulario, la comprensión, el escaneo y la lectura por encima. Por otra parte, los resultados demostraron que la aplicación de elementos gamificados en el aula ofrecía algunos beneficios a los alumnos. Por ejemplo, la motivación, la participación, la retención de contenidos y un entorno de aprendizaje positivo ayudaron a implicar a los estudiantes en el proceso de enseñanza-aprendizaje. Esto se corroboró con las notas de campo del investigador. En consecuencia, el investigador concluye que la gamificación fue una metodología significativa que tiene un impacto positivo para mejorar las habilidades de lectura de los estudiantes.

Palabras Claves Elementos gamificados ,Enseñanza de inglés, habilidades de Inglés, Metodologías innovadoras

2.1 Abstract

This research work aimed to improve reading comprehension skills by using gamification among seventh-grade students at a public institution in Loja city, during the 2022-2023 school year. This study used a mixed method based on practical action research to collect quantitative and qualitative data. Additionally, instruments such as pre and post-test were applied at the beginning and at the end of the intervention to measure students' achievement of reading comprehension skills. Moreover, a questionnaire and field notes were useful to identify the benefits of gamification. These were interpreted employing descriptive statistics and analyzed with thematic analysis. The results indicated that there was a statistically significant difference in the pre and post-test averages. It means that the students improve their reading comprehension skills in aspects of predicting, vocabulary, comprehension, scanning, and skimming. On the other hand, the findings demonstrated that the application of gamified elements in the classroom offered some benefits to students. For instance, motivation, participation, content retention, and positive learning environment were helpful to engage students in the teaching-learning process. It was corroborated with the researcher's field notes. Consequently, the researcher concluded that gamification was a meaningful methodology that has a positive impact to improve the students' reading skills.

***Key words:** Gamified elements, Teaching English, English skills, Innovative methodologies*

3. Introduction

Reading skill is important in English language learning since this receptive skill allows learners to absorb information, analyze, and evaluate the meaning of the words that make up the text. It is supported by Oroz (2019) who claims that reading is an important language skill when students attempt to learn a second language. Additionally, reading is necessary for students to obtain information or new knowledge from written materials (Lindao, 2022). For that reason, according to the Ministry of Education, seventh-grade students should reach the A2.2 of English language proficiency adopted from the Common European Framework of References for Language in which learners in the Middle of Basic are able to predict, hypothesize and classify information in age-appropriate texts, with some guidance from the teacher (Ministerio de Educación, 2016).

However, the researcher witnessed during her practicum that students do not reach this level, because they find the activity of reading difficult and complex. Moreover, studies associated with reading comprehension show some issues that affect many students regarding reading. Students are not able to understand or recognize what they read causing them to feel a sense of failure, frustration, and stress. Thus, it eventually makes them distant and apathetic about reading caused by former unsuccessful reading experiences. (Mayans Roselló, 2020; Sari, 2017).

This research proposed the gamification strategy by providing activities based on game elements that motivate them and increase their interest in reading, breaking the idea that reading is boring and complex. For this reason, the researcher established the following general problem. How does gamification improve the English reading comprehension skills among seventh-grade students at the public institution in Loja city? To facilitate this research three sub-problems were established, which are the following: What are the benefits of gamification on the improvement of English reading comprehension skills? What gamified strategies are helpful to improve English reading comprehension skills? What is the effectiveness of gamification on the English reading comprehension skills?

Previous studies have demonstrated that gamification was effective in the learning environment since it successfully influenced and allowed students to improve their reading skills (Nitiasih and Budiarta, 2020; Huertas 2021). Furthermore, Fahad Alzuhair and Mohammed (2022); Ratnasari et., al (2019) claimed that the use of gamified platforms or applications had a positive effect in the students since it motivated them to participate while

they had fun. In addition, Ali and Abdallah (2020); Ramos (2021) recommended for further research to investigate the effect of using gamification on other age groups. For that reason, the researcher carried out this study among seventh-grade students.

This study contributed to the use of gamification methodology which helped to improve students' reading comprehension skills. In addition, this research provided to the English teachers who are interested in innovative methodologies that help increase the students' reading skills. Because of this, the researcher implemented gamification to motivate and engage students to participate actively in their English learning process.

Furthermore, this methodology was employed for 40 hours through the lesson plans with activities that helped to increase the student's reading skills. For the development of activities reading aspects such as predicting, vocabulary, comprehension, scanning, and skimming were taken into account. Moreover, this research was carried out with 20 seventh-grade students at a public institution in Loja city during the 2022-2023 school year. Nonetheless, there were some limitations during the intervention as the lack of technological devices such as cellphones, computers, and internet connection.

For the aforementioned , a general objective was established to guide this research work, it was to improve reading comprehension skills by using gamification among seventh-grade students at a public institution in Loja city, and the specific objectives were to determine the effectiveness of gamification to improve English reading comprehension skills, to apply gamified strategies to improve English reading comprehension skills, and to identify the benefits of gamification that help to improve English reading comprehension skills

4. Theoretical Framework

This chapter shows the theoretical framework, where the literature review about gamification and reading comprehension is presented as well as to present the previous studies related to the topic under study.

4.1 Gamification

4.1.1 What is Gamification?

Etymologically, gamification is formed by the word game and the suffix -fication, which derives from the Latin verb *facere* ‘make, produce.’ Accordingly, gamification is the adjustment of something, in this case, teaching, into a logic of play (Buck, 2017).

According to Kapp (2012), gamification methodology uses gamified-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, awaken interest and participation, and solve problems. Similarly, Deterding et al., (2011) say that gamification uses game design elements in other contexts. In other words, any assignment, activity, or theoretical background can be gamified. Consequently, the main goal focuses on gaining the participation of a person, which most of the time is called or mentioned as a “user”, and motivates him/her by incorporating game elements and techniques, like leaderboards and immediate feedback (Figuerola, 2015).

To understand this term is necessary to comprehend the four parts of the definition which are games, elements, design and non-, game contexts.

These components are explained by (Sailer, et al., 2013):

- **Game:** The word game can be understood to imply the following situational components: a goal, which has to be achieved; limiting rules which determine how to range the goal; a feedback system that provides information about progress towards the goal; and the fact that participation is voluntary.
- **Elements:** The term element helps to determine the definition of gamification from serious games, which describe full-fledged games for non-entertainment purposes.
- **Design:** The term design refers to the use of game design instead of game-based technologies or practices of the wider game ecology.

- **Non-game contexts:** The area of application of gamification is very broad. To take account of that and to prevent limiting the definition to certain contexts, the area of application is just described by the term non-game-contexts.

4.1.2 Elements of gamified system

During the process of gamification is important to take into account some important game elements. They can be:

4.1.2.1 Points. They are an essential key for all gamified systems. Their main function is help to record every move that players make and attract them with this gamified system (Zichermann & Cunningham, 2011). Moreover, teachers can assign points when students complete quizzes, participate in class, solve exercises and puzzles or listen to lectures, etc. Likewise, giving points to students can help engage them in class and increase participation levels.

4.1.2.2 Levels. In the games, levels show the progress of the players. It can serve as a marker for players to know their stand in the game over time. (Zichermann & Cunningham, 2011). Additionally, according to Wood & Reiners (2015) levels allows players with new challenges as they progress since it challenges them to do better the next time.

4.1.2.3 Badges. It is a perceptible representation of achievements, which can be collected through the students' participation in classrooms (Sailer et al., 2013). So, badges are a gift or awards that the teacher can give to the students when they accomplish a goal.

4.1.2.4 Leaderboards. Gamification usually involves adding a global leaderboard that shows players' scores or badges get on specific missions that are displayed for all players to see. (Hanus & Fox, 2014). Thereby, leaderboards make comparisons while students progress with their learning. Consequently, it shows us the classification of the players according to their points.

4.1.3 Gamification in Education

According to Redjeki & Muhajir (2021), gamification is a positive strategy in the learning context with interactive activities that can be used to improve English. Moreover, it helps students to be active participants in their learning process because it engages them in learning the content in a more fun way.

Additionally, gamification is a method that aims to educate individuals in a fun way, to utilize their ideas while having fun and providing problem-solving skills. Besides, this effective method can be used in education to make de individuals learn by using game elements (Mert & Samur, 2018). In fact, the use of this strategy in the teaching-learning process brings a positive learning environment.

As claimed by, Tan (2018) gamification is an innovative strategy where games are applied in an educational environment as a method to enhance teaching- learning process. Therefore, the purpose of gamification is to learn a language interactively, taking into account the learners´ needs.

Similary, Lindao (2022) claims that gamification provides a favorable learning environment. Because it engages students to measure their knowledge and create new expectations to enhance their performance while they get rewards for the effort. For that reason, rewarding this effort while playing the game is of great benefit to both students and teachers to improve the learning and teaching of English.

Finally, Mert & Samur (2018) agree that gamification in education successfully and interactively integrates course content to increase students´ motivation, performance, and attitudes toward the course.

4.1.4 Importance of gamification

The objective of integrating Gamification into education is to unchain a more attractive and effective learning experience for the student. Following this aspect, the L2 learner feels attracted to having this experience. Consequently, the students learn in a better and more fun way.

According to Brull & Finlayson (2016), applying gamification in education is important because it supplies students with the ability to learn on their own time and at their own pace. Also, gamification supposes that the learner will be extremely motivated to learn when provided with the flexibility and convenience to do so at his or her own pace.

In addition, the implementation of games in the education industry leads to more meaningful learning since gamification has a direct impact by engaging students to be active participants in the teaching-learning process. (Pathak & Aggarwal, 2021). Therefore, gamification is also interactive, engaging, and provides an environment of experimentation where students can feel free while they learn.

4.1.5 Gamification in EFL learning

Using gamification in second language learning is useful. The main objective of this strategy is to give students learning experiences excitingly and effectively. Moreover, the use of gamification strategies in EFL classrooms has made it easier for students to assimilate knowledge in a more fun and positive way. Therefore, when students play games they improve active participation in class as well as improve language learning, regardless of the age of the students (Lan et al., 2018).

According to Redjeki & Muhajir (2021) gamification is a strategy used in learning with games and activities to enhance the English language since it reflects an innovative and captivating learning methodology. It helps students to be active participants in their learning process because it engages them in learning the content in a more fun way.

Furthermore, as reported by, Esquivel (2019) applying gamification within the learning classroom has a positive impact on the students and their perception of the class because it engages them in the mechanics of conceiving that learning EFL is like playing. Moreover, as learners' participation and motivation increase significantly, they became more aware of their learning process by asking often how to get their points and badges and go on to the next level. For that, gamification helps to create a positive learning environment where students can develop their English skills through dynamic classes.

Besides, Díaz & Zajia (2020) agrees with the use of interactive games is an entertaining and dynamic way to allow students to improve their motivation and learning of English as a Foreign language.

Based on the above, this project concludes that the use of gamification as a strategy in EFL learning power the acquisition of this language because it captures the students' interest and encourages and engages them to be protagonists in the learning process to get successful outcomes.

4.1.6 Benefits of using gamification in EFL learning

The introduction of gamification into EFL classrooms has been found to make the teaching-learning process easier (Tan, 2018). Thereby, incorporating elements of a gamified system into learning seems to have some benefits:

4.1.6.1 Higher levels of engagement. One of the big benefits of gamification gives to students is its ability to engage them more effectively in the lessons. Gamified lessons

encourage the students' engagement because it creates challenges and recognizes them with badges for their achievements as they master the learning materials. Gamification also helps students engage with their course materials and guide them in a better learning experience (Ryan, 2022).

4.1.6.2 Improved retention. Gamification is an effective strategy that helps and stimulates students better retain what they learn and then put this knowledge into practice (Ryan, 2022). Furthermore, it is effective because motivates students to develop a greater commitment to their learning, ensuring that students remember well what they learned after the end of their courses.

4.1.6.3 Motivation. According to Barghani (2020) gamification not only engages the students to learn. It also awakens students' motivation to excel. In addition, the characteristic of using game elements is what captivates students to immerse themselves in the development of their knowledge. Students are stimulated by getting points, badges, or awards, they become driven and motivated to complete the task at hand. Thereby, courses that integrate gamification are more engaging for learners and help them with motivation, problem-solving productivity, and task engagement in a variety of non-game contexts, including learning.

4.1.6.4 Provides instant feedback and reinforcement. As the students learn and play on platforms like Kahoot or Quizizz they receive feedback about their answers instantly. It allows incorrect answers to be corrected and students to be able to identify where they failed, while right answers are rewarded with positive reinforcement. As a result, with gamification learners can know immediately how well they are doing and how they can improve. (Ryan, 2022)

4.1.6.5 Students' interest. Classrooms with gamification capture students' interest and stimulate their curiosity to learn. Additionally, gamification can be innovative and attractive to improve the teaching-learning process and obtain good behaviors such as body language, participation, confidence, and enthusiasm. Consequently, gamification allows learners to develop an interest in their learning process. (Chans & Portuquez, 2021).

4.1.6.6 Increase participation. The elements of gamification promote students' interaction and participation as they are involved in a social game. This interaction helps students to respond to the learning in a natural way with feelings such as happiness, empathy, and fun (Gil, 2022) In addition, it helps students to create social skills for group decision-making, assuming roles, arguing, respecting other ideas, and valuing the abilities of others that are different from their own. Thereby, this positive learning environment influences the

participation of students to develop interactive activities that can help them improve academic performance.

4.1.7 Gamified strategies to teach reading

The following applications have been shown to be effective at improving English reading skills. Therefore, they serve the objectives of the research proposal.

ClassDojo. ClassDojo is a digital platform that allows teachers to register the day-to-day in class, where they can assign tasks, provide activities for the students, and share lessons. Moreover, with this tool students can get points based on their participation. In addition, it motivates learners to work hard, be kind to all, and help others by bringing avatars, leaderboards and points. Consequently, the teacher can add or subtract points depending on the students' performing proper behaviors or their development in the activities or tasks (Prathyusha, 2020).

Nearpod. It is an interactive learning tool that combines slides with multimedia learning and digital assessments for use in class and beyond. Moreover, this is an easy platform where the teacher can add questions to the presentation. Thereby, it allows for a fun yet an interactive way to follow along in the class and engage the students' interest (Edwards, 2023).

Quizizz. Quizizz is a digital tool that permits teachers to assess their students while they have fun. With this website, teachers can create their lessons and quizizz with a set type of questions (open question, fill in the blank, multiple choice etc. As well, the students can play in real-time which helps teachers to increase student learning interest and also improve learning outcomes. In addition, the response obtained in using quizizz as a learning media for reading comprehension is very good and students feel the ease of learning, especially in understanding a text (Pahamzah et.al, 2020).

Wordwall. This platform allows teachers to create interactive games, activities and using a variety of free templates. With this tool, teachers can assess students' learning while they have fun and get feedback about their performance (T'helah, 2021).

Kahoot. Kahoot! is a web tool to check the students' understanding while the learners play in real-time. In addition, this platform contains basic game elements, namely, points, a leaderboard, immediate feedback, and badges (Bury, 2017). Furthermore, Korkmaz, (2021) agrees with the statement that Kahoot can be an innovative way to motivate EFL students to improve their ability to comprehend various reading materials.

British Council. British Council is an amazing website that allows teachers and learners to learn in a fun way. This tool can be applied as a gamification strategy because offers teachers a wide variety of games, stories, songs, activities, and practice questions that help learners to practice their English Language skills (reading, writing, listening, and speaking). The British Council website has many advantages for supporting and learning the English language effectively and having fun (Putri & Francy, 2022).

4.2 Reading

4.2.1 What is reading?

Reading is an important receptive skill that students need to master to improve their English language domain. It is a process by which a person receives information from a written text. This is supported by Resia (2021) that says that reading is a skill that allows students to get meaning from printed pages such as books, magazines, newspapers, and novels.

According to Lindao (2022) reading is a way to obtain information, ideas from written material through an interaction between the reader with the writer's writing. So, this skill helps learners to obtain new knowledge while they read books, articles, blogs, news, stories, etc. Likewise, Mufariza (2019) defines "reading as a cognitive process that implies decoding symbols to arrive at meaning" (p1). Moreover, reading is a language skill that is very important for EFL learners to understand the language successfully. For that, reading, as an aspect of the four language skills, plays an important role in education. Skilled reading helps students better understand all of the material taught.

4.2.2 Purpose of reading

People read for many purposes. They read to learn new information, search for important or simple information about something, for pleasure or enjoyment, reading to comment on texts, and to read for general comprehension.

The purpose of reading is to gather information and knowledge from the text and for entertainment. Read not only for information but also for meaning and pleasure. This is beneficial for teaching reading. (Resia, 2021, p. 17).

4.2.3 Importance of reading

According to Toker & Aminou (2019) reading:

- Empowers people with the necessary skills to carry out tasks of any kind.

- Emancipates citizens from the chains of illiteracy.
- Empower individuals to achieve their ambitions that improve a person's own life and development.

Rintaningrum (2019) explains that the ability to read is very important for:

- Finding a job
- Increasing the repertoire of knowledge
- Opening new information, the ability to explain new information to other people
- Improve concentration
- Entertainment

4.2.4 Kinds of reading

Ali (2019) presents two kinds of reading:

4.2.4.1 Extensive reading. Extensive reading is simply reading as much as possible, without worrying about the meaning of unknown words. This kind of reading tries to be an enjoyable and pleasurable experience that requires little mental effort. The more intensively you read, the more exposure you will have to the language, allowing you to increase your passive knowledge of vocabulary pretty quickly. Ideal learning materials for extensive reading:

- Graded Readers
- Bilingual Books
- Monolingual (Native) Books
- Magazines
- Comics

4.2.4.2. Intensive reading. Intensive reading is the complete deconstruction of a text, with the aim of absorbing as much of its meaning as possible. This is done by taking a text and systematically studying each word, phrase, or collocation that the reader does not understand. To read a text intensively, it is necessary to take care to read texts that are interesting and short, to read only for brief periods of time, and to do so when there is most mental energy. Ideal learning materials for intensive reading:

- News articles
- Wikipedia articles
- Short stories
- Blog posts

4.2.5 Reading Comprehension

Reading comprehension is understood as the power of the student to understand the text in finding and establishing the main idea of the reading. It is the process of fully understanding what the writer wants to convey to the readers, the main idea, topic sentence, inference, grammatical features, expression/idiom/phrases in context, detailed meaning, supporting the idea, and vocabulary in context. (Resia, 2021). This statement is in accordance with Lambe (2017) claims that reading comprehension is a process of getting information from context and combining disparate elements into a new whole". (p.64). In addition, with this process, students can obtain new knowledge about the text provided by the teachers.

In addition, Sari (2017) states reading comprehension is an active process that allows learners to integrate their prior knowledge with information in the text in order to obtain a new meaning or idea from the text. It means that students relate their prior knowledge to the content provided by the reading in order to understand the written text. This definition is supported by Almutairi (2018) that declares

Comprehension is a complex process that requires an active interaction between the student's background knowledge of the context, the purpose of the reading material, and the level of vocabulary and language used by the authors in order to gain meaning of a text (p.19).

From the various notions above, the researcher claims that reading comprehension is the process to understand the content, the new information, the principal idea, and the writer's intention contained in written texts. So, improving this skill will allow learners to comprehend the various types of readings provided by the teacher which will help them master the English language.

4.2.6 Levels of comprehension

The level of reading comprehension is the point reached by the reader in obtaining, processing, evaluating, and applying the information obtained from the text. Burns (1984) (as cited in Sinaga, 2015) proposes four levels of comprehension that should achieve in reading comprehension. They are:

4.2.6.1 Literal reading. At this level, the reader understands the information directly stated in the text. It is the most basic level of comprehension in reading because is a prerequisite for higher levels of understanding. Examples of skills involved could be:

- The ability to follow direction
- The ability to restate the author's material in other words.

Recognizing main ideas, details, cause, and effect, and sequence are the basic, and a thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important.

4.2.6.2 Interpretative reading. This level of reading comprehension involves reading between the line or making inferences. So, the reader extracts the ideas and information that are implied rather than directly stated in the text, they can use their prior knowledge to assist in such understanding. Examples of skills for interpretative reading are:

- Inferring the main idea of a passage in which the main ideas are not directly stated.
- Inferring cause and effect relationship when they are not directly stated in the text.
- Inferring referent of pronouns, adverbs, and omitted words.
- Detecting the author's purpose in writing, and drawing conclusions.

4.2.6.3 Critical reading. According to the author, critical reading is the evaluation of written materials-comparing the idea discovered in the materials with known standards and drawing conclusions about the accuracy, appropriateness, and time. In other words, critical reading is the readers' ability to give their own ideas or judgment about the content of the text. Skills involve:

- The critical readers must be active readers.
- Questioning searching for facts, and suspending judgment.

4.2.6.4 Creative reading. Creative reading involves going beyond the material presented by the author. It requires readers to think as they read using their imagination and responding emotionally to the text. It is concerned with the production of new insight, fresh approaches, and original constructs.

4.2.7 Stages of teaching reading comprehension

4.2.7.1 Pre-reading activities. Ibrakhimovna (2016) claims before reading a text in detail the student does some activities to increase their capacity to comprehend the text. The activities can be:

- predicting based on the title
- Predicting based on vocabulary
- Predicting based on the true or false questions
- Skimming

- Scanning
- Discussions
- Brainstorming (p.45)

According to Budiharso (2014) the activities aimed at facilitating the students' understanding of the reading text. In order to do this properly, teachers can activate the students' background knowledge, tell the students the objectives of reading and learning activities, and motivate the students at the beginning of reading class (p. 199)

4.2.7.2 During/whilst reading activities. During/whilst reading activities are instructional activities that are going on while reading activities are happening or take place (Budiharso, 2014). In addition, from Ibrakhimovna (2016) these activities can be:

- Reading discussion
- Answering the questions
- predicting what is next
- Matching, Jigsaw reading
- Reading puzzles
- True/ False. (p.45)

4.2.7.3 Post-reading activities. Ibrakhimovna (2016) claims that this stage helps learners use their acquired knowledge in similar readings, to have them integrate their reading skills both with the other language skills: listening, speaking, writing, and with the foreign culture, to make use of keywords structures to summarize the reading passage. The activities can be:

- Retelling
- Reporting
- Discussion
- Writing a paragraph
- Roleplay
- Gap-filling
- Summarizing. (p.45)

4.2.8 Strategies for reading comprehension

There are some components to the process of reading comprehension that work together to create a good reading experience and help students to become successful readers.

4.2.8.1 Vocabulary. It is an important element to comprehend and read any text. For that reason, improving vocabulary help in building up powerful reading comprehension skills. According to Antunez (s.f) vocabulary refer to the knowledge about the meaning and pronunciations of words in a language that people use for good communication. Likewise, vocabulary development is also an essential factor of reading comprehension, because readers cannot understand the content of what they are reading unless they understand the meaning of the majority of words in the text.

4.2.8.2 Comprehension. Through this, readers have the ability to know when they understand what they read and when they do not, and apply appropriate strategies in order to improve their understanding. So, successful readers know and examine their thought processes as they read to have better outcomes of the reading (Pourhosein, 2016).

4.2.8.3 Predicting. According to Pourhosein (2016), the reader can figure out the meaning of a text by making predictions. The title of a text manipulates memories of texts with the same content, allowing them to guess the content of a new text. Moreover, successful readers apply predictions to make their existing knowledge into new information from a text in order to find meaning in what they read.

4.2.8.4 Summarizing. After reading the text, the reader makes a short summary in their own words of what the text is about. In this strategy, the reader can perceive the structure of the text, what makes sense in the text, and how opinions relate to each other.

4.2.8.5 Skimming. Skimming helps readers to survey the text without carefully reading it and in this way, they read the text at a glance to find out the information needed quickly (Budiharso, 2014)

4.2.8.6 Scanning. In this strategy, readers apply scanning in reading to locate specific or important information to get an initial impression of whether the text is suitable for a given purpose (Budiharso, 2014)

4.2.9 *Assesing reading*

“Assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course based on various sources of evidence. Assessment may be done by test, interview, questionnaire, observation, etc” (Richards & Schmidt, 2002, p. 35). So, assessment helps teachers to collect information about the student’s progress in reading comprehension. Brown (2004) as cited in Sari (2017) exposes some types of assessing perceptive, selective, interactive, and extensive reading:

4.2.9.1 Multiple-choice. The multiple-choice provide the context to assess the student's understanding of information in the text. The context is presented by putting a pair or part of a text followed by questions to which the students have to respond correctly.

4.2.9.2 Impromptu reading plus comprehension. This assessment involves impromptu reading and responding to questions. In this test, students are provided a reading passage followed by questions and have to respond to the items. The set of questions in impromptu reading covers the comprehension of some features of reading: (1) main idea, (2) expressions/idioms/phrases in context, (3) inference, (4) grammatical features, (5) detail, (6) excluding facts not written (7) supporting idea(s), (8) vocabulary in context.

4.2.9.3 Short answer tasks. In this type of assessment, a reading passage is presented, and the students read questions that must be answered in a sentence or two. The questions might cover the same specifications similar to the impromptu reading.

4.3 State of the Art

This section reports six research studies that are closely related to the implementation of gamification to improve students' reading comprehension skills. Four of these studies are in an international context, including Indonesia, Saudi Arabia, Colombia, and Jordan and one of them was developed recently in Ecuador context. Further, these studies were carried out with young language learners in public and private institutions.

Firstly, Ali & Abdallah (2020) conducted research that explores the effect of Gamification on Jordanian EFL Sixth Grade Students' Reading Comprehension where its main objective is the effect of using gamification on Jordanian EFL sixth-grade students reading comprehension. In addition, the approach and development of this research are based on the following question: Are there any statistically significant differences at ($\alpha = 0.05$) in the sixth-grade Jordanian EFL students' mean scores on the reading comprehension post-test in (the literal, inferential and critical level) attributed to the teaching strategy (gamification versus conventional instruction)? Thus, this research was carried out with 71 students divided into two groups: an experimental group in which gamification was implemented, and a control group was taught conventionally. Consequently, the results indicated that there were statistically significant differences 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.

Secondly, the research guided by Nitiasih & Budiarta (2020) aimed at increasing students' reading comprehension through gamification based on Balinese local stories. The researchers carried out a Quasi-experimental research with 31 fifth grade students to evaluate If is there any significant mean difference of students' reading comprehension before and after gamification was implemented? The findings indicated that there was a significant effect of using gamification based on Balinese local story as teaching media on fifth grade students' reading comprehension. Furthermore, the result of this research also indicated that the use of gamification in learning environment had successfully influenced the students' achievement in reading.

Furthermore, Fahad AlZuhair & Mohammed Alkhuzaim (2022) executed a study to determine the efficacy of a gamified electronic application in developing reading comprehension skills at direct comprehension, deductive comprehension, and critical comprehension levels among first-grade intermediate students in the Kingdom of Saudi Arabia. The target sample was comprised of 46 students split into two groups, an experimental group and a control group, with 23 students for each group. In addition, the researcher carried out this study under the following question What is the effectiveness of a gamified electronic application in enhancing reading comprehension skills in the English language course for female first-intermediate-grade students in Saudi Arabia? For that, the researchers used the experimental method with a semi-experimental design based on the experimental and control groups, with pre-test-and post-test performance. Consequently, the findings indicated that using electronic applications based on gamification had a huge impact on developing students' reading comprehension skills. Electronic applications based on gamification increased students' motivation by increasing their willingness to accept new challenges and then progress toward achieving more points and fulfilling achievement mixed with pleasure, enhancing learning to read, write, and speak a foreign language.

Subsequently, in terms of motivation for reading comprehension by using gamification, Ratnasari, et., al, (2019) conducted research in which through the implementation of the Quizizz platform, the main objective was to investigate the effect of this application in teaching reading comprehension of narrative text. The total population of students in the first grade was 192 students from Senior High School in Majalengka. Thus, the research chose two classes as the

sample of research by using a purposive sampling technique. The first-grade students were experiment class who were taught Quizizz application and the second group was control class who were taught Quizalize application. Moreover, this research used a quantitative method with a quasi-experimental design, where the instrument used to collect the data were tests that consist of a pre-test and post-test. As a consequence, the result of this research showed that there was a significant effect of applying Quizizz application to teach reading comprehension. It means that the students taught by using Quizizz application had better reading achievement than the students taught by using Quizalize application.

In regards to the impact of the elements of gamification to improve reading, the following research project “Gamification elements and the reading comprehension” was carried out in Ambato by Ramos (2021) at Unidad Educativa Juan León Mera “La Salle” where the main objective was to determine the influence of the gamification elements on the reading comprehension. The population was a total of 165 students considering half of the population as an experimental group and the other half as a control group. Moreover, an experimental method was applied for the development of the research with the use of a pre-test and a post-test. Consequently, 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.

Lastly, Huertas (2021) conducted research titled “Enhancing reading comprehension skills through gamification” which aims to analyze the role of gamification on reading comprehension skills improvement in eleventh-grade students in an EFL. This study was carried out with thirty-four students of eleventh grade from a school in Bogotá. In addition, the data collection instruments were a diagnostic test, semi-structured interviews, a survey, and a questionnaire. It is important to highlight that this action research is based on the following question: What is the impact of implementing Gamification as a pedagogical strategy to enhance reading comprehension skills in an EFL classroom of eleventh graders at Gimnasio Los Sauces School? Therefore, the findings revealed that the implementation of digital platforms through Gamification allowed students to develop learning objectives that helped them to improve their reading comprehension.

To conclude, the present research aims to improve reading comprehension skills by using gamification among seventh-grade students at a public institution in Loja city. This section covers the two main variables for this research such as gamification and English reading

comprehension skills. Thus, based on the previous literature review the implementation of gamification has a significant impact on the improvement of reading comprehension skills. Additionally, gamification allows to students learn in a meaningful and interactive way because it motivates them to be active participants in the teaching-learning process. Consequently, using the gamification strategy in the classroom allows teachers to achieve better results among students through dynamics that involve them and motivate them to progress. Finally, the author suggests that future research should investigate deeply the use of gamification to improve other English language skills.

5. Methodology

5.1 Settings and Participants

This research work was carried out at a public school in the city of Loja located in the hemisphere south of Ecuador. Its geographical coordinates are a latitude of -3.99313 and a longitude of -79.20422. Moreover, Loja has an approximate area of 10,790 km², equivalent to 4% of the country's surface. Finally, the intervention of this study was carried out in on-site classes and lasted ten weeks with a classroom of seventh graders during the 2022-2023 school year.

The participants of this study were selected by using convenience sampling where members of the target sample share certain practical criteria, such as easy accessibility, geographical proximity, and availability at a given time to the researcher (Etikan et al., 2016). For that reason, the group of this research was seventh-grade students of a public institution in the city of Loja who shares similar characteristics regarding the A2 English level of proficiency. In addition, the participants were twenty learners; eleven female students, and nine male students with an age average between eleven and twelve years old. Therefore, considering the age of the students a code was followed for the ethical principle of privacy, and a consent form ([see annex 5](#)) was signed by the target group representatives. (Creswell, 2012).

5.2 Procedure

5.2.1 Research Method

This research responded to a mixed method which helped the researcher to collect, analyze, and “mix” both quantitative and qualitative research in a single study to understand a research problem (Creswell, 2012). In this sense, the combination of the qualitative and quantitative data collected provided a better understanding of the two variables. It also answered the major question established by the researcher How does gamification improve English reading comprehension skills? Consequently, this method allowed the researcher to comprehend completely the impact that gamification has on reading comprehension.

Within this frame, according to Creswell (2012), the quantitative method helps to collect numerical data to measure the student's knowledge or achievement. Moreover, the author stated that this kind of method numerically investigated the effect of the independent variable on the dependent variable.

In the same frame, qualitative method allows the researcher to collect non-numeric data to understand the students' opinions or experiences when a variable is applied (Creswell 2012).

5.2.2 Research design

This study was developed under practical action research which contributed to the solution of problems that students have with reading comprehension skills. In accordance with Gay et. al., (2012) practical action research focuses more on a “how-to” approach to the processes of action research. Additionally, the researchers have the free decision to choose their own areas of study, determine their data collection techniques, analyze and interpret the data, and develop action plans based on their findings. Accordingly, the researcher adapted this model sequenced in stages suggested by Gerald Susman (1983) which are: diagnosing, action plan, acting, and evaluating and reflecting.

5.2.2.1 Diagnosing. This first stage implied the recognition of the issue. First, the researcher approached the institution asking the rector for permission to carry out the research. Likewise, with due permission, the researcher interacted with the seventh-grade students who were selected for convenience. Since, during the internship, she was able to identify that most students at that level presented problems with reading comprehension skills. After getting to know each other, the researcher applied to the target group the pre-test designed precisely to measure students’ reading comprehension skills and elaborated an action plan to address these challenges.

5.2.2.2 Action plan After identifying the main problem of reading comprehension, the researcher selected and searched for information about the gamification strategy as a suitable alternative to face the problem. Moreover, one plan of innovative action was constructed with the objective to improve reading comprehension in the target group. Furthermore, the plan was aligned to facilitate answering the major question and the three sub-problems (1) What are the benefits of gamification on the improvement of English reading comprehension skills among seventh-grade students at the public institution in Loja city? (2) What gamified strategies are helpful to improve English reading comprehension skills among seventh-grade students at the public institution in Loja city? (3) What is the effectiveness of gamification on the English reading comprehension skills among seventh-grade students at the public institution in Loja city?

To the satisfactory execution of the action plan, the researcher designed ten lesson plans ([see annex 6.](#)) based on Gagne’s nine events. According to Gagne (1992). The learning focus on the development of skills from experience where the teacher is a designer of stimuli, who seeks the attention and interest of the learner. In this sense, the lesson plans were divided into

the following stages: Warm up and objective discussion. In these stages, activities to gain the students' attention and stimulate recall of their prior knowledge were presented. Also, the objective was shared with students early on in the lesson to inform them what was to be achieved at the end of the lesson. In addition, two other stages were instructing and modeling, in which the researcher presented the new content. These events were aligned with the pre-reading stage where some activities were developed to help students to think and predict what they will find in the reading.

The following two stages were guided practice and independent practice. These events were aligned with during and post-reading stages where the students performed scanning or skimming the reading to find specific information that would help them understand the text and focus on the main aspects of the text. After that, the students completed activities such as: 'worksheets, quizzes, and answer questions to demonstrate what they comprehend from the reading. The last stage was assessment where it is checked whether the learning results foreseen in the previously established objectives have been achieved. (Gagne, 1992). Consequently, in this stage, the learners played games on Quizizz, Kahoot, and Wordwall platforms which contained questions about the topic learned in the lesson. As well as, it is important to highlight that for the design of all lesson plans the indicators of gamification points, badges, and leaderboards were taken into account. For instance, the students won a point for their participation, and the student who got the most points won a badge or moved up in the ranking table.

5.2.2.3 Acting Within this stage the researcher applied the action plan. Thus, the ten lesson plans were executed once per week in on site-classes for forty hours. Furthermore, during the application of the proposal, the researcher collected the data by using several research instruments and techniques that permitted the collected important information to identify the influence that gamification has on students' reading comprehension.

5.2.2.4 Evaluating & Reflecting At the end of the intervention, the post-test was applied to measure the student's reading comprehension skills after the treatment. It helped to determine the effectiveness of gamification to improve English reading comprehension skills. As well as, the questionnaire was executed to get information about the benefits of gamification that had during the intervention to improve English reading comprehension skills. Moreover, the researcher analyzed the outcomes obtained from the plan of intervention by interpreting the quantitative data from the questionnaire and pre and post-test and qualitative data on the field notes. Thereby, the general findings were reported by establishing conclusions and

recommendations that can help both to answer the research-specific questions stated in this study and to develop further research about the topic. It is important to take into account that the results could be used by a wide range of educators who are constantly searching for ways to improve their teaching practice in English as a Foreign Language.

5.2.3 Data collection sources y techniques

The quantitative data of this research work was collected using the paper-pencil method to design the pre and post-test ([see annex 1.](#)) and the questionnaire. The pre and post-test had five closed-ended questions taking into account the selection items which allow the test taker to select from among a set of given answers that include multiple-choice, true-false, and matching questions (Gay et. al., 2012). As well, some components of reading comprehension were taken to design the questions. For instance, predicting, skimming, scanning, vocabulary, and comprehension. Furthermore, the pre-test and post-test were applied at the beginning and at the end of the intervention to measure the student's reading comprehension skills before and after they receive the treatment (Creswell, 2012). Lastly, this instrument used criterion-referenced scoring to compare the data from the tests under the grading scale set by the Ministry of Education (Gay et. al., 2012).

Simultaneously, the researcher elaborated a questionnaire ([see annex 2.](#)) that collected quantitative and qualitative data. It was created with ten closed-ended questions taking into account the two variables. For example, the benefits of gamification such as motivation, interest, content retention, and engagement when the students got points, badges, and leaderboards to develop reading activities. Additionally, it is important to note that within the ten closed-ended questions, an open section was included where participants could explain the reason for their answers. This data helped to know the feeling or thoughts of the participants when the gamified activities were applied (Creswell, 2012)

In the qualitative scope, the researcher used the observation technique to create field notes ([see annex 3.](#)) as another instrument that helped to collect more important data. Moreover, with this instrument, the researchers documented descriptive information about what they have directly seen or heard on-site through the course of the study and e reflective information that described the researcher's personal reactions to observations (Gay et. al., 2012). For that, the researcher as a participant observer completed these field notes weekly during the whole intervention and engaged in all the activities at the study site on her own. This information was documented right after the end of the class so that the information is accurate and detailed.

Consequently, the data collected by field notes helped to support how the reading comprehension skills were improved by using gamified strategies.

5.3 Data Analysis

The data collected during the intervention were processed and analyzed under the descriptive statistics analysis that helped the researcher to take the measure of central tendency. In this way, the researcher calculated the mean to the average of both the pre-test and post-test. (Creswell, 2012). Moreover, the data of the pre and post-test were represented in frequency tables designed with Excel program that compares in detail the means of the reading comprehension aspects such as predicting, vocabulary, comprehension, scanning and skimming. Likewise, the questionnaire was created by using the Likert Scale ([see annex 4.](#)) system and the data were analyzed in tables. Moreover, it is important to mention that the results of each tables were interpreted with a descriptive and narrative text and supported with the data gotten through fielnotes class by class.

6. Results

The pre and post-test results were useful for the researcher to determine the effectiveness of gamification to improve English reading comprehension skills among seventh-grade students at a public institution of Loja city, during the 2022-2023 school year.

6.1 Pre and Post-test

Table 1

Pre-test Results on the Performance of Seventh-Grade Students' Reading Skills

Students' code	P 2/2	V 2/2	C 2/2	Sc 2/2	Sk 2/2	Total 10
SG01S	2,00	1,20	2,00	0,80	1,60	7,60
SG02S	0,00	0,80	0,00	1,60	0,00	2,40
SG03S	2,00	0,40	0,00	0,80	0,40	3,60
SG04S	0,00	0,40	2,00	0,40	0,80	3,60
SG05S	0,00	1,20	2,00	1,20	1,60	6,00
SG06S	2,00	0,40	2,00	0,80	0,40	5,60
SG07S	0,00	0,80	2,00	1,20	1,20	5,20
SG08S	2,00	0,00	0,00	1,20	1,60	4,80
SG09S	0,00	0,80	2,00	0,80	0,40	4,00
SG10S	0,00	2,00	2,00	1,20	1,20	6,40
SG11S	2,00	2,00	0,00	0,80	1,60	6,40
SG12S	2,00	0,00	2,00	2,00	0,80	6,80
SG13S	2,00	0,40	2,00	1,20	0,00	5,60
SG14S	0,00	1,20	0,00	0,80	0,80	2,80
SG15S	2,00	0,00	0,00	0,00	0,00	2,00
SG16S	2,00	1,20	0,00	0,80	1,20	5,20
SG17S	0,00	2,00	0,00	1,60	1,60	5,20
SG18S	0,00	0,40	0,00	0,00	1,20	1,60
SG19S	0,00	0,80	2,00	0,40	0,80	4,00
SG20S	2,00	0,40	0,00	0,80	1,20	4,40
Average	1,00	0,82	1,00	0,92	0,92	4,66

SG01S=Seventh-Grade 01 student, **P**=Predicting, **V**=Vocabulary, **C**=Comprehension, **Sc**=Scanning, **Sk**=Skimming.

As it is illustrated in Table 1, the results displayed that seventh-grade students gathered a mean score of 4.64/10 in the pre-test that measured their reading comprehension skills, which corresponds to the failing score range. This demonstrated that students' reading comprehension was not as good as was expected.

In respect of both "prediction" and "comprehension," students achieved a mean score of 1.00/2.00. These results demonstrated that students struggled to activate their prior knowledge to figure out the best title for the story through the visualization of a picture. As

well, the results in the comprehension aspect showed that learners did not have the ability to understand what they read. Since they were not able to recognize the main idea from the reading passage at the literal reading level.

In concern of vocabulary, the mean score gotten was 0.82/2.00 which indicated that most readers were not able to recognize the meaning of the majority of words. Consequently, it demonstrates that students lack a broad and deep vocabulary knowledge.

With reference to “scanning” and “skimming” both got a mean score of 0.92/2 was obtained. In scanning, the results denote that readers had problems finding specific and relevant information. Since, students could not locate particular words, terms, or ideas that they need to reread to answer the questions correctly. Furthermore, in skimming, students were not able to read quickly the text to obtain a general idea about the text.

To sum up, the analysis of the data collected showed that students need to improve their reading comprehension skills. Additionally, the poor achievement of learners in vocabulary, scanning, and skimming was the reason that lead the researcher to decide to apply a gamification strategy to eradicate the problems they faced.

Table 2
Post-test Results on the Performance of Seventh-Grade Students’ Reading Skills

Students’ code	P 2/2	V 2/2	C 2/2	Sc 2/2	Sk 2/2	Total 10
SG01S	2,00	2,00	2,00	2,00	2,00	10,0
SG02S	2,00	1,20	2,00	2,00	0,80	8,00
SG03S	0,00	1,60	2,00	1,20	1,20	6,00
SG04S	2,00	2,00	2,00	2,00	2,00	10,0
SG05S	2,00	1,20	2,00	1,60	1,60	8,40
SG06S	2,00	1,20	2,00	2,00	1,60	8,80
SG07S	0,00	1,20	2,00	0,80	1,60	5,60
SG08S	2,00	0,80	2,00	1,60	2,00	8,40
SG09S	2,00	1,20	2,00	2,00	1,20	8,40
SG10S	2,00	2,00	2,00	2,00	2,00	10,0
SG11S	2,00	2,00	2,00	2,00	0,00	8,00
SG12S	2,00	2,00	2,00	2,00	0,00	8,00
SG13S	2,00	2,00	2,00	2,00	2,00	10,0
SG14S	0,00	0,80	2,00	1,20	0,40	4,40
SG15S	2,00	0,80	2,00	0,40	0,00	5,20
SG16S	2,00	2,00	2,00	1,60	1,60	9,20
SG17S	2,00	2,00	2,00	2,00	2,00	10,0
SG18S	2,00	0,80	0,00	2,00	1,20	6,00
SG19S	2,00	2,00	2,00	0,40	0,80	7,20
SG20S	2,00	2,00	2,00	2,00	2,00	10,0

SG01S=Seventh-Grade 01 student, **P**=Predicting, **V**=Vocabulary, **C**=Comprehension, **Sc**=Scanning, **Sk**=Skimming.

The results of table 2 show the mean score obtained for seventh-grade students after the forty sessions of instruction. Thus, the students achieved a total score of 8.08/10 in reading comprehension which according to the score range, students are placed at a satisfactory level.

The highest mean that students achieved was 1.90/2, this score belongs to the “comprehension” aspect. This result demonstrated that students were able to understand and interpreted what they had read. Additionally, they could recognize the main idea and the writer’s intentions in the text at a literal reading level.

As for “predicting”, the mean score gotten was 1,70/2 which means that the students could guess the content of the reading by relating it to an image or title that they saw. In the “vocabulary” aspect the means score was 1.54/2. It showed that they were able to understand almost most of the meaning of the vocabulary that they found in the reading. In regard to the “scanning” aspect students achieved a mean score of 1.64/2 which demonstrated that they could read to find the specific information that helps to answer the questions correctly.

In contrast, the data demonstrated that students got the lowest improvement in the skimming aspect with a mean score of 1.30/2. This result manifests that students increased their skills in obtaining a general idea of the text by analyzing illustrations, titles, or vocabulary and relating it with the content of it. But despite the improvement in this aspect, the students were not able to understand the text when they read quickly and without detail, nor could they relate to their prior knowledge to get a general idea of what the text would be about.

Table 3

Comparison of the Pre and Post-Test Means of seventh-grade on the Performance of Seventh-Grade Students’ Reading Skills

Aspects	Pre-test	Post-test
	2/2	2/2
Predicting (2/2)	1,00	1,70
Vocabulary (2/2)	0,82	1,54
Comprehension (2/2)	1,00	1,90
Scanning (2/2)	0,92	1,64
Skimming (2/2)	0,92	1,30
Total Means	4,66	8,08

Table 3 shows the compared results of the pre and post-test whose objective was to measure the student’s reading comprehension skills to guess what text was about (predicting), to understand the content and main idea of the text (comprehension), to find specific

information (scanning) and obtain general information from the text (skimming).

Additionally, it is notable that in the aspects of “Predicting” "Comprehension", "Vocabulary" and "Scanning" there was a significant increase in the score, with comprehension skills the average score in the pre-test was 1.00 while in the post-test was the highest with 1.90.

Whereas “skimming” was the lowest with a mean score in the pre-test 0.92 while in the post-test it was 1.30/2 that show that there was an improvement. As a consequence, the overall pre-test mean was 4.66/10 while the post-test mean was 8.08/10. With a significant difference of 3.42 points the scores showed that was high enough to reach the expected average 7/10 as established by the national grading scale.

Consequently, the improvement in students' reading abilities was evidenced in the pre and post-test results. Additionally, the results collected in the questionnaire and the field notes corroborated that the application of gamification met its goal to improve students’ reading comprehension skills.

6.3 Questionnaire results

Objectives:

To identify the benefits of gamification that help to improve English reading comprehension skills among seventh-grade students at a public institution in Loja city, during the 2022-2013 school year.

To apply gamified strategies to improve English reading comprehension skills among seventh-grade students at a public institution in Loja city, during the 2022-2013 school year.

Table 4

Benefits of gamification

Questions	Always	Almost always	Rarely	Never
1. Giving points after finishing the tasks helped me to increase my participation in class.	50%	40%	10%	0%
2. I felt motivated to develop the reading activities when I got points	45%	40%	0%	15%
3. Leaderboards challenged me to do better next time	80%	10%	10%	0%
4. Gamified elements (badges, points, leaderboards) increase my content retention	55%	20%	15%	10%
5. Did I feel participative when I played games to learn English	75%	25%	0%	0%

Questions	Always	Almost always	Rarely	Never
7. Did I like the learning environment when the teacher used gamification to teach English?	100%	0%	0%	0%

As it is presented in Table 4, the implementation of gamified elements during the intervention provided great benefits to improve students' reading comprehension skills. Firstly, the highest percentage 100% of students answered that they always liked the learning environment when the teacher used gamification to teach English. Accordingly, the integration of games and game elements seemed to be liked by the students to learn. Secondly, 80% of students selected that the leaderboards always challenged them to do better in the next class. Since according to student 11 expressed "Si me saco una nota baja me siento desanimada entonces estudie mas para sacarme una nota más alta y subir de puesto" [If I get a low grade I feel discouraged so I studied more to get a higher grade and move up in rank]. Thirdly, 75% and 50% of students asserted that always felt participative when playing games and got points to complete their reading activities. As claimed the student 8 "Siempre participe en toda la clase y me senti feliz porque tenia puntos [I always participated in class and I felt so happy because I got points] and student 07 "Siempre me sentí participativa porque me divertía mucho y aprendía más" [I always felt participative because I had a lot of fun and learned more]. Finally, a percentage of students of 55% and 45% expressed that gamified elements such as points and badges always motivate them to develop reading activities and helped them to increase their content retention. Thereby, getting rewards motivated them to better retain what they read and then put this knowledge into practice by answering the questions correctly.

On the contrary, a percentage of students such as 10% and 15% expressed that they rarely felt motivated and participative when playing games because they were frustrated with the reading activities. As reported by student 18 "Participé raramente porque no entendía las clases y nunca me sentí motivado porque no recibí un punto" [I rarely participated because I did not understand the classes and I never felt motivated because I didn't receive a point].

Table 5***Gamified strategies***

Questions	ClassDojo	Kahoot	Quizizz	Wordwall	Nearpod
6. Which gamified platforms I liked to improve my reading comprehension skills? Choose your favorite one.	75%	10%	10%	5%	0%

As shown in Table 5, the highest percentage of students 75% answered that they liked “ClassDojo” to improve their reading comprehension skills. As can be seen, this strategy seemed to be the favorite to learn English; while the Kahoot and Quizizz were the least preferred because only 10% of students selected them. Likewise, just 5% of students expressed that Nearpod was their favorite gamified strategy.

From the open section in the questionnaire, the majority of students expressed that ClassDojo is an amazing platform because it motivated them to collect points after participating to their egg hatched and became a little monster. Moreover, they manifested that this platform was trustworthy and encouraged them to improve their skills. Similarly, some students claimed that Kahoot, Quizizz, and Nearpod were fun websites. Additionally, from the researcher's fieldnotes, it was evident that the students were enthusiastic when the gamified strategies were used. ClassDojo seemed to be a favorite, as it was used every day for the accumulation of points that students got for their participation. In addition, as the weeks went by, the students found themselves more committed to their learning and engaged with the activities carried out in class.

Table 6**Reading Activities**

Questions	Always	Almost always	Rarely	Never
8. Was the vocabulary presented by the teacher on the Nearpod platform interesting?	95%	5%	0%	0%
9. Did I like to scan (search for specific information) in my readings to answer the questions presented on the Kahoot, Quizizz, and Wordwall platforms?	40%	55%	5%	0%

As an overall trend, Table 6 shows that activities such as vocabulary and scanning

developed with the help of gamified strategies were helpful in improving students' reading comprehension skills. As well, learning vocabulary through the Nearpod platform appeared to be the most, as 95% of them selected that the vocabulary taught by the teacher was "always" interesting. Furthermore, 40% of students argued that Kahoot, Quizizz, and Wordwall helped them to answer the questions correctly after they scan the reading.

7. Discussion

This research aimed to improve reading comprehension skills by using gamification among seventh-grade students at a public institution in Loja city during the 2022-2023 school year. From this objective, three sub-questions were implemented.

The first sub-question of this research was “What is the effectiveness of gamification on the English reading comprehension skills among seventh-year students at the public institution in Loja city?”. The results obtained from the pre and post-test demonstrated that the difference was significant. The average in the pre-test was 6.46 while in the post-test was 8.04. Additionally, this result matches those observed in previous studies. In the study carried out by Rami Ali & Abdallah (2020) with an experimental group, the results showed that there were statistically significant differences between the average scores of the students of that group in the post-test of general reading comprehension due to the gamification instructional program. It means gamification is more effective than conventional instruction. Similarly, Ramos (2021) demonstrated that the result of the post-test showed that students were able to comprehend the story better through gamification rather than through conventional text. Therefore, this research points out that gamification is an effective strategy that helps improve students' reading comprehension skills.

Similarly, the second sub-question of this study was “What gamified strategies are helpful to improve English reading comprehension skills among seventh-grade students at the public institution in Loja city?”. The results of this research showed that the use of ClassDojo, Quizizz, Kahoot, Wordwall, and Nearpod were effective for students to develop reading activities in a fun way. Moreover, it is important to highlight that the results from the questionnaire demonstrate that the most preferred platform for students was ClassDojo. Certainly, this is consistent with Mohammad (2021) study who stated that using ClassDojo helped the participants be active and engaged in reading comprehension lessons. Thereby, these gamified strategies were helpful to improve students' reading comprehension skills.

By the same token, the third sub-question was “What are the benefits of gamification on the improvement of English reading comprehension skills among seventh-year students at the public institution in Loja city?”. The data analyzed from the students' questionnaire and the researcher's field notes showed that after the intervention there were some benefits of incorporating gamified elements in the classroom. For instance, the most evident were motivation, participation, and positive classroom environment. That means students were motivated to participate in the reading activities to obtain points and badges and move up the

leaderboards. Moreover, the classroom environment made them feel happy and willing to cooperate with their classmates. These enhancements agree with Huertas (2021); Lindao (2022); Barghani (2020) & Gil (2022) who found in their studies that applied gamification in the classroom promotes students' active participation, increases motivation, and development of social learning. Consequently, the learning became a fun experience since there were collaborative work, motivation, and commitment that helped improve reading comprehension skills.

Nonetheless, this research had some limitations while the intervention was being implemented. The lack of technological devices such as cellphones, computers, and internet connection were an important limitation since this made it difficult to correctly develop the games designed on platforms such as Kahoot and Quizizz. This made students feel unmotivated because they could not get points or badges causing the students not to want to participate in the rest of the class.

Lastly, it is suggested to develop further investigations where the games are played with more technological devices to make the students' experience more enjoyable. Moreover, that the research could be carried out with a group of older students to know the effectiveness of gamification in English language learning.

8. Conclusions

Gamification was an effective methodology to improve the reading comprehension skills of seventh-grade students. This innovative strategy helped to overcome, to a great extent, the problems related to reading comprehension in predicting vocabulary, and comprehension that students faced. However, some mistakes were still evident in the scanning and skimming aspects since the students were not able to recognize the main idea from the text.

The implementation of gamified strategies such as ClassDojo, Quizizz, Kahoot, Wordwall and Nearpod allowed students to scan, skim and comprehend readings in a fun way that led them to improve their reading comprehension skills. Hence the importance that through the gamification elements offered by these applications, students can be active participants in their learning as they recognize their failures, and successes to challenge themselves to improve next time.

The application of gamification in the classroom provided students with many benefits to improve their reading comprehension skills. This methodology motivated them, improved their participation, and fostered cooperative work. In addition, students showed commitment in their learning. Although it was evidenced that students worked better when working with gamification, some students felt unmotivated because they did not understand the reading activities and felt a competitive learning environment.

9. Recommendations

It is recommended to use gamification as a methodology with young students within the English classrooms to improve the student's reading comprehension skills since it helps to obtain effective learning outcomes while students have fun. It is important to mention that teachers should plan the class time thoroughly to cover the predicting, vocabulary, comprehension, scanning, and skimming aspects related to reading.

It is recommended that teachers apply gamified strategies such as ClassDojo, Kahoot, Quizizz, Wordwall, and Nearpod to develop the reading activities in classes. Additionally, it is important that teachers take into consideration the gamified elements such as points, badges and leaderboards which enhance and awaken the students' interest to participate in class.

It is recommended the incorporation of gamification when working with children since it has a lot of benefits for students to improve all English skills. In addition, it is recommended that teachers implement more technological devices when playing games on the platforms to obtain significant results from the students.

10. Bibliography

- Ali, M. M. (2019). Extensive & Intensive. *Academia*, 1-7
- Ali, R., & Ahmad, A. (2020). The effect of gamification on Jordanian EFL sixth grade students'. *International Journal of Education and Training*, 6(1), 1-11. <http://www.injet.upm.edu.my/index.php/browse-journal>
- Almutairi, N. R. (2018). *Effective Reading Strategies for Increasing the Reading Comprehension Level of Third-Grade Students with Learning Disabilities*. [Doctoral Thesis, Western Michigan University]. <https://scholarworks.wmich.edu/dissertations/3247>
- Barghani, Z. S. (2020). The Benefits of Gamification in Learning. *IJARIE*, 6(2), 1671-1675.
- Brull, S., & Finlayson, S. (2016). Importance of Gamification in Increasing Learning. *Healio*, 47(8), 372-375. <https://doi.org/10.3928/00220124-20160715-09>
- Buck, M. F. (2017). Gamification of Learning and Teaching in Schools – A Critical Stance. *Seminar.set*, 13(1), 36-54. <https://doi.org/10.7577/seminar.2325>
- Budiharso, T. (2014). Reading strategies in efl classroom: a theoretical review. *Cendekia Journal of Education and Teaching*, 8(2), 189-204. <https://doi.org/10.30957/cendekia.v8i2.63>
- Bury, B. (2017). Testing Goes Mobile – Web 2.0 Formative Assessment Tools. *In Conference proceedings. ICT for language learning*, 1(1), 87-91. <https://n9.cl/e1nqa>
- Chans, G. M., & Portuguez, M. C. (2021). Gamification as a strategy to increase motivation and engagement in higher education chemistry students. *MDPI*, 10(10), 1-24. <https://doi.org/10.3390/computers10100132>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.
- Deterding, S., Khaled, R., Dixon, D., & Nacke, L. (2011). From Game Design Elements to Gamefulness: Defining Gamification. *In: Proceedings of the 15th International Academic MindTrek Conference*, 1(1), 9-15. <https://doi.org/10.1145/2181037.2181040>
- Díaz, I. Y., & Zajia, J. X. (2020). The use of gamification to enhance the english as a foreign language. *Polo del Conocimiento*, 5(3), 865-881. <http://dx.doi.org/10.23857/pc.v5i3.1388>

- Edwards, L. (08 de 02 de 2023). *What is Nearpod and How does it work? Best tips and Tricks*. Tech&Learning: <https://www.techlearning.com/how-to/what-is-nearpod-and-how-does-it-work>
- Esquivel, L. M. (2019). *Gamification: A mission to foster students' engagement and interaction in the EFL classroom* [Doctoral Thesis, Universidad Pedagógica Nacional]. <http://hdl.handle.net/20.500.12209/10368>
- Fahad AlZuhair, N., & Mohammed Alkhuzaim, K. (2022). The Effectiveness of a Gamified Electronic Application in Developing Reading Comprehension Abilities among First-Grade Intermediate Students in Saudi Arabia. *Education Research International*, 2022(1), 1–12. <https://doi.org/10.1155/2022/7677140>
- Figueroa, J. (2015). Using Gamification to Enhance Second Language Learning. *Digital Education Review* (27), 32-54. <https://revistes.ub.edu/index.php/der/article/view/11912>
- Gay, L., Mills, G., & Airasian, P. (2012). *Educational Research Competences for Analysis and Applications*. Pearson.
- Gil, L. Á. (2022). Benefits of gamification in second language learning. *Epos. Revista de filología*, 38(1), 103-126. <https://doi.org/10.5944/epos.38.2022.33785>
- Hanus, M. D., & Fox, J. (2014). Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance. *ScienceDirect*, 80(1), 152-161. <http://dx.doi.org/10.1016/j.compedu.2014.08.019>
- Ibrakhimovna, K. G. (2016). Benefits of implementation of pre-, while and post reading activities in language learning. *Academic Resource Index*, 3(4), 45-46. <https://paper.researchbib.com/view/paper/77994>
- Kapp, K. (2011). *The Gamification of Learning and Instruction*. Pfeiffer.
- Korkmaz, S. (2021). Using kahoot to improve reading comprehension of english as a foreign language learners. *International Online Journal of Education and Teaching (IOJET)*, 8(2), 1138-1150. <https://iojet.org/index.php/IOJET/article/view/1002>
- Lan, Y.-J., Botha, A., Shang, J., & Jong, M. S.-Y. (2018). Technology Enhanced Contextual Game-Based Language Learning. *Journal of Educational Technology & Society*, 21(3), 86-89. <http://www.jstor.org/stable/26458509>

- Lindao Bernardino, I. K. (2022). *Gamification as strategy to improve reading skills* [Master Thesis, Universidad Estatal Península de Santa Elena]. <https://repositorio.upse.edu.ec/handle/46000/6837>
- Mayans Roselló, A. (2020). *Online resources and gamification strategies to encourage motivation in efl reading comprehension exercises* [Master's Thesis, University of the Balearic Islands]. <http://hdl.handle.net/11201/15649>
- Mert, Y., & Samur, Y. (2018). Students' Opinions Toward Game Elements Used in Gamification Application. *Turkish Online Journal of Qualitative Inquiry*, 9(2), 70-101. <https://doi.org/10.17569/tojqi.364130>
- Mufariza, R. (2019). *The use of herringbone technique to improve students' reading ability assisted by wattpad application* [Doctoral Thesis, University of Muhammadiyah Sumatera Utara]. <http://repository.umsu.ac.id/handle/123456789/3130>
- Nitiasih, P. K., & Budiarta, L. G. R. (2021). Increasing Students' Reading Comprehension Through Gamification Based on Balinese Local Stories. *Advances in Social Science, Education and Humanities Research*, 566(1) <https://doi.org/10.2991/assehr.k.210715.049>
- Oroz, A. (2019). *Teaching Strategies to Develop Productive Skills. receptive Skills Overview*. Universidad Nacional de Educación. <http://repositorio.unae.edu.ec/handle/56000/1314>
- Pahamzah, J., Syafrizal, S., Juniardi, Y., & Sukaenah, P. M. (2020). Quizizz as a Students' Reading Comprehension Learning Media: A Case Study At The Eleventh Grade Of Dwi Putra Bangsa Vocational School in Cimanggu. *International Journal of English Language and Linguistics Research*, 8(5), 27-33. <https://n9.cl/4yyka>
- Pathak, S., & Aggarwal, S. (2021). Gamification in Education industry. *Journal of Contemporary Issues in Business and Government*, 27(1), 2374-2380. https://cibgp.com/article_8495.html
- Pourhosein, A. G. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education*, 6(2), 229-240. <https://doi.org/10.5296/jse.v6i2.9201>

- Prathyusha, D. N. (2020). Role of Gamification in Language Learning. *International Journal of Research and Analytical Reviews (IJRAR)*, 7(2), 577-583. <https://www.ijrar.org/papers/IJRAR2004090.pdf>
- Putri, V. R., & Francy, F. (2022). The implementation of The British Council Website to Support Indonesian EFL learner. *INTERACTION: Jurnal Pendidikan Bahasa*, 9(1), 27-37. <https://doi:10.36232/jurnalpendidikanbahasa.v9i1.1565>
- Ramos, F. M. (2022). *Gamification elements and the reading comprehension*. [Master's Thesis, Universidad Tecnica de Ambato] Repositorio Universidad Tecnica de Ambato <https://repositorio.uta.edu.ec/jspui/handle/123456789/34673>
- Ratnasari, E., Hikmawati, R., & R. N. (2019). Quizizz application as gamification platform to bridge students in teaching reading comprehension. *Prosiding Seminar Nasional Pendidikan*, 1(1), 1333-1337. <https://prosiding.unma.ac.id/index.php/semnasfkip/article/view/195>
- Redjeki, I. S., & Muhajir, R. (2021). Gamification in EFL Classroom to Support Teaching and Learning in 21st Century. *Journal of English Educators Society*, 6(1), 68-78. <https://doi.org/10.21070/jees.v6i1.882>
- Resia, Y. D. (2021). *Teaching and learning reading comprehension by using visualization strategy at the first semester of the eighth grade of mts assalam tanjung sari south lampung in academic year of 2020/2021* [Doctoral dissertation, University Raden Intan Lampung]. <http://repository.radenintan.ac.id/14575/>
- Richards, J. C., & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistic*. Pearson Education Limited.
- Rintaningrum, R. (2019). Explaining the Important Contribution of Reading Literacy to the Country's Generations: Indonesian's Perspectives. *International Journal of Innovation, Creativity and Change*, 5(3), 936-953. <https://www.ijicc.net/>
- Ryan, D. (7 de March de 2022). *5 Ways gamification can improve learning*. Software Advice <https://www.softwareadvice.com/resources/benefits-of-gamification-in-education/>
- Sailer, M., Hense, J., Mandl, H., & Klevers, M. (2013). Psychological Perspectives on Motivation through Gamification. *Interaction Design and Architecture(s) Journal* 1(19), 28-35. <http://www.mifav.uniroma2.it/inevent/events/idea2010/index.php>

- Sari, L. (2017). *Improving reading comprehension through directed reading thinking activity (drta) strategy for the eight grade students of smp negeri 17 medan in the academic year of 2016-2017* [Masters thesis, State Islamic University of North Sumatera]. <http://repository.uinsu.ac.id/id/eprint/2244>
- Sinaga, D. F. (2015). The Effect of Task- Based Learning (TBL) Approach on Students' Achievement in Reading Comprehension. *Applied Linguistics*, 26(3), 1-36. <https://n9.cl/35myd>
- Susman, G. (1983). *Action research: A sociotechnical systems perspective*. Sage publications.
- Tan, L. (2018). Meaningful Gamification and Students' Motivation: A Strategy for Scaffolding Reading Material. *Online Learning Journal*, 22(2), 141-155. <https://doi:10.24059/olj.v22i2.1167>
- Thehah. (08 de 12 de 2021). *Teaching Language Online With Wordwall*. The Khefar: <http://www.thekefar.com/using-wordwall-teaching-language-online/>
- Toker, A., & Aminou, S. (2019). A Study on Reading Habits of the University Students in Nigeria: A Case of Selected Students of Economics Department at Nile University of Nigeria. *European Educational Researcher*, 2(3), 209-221. <https://doi:10.31757/euer.234>
- Wood, L. C., & Reiners, T. (2015). Gamification. In M. Khosrow-Pour (Ed.), *Encyclopedia of Information Science and Technology* (3rd ed., pp. 3039-3047). Hershey, PA: Information Science Reference. <https://doi:10.4018/978-1-4666-5888-2.ch297>
- Zichermann, G., & Cunningham, C. (2011). *Gamification by desing*. O'Reilly Media, Inc.

11. Annexes



Annex 1. Pre/Post-test

**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

Data Collection Instrument: Post-Test

Students' code:

Date:

1. Look at the picture and underline the best title for the story. (Predicting) (2 points)



- a) My wonderful family.
- b) My favorite superhero.
- c) The small town.
- d) The blue sky.

2. Match the picture with its meaning (Vocabulary) (2points) (0.4 each one)



Strong



Nurse



Smart



Cook



Nervous

3. Read the story carefully and choose the main idea (Comprehension) (2points)

I live in a house near the mountains. I have two brothers and one sister, and I was born last. My father teaches mathematics, and my mother is a nurse at a big hospital. My brothers are very smart and work hard in school. My sister is a nervous girl, but she is very kind. My grandmother also lives with us. She came from Italy when I was two years old. She has grown old, but she is still very strong. She cooks the best food!

My family is very important to me. We do lots of things together. My brothers and I like to go on long walks in the mountains. My sister likes to cook with my grandmother. On the weekends we all play board games together. We laugh and always have a good time. I love my family very much.

- a) Family is very important.
- b) Mathematics is fun.
- c) The hospitals are big.
- d) The schools are boring.

4. Read again and answer the questions (Scanning) (2points) (0.4 each one)

a) My mother is a:

- Teacher
- Nurse
- Writer

b) My father teaches:

- English
- Language and literature
- Mathematics

c) My house is near a:

- Mountain
- Forest
- Street

d) On the weekends, we:

- Watch movies
- Play board games
- Swimming

e) My grandmother cooks:

- Delicious food
- Cakes
- Pasta



5. Read the following text and write True (T) or False (F). (Scanning) (2points) (0.4 each one)

 **Christmas** 
Story by Andrew Frinkle

Christmas is in December. It is a season with many traditions. People think about family, friends, and giving. Most families put up a tree, hang decorations, and give gifts.

Christmas Eve is December 24th. It is the night before Christmas. It is a great time to sing carols. Will you remember to put out milk and cookies for Santa?

Christmas Day is December 25th. Wake up early. Then you can run to open the presents under the tree. There is going to be a lot of food to eat today! It is a time to spend with family and people you love.

- a) Christmas is a season without traditions ()
- b) Christmas Eve on December 24th ()
- c) Families put up a tree, hang decorations, and give gifts ()
- d) People open presents under the three ()
People don't spend time with their families or friends ()



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Data Collection Instrument: Questionnaire

As a student of Pedagogía de los Idiomas Nacionales y Extranjeros career, the service teacher is carrying out a curricular integration work about Gamification and English reading comprehension skills among seventh-grade students at a public institution in Loja city, during the 2022-2023 school year. With the objective to improve reading comprehension skills by using the gamification strategy. For that reason, I would like you to answer the following questions:

Informative data:

Date: _____

Code _____

1. Giving points after finishing the tasks helped me to increase my participation in class.

Always	Almost always	Rarely	Never
--------	---------------	--------	-------

Explain your answer.

2. I felt motivated to develop the reading activities when I got points.

Always	Almost always	Rarely	Never
--------	---------------	--------	-------

Explain your answer.

3. Leaderboards challenged me to do better next time

Always	Almost always	Rarely	Never
--------	---------------	--------	-------

Explain your answer

4. Gamified elements (badges, points, leaderboard) increased my content retention.

Always	Almost always	Rarely	Never
--------	---------------	--------	-------

Explain your answer

5. Did I feel participative when I played games to learn English?

Yes	No	Sometimes
-----	----	-----------

Explain your answer

6. Which gamified platforms I liked to improve my reading comprehension skills?

Kahoot

Nearpod

Quizizz

ClassDojo

Wordwall

Explain which was the most favorite and least favorite

7. Did I like the learning environment when the teacher used gamification to teach English?

Yes	No	Sometimes
-----	----	-----------

Explain your answer

8. Was the vocabulary presented by the teacher on the Nearpod platform interesting?

Always	Almost always	Rarely	Never
--------	---------------	--------	-------

Explain your answer

9. Did I like to scan (search for specific information) in my readings to answer the questions presented on the Kahoot, Quizizz, and Wordwall platforms?

Always	Almost always	Rarely	Never
--------	---------------	--------	-------

Explain your answer

Annex 3. Field notes



UNIVERSIDAD NACIONAL DE LOJA

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
Data collection source: Field notes**

OBSERVATION #	DATE:
TOPIC:	TIME:
OBJECTIVE:	PARTICIPANTS:
DESCRIPTIVE NOTES	REFLECTIVE NOTES

Annex 4. Grading Scale

English Reading Comprehension

Quantitative Score range	Qualitative score range
10	Very satisfactory
9	Satisfactory
7-8,99	Little satisfactory
4,01-6,99	Needs to improve
0-4	Fail

Gamified Teaching

Quantitative Score range	Qualitative score range
81-100	High level of gamified teaching effectiveness
61-.80	Expected level of gamified teaching effectiveness
41-60	Moderate level of gamified teaching effectiveness
21-40	Unexpected level of gamified teaching effectiveness
0-20	Low level of gamified teaching effectiveness

Annex 5. Informed Consent



UNIVERSIDAD NACIONAL DE LOJA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Señores

PADRES DE FAMILIA

De la Escuela de Educación Básica IV Centenario

Reciban un cordial saludo.

Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo/hija en la realización del proyecto de investigación: “Gamificación y habilidades de comprensión lectora en inglés en estudiantes de séptimo grado” el cual tiene como objetivo mejorar las habilidades de la lectura en Inglés usando la gamificación.

Yo, _____, con cédula de identidad _____, representante de la/el estudiante _____ he leído este documento de consentimiento informado que me ha sido entregado, he comprendido el tema y el objetivo del proyecto que se va a realizar.

También he sido informado/a de que mis datos personales y de mi representada/o, serán protegidos y manejados bajo confidencialidad por parte del investigador.

En conocimiento pleno me sirvo consentir y autorizar la participación de mi hijo/hija en la realización del proyecto a cargo del estudiante de la Universidad Nacional de Loja con fines investigativos y de aprendizaje.

En la ciudad de Loja, a lashoras del mes de, 2022.

Firma:

Nombres y Apellidos:

C.I.:

REPRESENTANTE

Annex 6. Lesson Plans

Lesson plan #1	
Class: Seventh grade Number of Students: 20	School year: 2022-2023
Language level: A2	Topic: Use of “there is” and “there are”
Date: Tuesday 01 November 2022	Institution: Escuela “IV Centenario”
Pre-service teacher: Johanna Elizabeth Fernández Chamba	Time per lesson: 40 minutes
Materials	Lesson Objectives
Flashcards YouTube platform Wordwall platform Wonderful English textbook	At the end of the lesson, students will be able to write sentences by using “there and there are” to express the existence of something
Content	Vocabulary: Classroom objects (book, pencil, eraser, backpack, colors, markers)
Warm-up and Objective Discussion	
<p>Play a game called “Board race”. The teacher divides the class into two or more teams and has those teams line up facing the board. The students at the front should be a few meters away from the board. Then, show the flashcards with pictures of classroom objects. When the teacher says go, the teams have to race to write the name of the object on the board. It will help activate students’ prior knowledge related to vocabulary. The group which gets more points wins a badge (candy). Finally, the teacher introduces the new topic and explains to students they are going to learn about the use of “there is and there are”. to express the existence or non-existence of something.</p> <p>Resource: https://www.youtube.com/watch?v=esIV9W9zR6o</p>	
Instruct and Model	
<p>Instruct</p> <ul style="list-style-type: none"> -First, the teacher teaches new vocabulary and explains the use and the structure of “there is and there are” -After, the teacher shows a song to students and asks them to pay attention to the examples. -Finally, the teacher shows flashcards with classroom objects and writes some positive and negative sentences to support the use and structure of “there is and there are. For example. <i>There is a dog in the park or There are not books on the desk.</i> <p>Model</p> <ul style="list-style-type: none"> -The teacher shows new flashcards to the students and asks them to say their own sentence with “there is and there are”. There is a crab. -Then she asks each of them to show an object to the front of the class. And, their classmates should make their own sentences: For instance: <i>There is a pencil case on the table, or There are some books on the chair.</i> -At this extend, highlight the importance of using there is and there are to express the existence of something and to prepare students to do the next guided practice activity. 	

Resource: <https://www.youtube.com/watch?v=bY6WyeJPP2s&t=60s>

Guided Practice

The students should complete pages 17-18 from the student's book, where they need to look at two pictures, then they have to find seven differences and write sentences about them.

Less guided activities

Group work: The teacher gives a picture to each group and the students should write 10 sentences. For instance: There is a kite in the park. There are some marbles on the grass. There are no flowers in the park.

Resource: <https://i2.wp.com/www.youteacher.net/wp-content/uploads/2019/09/cropped-THERE.jpg?fit=564%2C317&ssl=1>

Independent Practice

Group work: In the same group, the teacher gives students a reading passage about "there is and there are", and they should answer some questions according to the text. For the participation of students, the teacher gives points in Class Dojo.

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/There_is_-_there_are/There_is_-_There_are_Reading_gy1820097at](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/There_is_-_there_are/There_is_-_There_are_Reading_gy1820097at)

Assessment

The students play a game and the "Wordwall" website according to the topic.

Resource: <https://wordwall.net/es/resource/10961041/there-is-there-are/there-is-there-are>

Homework: The students should paste a picture and write 5 affirmative sentences and 5 negative sentences by using "there is and there are".

Lesson plan #2

Class: Seventh grade Number of Students: 20	School year: 2022-2023
Language level: A2	Topic: Use of “there is” and “there are”
Date: Tuesday 08 November 2022	Institution: Escuela “IV Centenario”
Pre-service teacher: Johanna Elizabeth Fernández Chamba	Time per lesson: 40 minutes

Materials

Flashcards
YouTube platform
Wordwall platform
Wonderful English textbook

Lesson Objectives

At the end of the lesson, students will be able to write sentences by using “there and there are” to express the existence of something

Warm-up and Objective Discussion

In a basket, the teacher will have cards with pictures of the previously learned vocabulary. Then, one by one, the students go to the basket and choose a card and they should write the name of the picture on the board, in order to activate their prior knowledge related to the vocabulary. Then, the teacher introduces the new topic and explains to students they are going to learn about the use of “there is and there are”. Tell them that “there is and there are” are useful to ask or express the existence or non-existence of something: There is an apple on the bed

Instruct and Model

Instruct

First, the teacher reinforces the use and structure of there is and there are. And he writes positive and negative sentences. For instance, There is an apple on the floor. There aren't books on the desk.

After, the teacher shows a video about the use of “there is and there are” to make questions. Are there three markers in the pencil case? Is there a whiteboard in the classroom? Then, the teacher explains why it is important to ask using "there is and there are" to know the existence of something.

Model

The teacher shows a video with a conversation with "there is and there are" and asks the students to write all the sentences and questions that they can hear from the video.

At this extend, highlight the importance of using there is and there are to express the existence of something and to prepare students to do the next guided practice activity.

Youtube: <https://www.youtube.com/watch?v=SkSf67TWpW0>

<https://www.youtube.com/watch?v=AqgJZavt3b8>

Guided Practice

-The teacher projected a reading to the students related to the topic and asked them one by one to read a piece of the reading aloud. Afterward, she asked them to read each one silently.

-Then, as a group, students should remember what they read previously and answer some questions related to the reading. For each correct answer, they will get a star as a badge. In the end, the group with the most stars wins. The winning group will decide on a video or song that they want to listen to in the next class.

Less guided activities

-The students should to complete pages 17-18 from the student's book, where they need to look at two pictures, then they have to find seven differences and write sentences about them.

Independent Practice

Students must complete a worksheet where there are positive and negative sentences and questions by using “there is and there are”.

Assessment

The students play a game and the “Wordwall” website according to the topic.

Resource: <https://wordwall.net/es/resource/10961041/there-is-there-are/there-is-there-are>

Lesson plan #3

Class: Seventh grade Number of Students: 20	School year: 2022-2023
Language level: A2	Topic: Countable and Uncountable Nouns
Date: Tuesday 15 November 2022	Institution: Escuela “IV Centenario”
Pre-service teacher: Johanna Elizabeth Fernández Chamba	Time per lesson: 40 minutes

Resource: <https://app.nearpod.com/?pin=A5FB06957AE57E293AAC4BBF4A8A7298-1>

Materials	Lesson Objectives
Nearpod platform Worksheet	At the end of the lesson, students will be able to talk about food by using countable and uncountable nouns.

Warm-up and Objective Discussion

Students play a game called “Matching Pairs” in which they should match the picture with its name. In this game, there will be old and new vocabulary with countable and uncountable nouns in order to activate the prior knowledge. Then, the teacher explains the objective of this lesson and emphasizes that they are going to learn about the use and differences between countable and uncountable nouns.

Instruct and Model

Instruct

- The teacher shows a picture of the reading “Going Shopping” and asks students to predict what today's class will be about. Then, the teacher makes a brainstorming on the board with the students’ ideas.
- Next, the teacher introduces the new topic with some questions to know the knowledge of the students. In this activity, students must choose the correct answer. For example: an apple. Milk is uncountable noun.
- Then, the teacher shows the slides with the new topic and explains the grammar of countable and uncountable nouns

Model

The teacher shows a video “Preparing dinner” which is a song about countable and uncountable nouns. Thus, the students should hear the song and write in their notebooks the countable and uncountable nouns that they heard. Then, the students go to the blackboard to write the nouns they have written in their notebooks.

Guided Practice

The students together with the teacher open a link that contains an activity related to the topic. In this activity there are some images and the students must choose if it is a countable or non-countable noun. For instance:

Less guided activities

In pairs: Students fill out a worksheet, in which they must classify the nouns

Independent Practice

The teacher gives the reading “Going Shopping”. Each of the students will read this text silently. Then they will do the scanning to be able to answer the questions in order to show their comprehension about the reading. After, the teacher asks for their participation in reviewing the questions. For each correct answer, students will get a star. The 3 students who get the most stars will be on the podium or leaderboard and will receive recognition provided by the teacher.

Assessment

Students draw and write 10 countable and 10 uncountable nouns. Then they should write 5 sentences with the nouns.

Lesson plan #4	
Class: Seventh grade Number of Students: 20	School year: 2022-2023
Language level: A2	Topic: Means of Transportation
Date: Tuesday 22 November 2022	Institution: Escuela “IV Centenario”
Pre-service teacher: Johanna Elizabeth Fernández Chamba	Time per lesson: 40 minutes
Materials	Lesson Objectives
Liveworksheet ClassDojo Youtube	-At the end of the lesson, students will be able to talk how they mobilize by using means of transport. -Scanning to understand the uses of different means of transport, to read for specific details, to answer questions
Warm-up and Objective Discussion	
Students sing the song “Means of transportation” and they should pronounce the different kinds of transports listened into the song, in order to activate their prior knowledge. Then, the teacher explains the objective of this lesson and emphasizes that they are going to learn about how they can mobilize by using means of transportations.	
Instruct and Model	
<p>Instruct -The teacher begins the class by asking the students what means of transportation they know or use. -Then, the teacher introduces the vocabulary about the means of transport. In this activity, students must match the image with the name correctly. This vocabulary will help to better understand the text.</p> <p>Model Then, the teacher shows pictures of the different types of transport and asks students if they know what they are called and where they are used.</p> <p>Resources: https://agendaweb.org/exercises/vocabulary/transport/vehicles-match</p>	
Guided Practice	
Students read the text aloud, one paragraph for each student with the guidance of the teacher. In this activity, students should absorb as much information as possible, while learning the meanings of unknown words, in order to make it easier for them to understand the text. In addition, teacher teaches pronunciation. Resource: https://n9.cl/8ooq3	
Independent Practice	
The students scan the reading about means of transportation to answer a worksheet with questions about the text, in order to demonstrate understanding of the text. Students get points in the ClassDojo platform for their participation.	
Assessment	
Students complete an activity in which they find in the alphabet soup dome different names of the means of transportation and then write them in the gaps. https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Means_of_transport/Unit_8_ym1984783qb	

Lesson plan #5

Class: Seventh grade Number of Students: 20	School year: 2022-2023
Language level: A2	Topic: Prepositions of place: In, On, Under, Behind, between, In front of.
Date: Tuesday 29 November 2022	Institution: Escuela "IV Centenario"
Pre-service teacher: Johanna Elizabeth Fernández Chamba	Time per lesson: 40 minutes

Materials	Lesson Objectives
Youtube Kahoot Liveworksheets	- At the end of the lesson, students will be able to express the exact position where an element is located by using prepositions of place: In, on, under, behind, between, and in front of. - To read for specific details, to answer questions.

Warm-up and Objective Discussion

The teacher gives students the lyrics to a song about the topic of the lesson. Students will sing a song called "In Front Of, Behind, Between" in order to activate prior knowledge. Then, the teacher explains that these prepositions are very useful because they are very specific when talking about the location of things. Finally, she tells to students that at the end of the lesson, they will use the prepositions of place to express the exact position where an element is located by using prepositions of place

<https://www.youtube.com/watch?v=xERTESWbqhU>

Instruct and Model

Instruct

-The teacher shows to students a video about prepositions of place with information about how to use the prepositions of place.

-Then, the teacher teaches new vocabulary and asks students to make a sentence with one preposition. For example, *My book is under the table*

Model

--The teacher presents a picture to students and asks them some questions

What are the prepositions?

What do you think about prepositions are used for?

What prepositions do you know?.

At this extend, highlight the importance of using the preposition of place to express the exact position where an element is located and to prepare students to do the next guided practice activity

Resources:

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Prepositions of Place/Prepositions of Place - Reading Comprehension Exercise ab2604798li](https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Prepositions+of+Place/Prepositions+of+Place+-+Reading+Comprehension+Exercise+ab2604798li)

<https://www.youtube.com/watch?v=niPyVnCW5g>

Guided Practice

The teacher gives students the reading passage and they have to read silently and scan to get the main idea. The teacher guides them during the reading and teaches vocabulary if necessary.

In pairs: students discuss the main ideas of the text.

Independent Practice

In the same pair students complete a worksheet in which they should answer questions about the previous reading. For instance: *In what part of the house Karen is? Peter and Karen are on the bed?*

Assessment

-Students play a kahoot with question about preposition of place.

-Students write 10 sentences in a piece por paper with prepositions of place.

<https://create.kahoot.it/details/da3c3e93-fc6d-4915-ae42-941e8f9fc983>

Lesson plan #6

Class: Seventh grade Number of Students: 20		School year: 2022-2023
Language level: A2		Topic: Prepositions of place: Next to, Behind, Besides, Near and Among
Date: Tuesday 06 December 2022		Institution: Escuela "IV Centenario"
Pre-service teacher: Johanna Elizabeth Fernández Chamba		Time per lesson: 40 minutes
Materials	Lesson Objectives	
Kahoot Worksheets Workbook ClassDojo	-At the end of the lesson, students will be able to express where a place is located within the city by using prepositions of place: Next to, Behind, Besides, Near and Among. - To read aloud and look for vocabulary	
Warm-up and Objective Discussion		
Students sing a song called "Yellow Submarine" from their book in order to activate prior knowledge. Then, the teacher explains that in this lesson they are going to express where a place is located within the city by using prepositions of place https://www.youtube.com/watch?v=m2uTFF_3MaA		
Instruct and Model		
Instruct		
The teacher shows to students a picture with different places. Afterward, she explains new vocabulary that will help them to express where a place is located.		
Model		
The teacher asks some questions to each student. Then, she asks them to think of their own question. For instance: - <i>Where is the bank?; Where is the high school?; Where is the sports center?</i>		
Guided Practice		
The teacher models the reading passage and pre-teaches vocabulary and pronunciation. Then, she puts students in pairs and asks them to read the examples out loud. Students get points for their participation and at the end the students with most points win a badge.		
Independent Practice		
Pair Work: Students complete a worksheet in which they should answer some questions about the previous reading passage. For example: -Where is Any's house located? -It is located next to the park. Next, students write the main idea of the text in a piece of paper.		
Assessment		
Students complete an activity about the topic by using Quizizz platform Resource: https://quizizz.com/admin/quiz/62d70bdd1c8dc8001e196691?source=quiz_share		
Students complete the pages 20-21 from their student's book.		

Lesson plan #7

Class: Seventh grade Number of Students: 20	School year: 2022-2023
Language level: A2	Topic: Prepositions of place: Across from, Next to, In back of, At and In front of.
Date: Tuesday 13 December 2022	Institution: Escuela “IV Centenario”
Pre-service teacher: Johanna Elizabeth Fernández Chamba	Time per lesson: 40 minutes
Materials	Lesson Objectives
Youtube Platform Merimeter ClassDojo	- At the end of the lesson, students will be able to write sentences expressing where a place or thing is located by using prepositions of place: Across from, Near, Next to, in back of, and in front of. -To read for specific information, answer questions and summarize.
Warm-up and Objective Discussion	
Students make a brainstorming with prepositions of places that they remember by using the “Mentimeter” website in order to activate prior knowledge. Then, the teacher explains that in this lesson they are going to learn to write sentences expressing where a place or thing is located by using prepositions of place: Across from, Near, Next to, in back of, and in front of. https://www.mentimeter.com/app/presentation/al6aft123p4d2scuxfgo4ciy3www161/ussqqcnqr95c	
Instruct and Model	
Instruct - First, the teacher shows a video that explains how to write sentences by using prepositions of place. Resource: https://www.youtube.com/watch?v=uJM1OqJeQsQ The teacher shows a map and asks the students to write a sentence using the prepositions of place. For example: -The dog is between the bicycle - The girls are in front of the bus stop Finally, the teacher asks students to show their classmates the meaning of the preposition chosen by moving themselves around the whole class.	
Model Students look at the pictures shown by the teacher. Then, they listen to and repeat the sentences. For instance: -The car is next to the school -The bus is across from the bank The teacher pre-teaches new vocabulary that will help students to understand the reading passage.	
Guided Practice	
The teacher projects a reading of the student’s book. Teacher models the reading of the text teaching the pronunciation and vocabulary. Then, students read aloud a paragraph each	
Independent Practice	
Students perform an intensive reading to find specific information that will help them answer the questions. For example: -Where does the trolleybus run? -Is the trolleybus a good transportation system? -Describe the three trolleybus routes: While the students complete the activity, they will get points or badges for their participation in the ClassDojo website. The student with the most correct answers gets extra points.	
Assessment	
-Students write and draw 10 sentences in a piece por paper with prepositions of place. -Students complete the pages 27 and 29 of their students’ book	

Lesson plan # 8

Class: Seventh grade Number of Students: 20		School year: 2022-2023
Language level: A2		Topic: Prepositions of place: Present Simple
Date: Tuesday 20 December 2022		Institution: Escuela “IV Centenario”
Pre-service teacher: Johanna Elizabeth Fernández Chamba		Time per lesson: 40 minutes
Materials	Lesson Objectives	
Youtube ClassDojo	<ul style="list-style-type: none"> - At the end of the lesson, students will be able to talk about daily routines by using the present simple. -To read for specific information, read aloud. 	
Warm-up and Objective Discussion		
<p>Students listen to a song called “What do you do Every day?” This song shows some daily activities that students could relate to what they do, in order to activate their prior knowledge. Then, the teacher explains that in this lesson they are going to learn to use the present simple tense to talk about daily routines and activities.</p> <p>Resource: https://www.youtube.com/watch?v=oEAdz3MAj0</p>		
Instruct and Model		
<p>Instruct</p> <ul style="list-style-type: none"> -First, the teacher shows to students some flashcards with some daily activities, -Then the teacher asks students what the first thing they did that day was and what they did next. This should give students a clear idea that the lesson will be about activities they do regularly. That is their daily routine. -Finally, students watch a video that explains the structure of the present simple in affirmative form. <p>Resource: https://www.youtube.com/watch?v=RB822HdHqko</p> <p>Model</p> <p>The teacher shows a picture to the students and asks them to predict what today's reading will be about based on this. For example: Mary's routine</p>		
Guided Practice		
<p>The teacher projects a reading passage and models it. Then, she teaches vocabulary and pronunciation. Next, she asks the students to read aloud, one paragraph per student. They win a point for their participation on the ClassDojo website.</p> <p>Less guide practice</p> <p>Students complete a worksheet with questions about the reading in order to demonstrate their comprehension.</p>		
Independent Practice		
<p>After reviewing the answers to the previous activity, the students in pairs play a board game . In this game, one student should roll the dice and move their eraser. Then they should make a dialogue with their partner based on the picture in the square that they landed on. For example, if they land on the ‘brush your teeth’ picture, they should ask their partner, “What time do you brush your teeth?” and their partner should answer. Then, it is the other student's turn to roll the dice. The aim of the game is to get to the star in the middle of the board game to win a point.</p>		
Assessment		
<p>Students draw their daily routine by using present simple.</p>		

Lesson plan # 9	
Class: Seventh grade	School year: 2022-2023
Number of Students: 20	
Language level: A2	Topic: Prepositions of place: Present Simple
Date: Tuesday 27 December 2022	Institution: Escuela "IV Centenario"
Pre-service teacher: Johanna Elizabeth Fernández Chamba	Time per lesson: 40 minutes
Materials	Lesson Objectives
Youtube British Council Platform Worksheets	- At the end of the lesson, students will be able to write sentences about daily routines and facts. by using the present simple. - After reading the text students will be able to identify specific details and information
Warm-up and Objective Discussion	
The students play a game called "pass the ball". In this game, the students form a circle. Later, the teacher prepares a ball that has some questions about daily routines. For example: What time do you get up? What do you do after getting up? in order to activate their prior knowledge. Then, the teacher passes the ball to a student, this student must answer a question. If the student answers correctly she/he gets a badge. Finally, the teacher explains that in this lesson they are going to remember of the use present simple tense to talk about daily routines and facts.	
Instruct and Model	
<p>Instruct Students watch a video that reminds them of the structure for writing sentences with the present simple. https://www.youtube.com/watch?v=KLBGrLT005I. Then, the teacher asks students for their own examples.</p> <p>Model First, the teacher teaches new vocabulary and pronunciation. For instance: (raining, foggy, desert). Then, the students watch a video on the British Council platform. This video tells the story of Ali and the magic carpet using the present simple. After watching the video, the students should play a game given by the same platform In this game, they arrange the places in the order that is mentioned in the story. For example: First, the jungle is named, then the desert, and finally the island. Students get a point for their participation.</p> <p>Resource: https://learnenglishkids.britishcouncil.org/short-stories/ali-and-the-magic-carpet</p>	
Guided Practice	
The teacher shows to students a picture of the reading. Then, she asks them to make a brainstorming with the vocabulary that they think the reading will have. For example Ecuador, Otavalo, traditions, culture, and people.	
<p>Less guide practice The teacher provides them with a worksheet with the reading "Culture in Ecuador, Otavalo". First, the teacher models the reading passage and teaches new vocabulary to help students to understand the text. Afterward, the students read silently and underline true facts about Ecuador. Finally, they circle verbs they find in the reading.</p> <p>Resource: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Reading_comprehension/Culture_in_Ecuador_dr1573455oo</p>	
Independent Practice	
After the previous reading, students pair up to play a game. First, the teacher gives the pairs a sheet with a die with questions about the reading. Then, students must assemble the die and read the reading passage again for specific information. Finally, the pairs roll the dice, and the person who answers the most question correctly gets 2 points.	
Assessment	
Students play a Kahoot with questions about present simple. Students write 10 sentences with facts about Ecuador by using present simple.	