# Universidad Nacional de Loja

## Facultad de la Educación, el Arte y la Comunicación

### Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**Gamification on English Reading skills development among superior basic education students at a public institution of Loja city. School year 2022-2023.**

**Gamificación en el desarrollo de habilidades de Lectura en inglés en estudiantes de educación básica superior de una institución pública de la ciudad de Loja. Año lectivo 2022-2023.**

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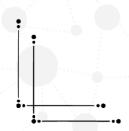
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## Dedication

I dedicate this research to God and my family who supported me during this long process, encouraged me not to give up, and above all were with me in every sleepless night and in every step, I took until I reached this moment. I want to thank my mother Veronica Chamba because without her support I would not have reached where I am, I thank her for those words that she said to me every night before going to sleep "don't give up, it's not long now". I would also like to thank my father Juan Salazar for supporting me at the beginning of my career. I also want to thank my siblings Salome and Juan, who motivate me to keep going because I am their role model. To my engaged Cristian, I want to give sincere thanks for being with me this last year giving me his unconditional support and encouraging me not to give up and to keep going. Finally, I want to thank my best friends Julio and Nayely who made me laugh in the worst moments, shared my sadness, and above all were with me in the happiest moments of my life.

*Erika Michelle Salazar Chamba*

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*Erika Michelle Salazar Chamba*

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# 1. Title

**Gamification on English Reading skills development among superior basic education students at a public institution of Loja city. School year 2022-2023.**

## 2. Resumen

El presente estudio tuvo como objetivo mejorar la destreza de la lectura a través del uso de la técnica de "gamificación" con los estudiantes de Básica Media Superior, específicamente con una muestra de 22 estudiantes de noveno año de una escuela pública de la cuidad de Loja durante el periodo académico 2022-2023. La destreza lectora es considerada una habilidad receptora porque a través de esta los estudiantes pueden adquirir e interpretar información de textos escritos. Además, el método utilizado durante esta investigación fue mixto, con el cual se pudo obtener datos cuantitativos (calificaciones de los estudiantes) haciendo uso de un pretest y un posttest, también se obtuvieron datos cualitativos (percepciones de los estudiantes) a través de un cuestionario y estos se corroboraron con el uso de una lista de control. Los datos analizados mostraron una mejora significativa en el nivel de lectura de los estudiantes luego de aplicar la técnica de "gamificación". Se concluyo que la gamificación tuvo un impacto importante en los estudiantes ya que mejoro su comportamiento, su falta de atención, el aburrimiento en el aula de clase y sobre todo motivo a los estudiantes a estudiar de una forma divertida pero significativa. Finalmente, este estudio ayudo a los docentes novatos a mejorar su método de enseñanza y le brindo nuevos conocimientos los cuales podrán ser aplicados en su vida profesional.

*Palabras claves: gamificación, habilidades lectoras, investigación mixta, nivel de lectura, percepciones.*

**2.1 Abstract**

The objective of this study was to improve reading skills through the use of the "gamification" technique with students in upper middle school, specifically with a sample of 22 students in the ninth grade of a public school in the city of Loja during the 2022-2023 academic period. Reading is considered a receptive skill because students can acquire and interpret information from written texts through it. In addition, the method used during this research was mixed, with which it was possible to obtain quantitative data (students' grades) using a pretest and a posttest, qualitative data (students' perceptions) were also obtained through a questionnaire and these were corroborated with the use of a checklist. The data analyzed showed a significant improvement in the students' reading levels after applying the "gamification" technique. It was concluded that gamification had an important impact on the students as it improved their behavior, lack of attention, and boredom in the classroom and motivated them to study in a fun but meaningful way. Finally, this study helped novice teachers improve their teaching methods and provided them with new knowledge that can be applied in their professional lives.

***Key Words:*** *gamification, reading skills, mixed research, reading level, perceptions.*

## 3. Introduction

Reading skills are the ability to understand and interpret information appropriately from a text, whether, in print or digitally (Grabe & Stoller 2011). Taking this into account, the Ministry of Education (MinEduc, 2016) aims to effectively develop reading skills in Ecuadorian students learning English as a foreign language. For this reason, the Common European Framework of Reference (CEFR) specifies that Superior Basic Education students must reach level A1.2 in reading competence at the end of the 9th year. This means that students will be able to interact autonomously with written texts to perform a variety of tasks, such as extracting information, learning about the world around them, and communicating.

Unfortunately, students in Superior Basic Education do not reach the A1.2 level established by the CEFR specifically in reading skills. This problem may arise because reading skills are a process that requires a lot of concentration and motivation. Chena et, al., (2020) and Prados et. al., (2021) mention that incorrect reading levels and lack of vocabulary are factors that also affect the good development of reading. Additionally, the low reading level is also caused by the lack of didactic resources, the scarce or null implementation of games, the inadequate use of the material, and the bad application of these at the moment of teaching (Ratnasari et, al., 2019; Ling, 2018). Considering this problem, the researcher applied gamification as a strategy to improve reading skills.

Based on these issues, the project aims to identify the influence of gamification on the development of reading skills. In order to carry out this thesis project, the following general problem has been established: How can reading skills be developed by using gamification with students of Superior Basic Education at a Public Education of Institution of Loja city? This problem has been divided into three sub-problems which were written as questions: What is the level of reading proficiency that learners can reach by applying gamified teaching strategies?, How can gamification improve the development of reading skills among Superior Basic Education students at a Public Institution of Loja city? and What are students' perceptions about using gamified activities in the development of reading skills among Superior Basic Education at a Public Institution of Loja city?

Previous studies have reported that gamification is an important technique to improve reading skills, with this in mind Abusaaleek and Ahmad (2020) mention that reading skills are difficult to teach students in a traditional way; therefore, they recommend applying gamification within the classroom students feel active and motivated during learning. Similarly, Ling (2018) stated that the games applied during the intervention were engaging,

fun and interesting for the students, and for this reason, they found the readings easier to understand; therefore, they significantly improved their reading skills and were able to learn about the mistakes they made.

Furthermore, some authors mention several deficiencies within the studies such as that this technique should be applied to other grades and other English language skills such as speaking or listening. In addition, teachers of English as a foreign language should have more training in gamification and other techniques to improve reading skills. Therefore, taking into account these deficiencies, the researcher came to the conclusion that gamification is one of the most favorable strategies to develop reading skills. Finally, to fill the gap the researcher carried out this study to improve reading skills through gamification in students of Superior Basic Education.

It is expected that this thesis project will provide favorable contributions to future researchers, students, and teachers who are immersed in the research community. It is also expected that the results of this project will motivate students, teachers, and researchers to apply and investigate new strategies that improve the education of students and provide new tools to implement in the field of teaching. In addition, the students during this study were trained to improve their reading skills as well as to improve their reading sharing and motivation in the classroom. Also, the future teachers improved their knowledge, skills and learned new strategies that can be applied in their future professional life to better develop the English language.

This thesis project was implemented with the objective of improving reading skills in the following aspects such as reading comprehension, vocabulary, phonics, phonics awareness, and fluency through gamification using the following strategies: assign points, badges, challenges, and leaderboards to 22 students of Superior Basic Education in a public school in the city of Loja during the school year 2022-2023. It is important to mention that this study was applied during 40 hours. Taking into account the mentioned some limitations were presented during the intervention process such as the lack of internet in the classrooms, the time this intervention lasted was short and the applications used in this research were limited. In addition, the present investigation did not have a control group and for that reason, only a single pretest/posttest design was conducted and applied only to the sample.

Therefore, an additional study with the application of a control group is suggested for more accurate results. Finally, it is suggested to future researchers take into account the connectivity beforehand, to make sure that the time of the intervention will last is enough to

obtain the necessary data and finally to be varied with the applications that will be used to carry out the development of gamification during the research.

Based on the aforementioned issue, the main objective of the research was to identify the influence of gamification on the development of reading skills among Superior Basic Education students at a Public Institution of Loja city. To achieve this objective, the following specific objectives were proposed: to categorize the level of reading skills that learners reach by applying gamified teaching strategies, to apply gamified strategies in the development of reading skills among Superior Basic Education students at a Public Institution of Loja city, and to find out the students' perceptions about using gamified activities in the development of reading skills among Superior Basic Education at a Public Institution of Loja city.

<center>**4. Theoretical Framework**</center>

This theoretical framework contains the study of different researchers on study variable one, gamification, to enhance reading skills variable two. It is important to mention that these studies were obtained from scientific articles, books, and websites. In turn, many researchers have mentioned gamification, as a favorable and helpful technique in the educational field. On the other hand, the close relationship between games and dynamics as a tactic to improve reading skills in the educational environment.

**4.1 Gamification**

Gamification is a technique that is currently being implemented by educators to teach their classes. Consequently, this method has been very well received by students, because when this process is applied in classrooms, it makes them more fun and dynamic for both the educator and the learner. In addition, it uses the mechanics of games in the educational-professional field with the aim of achieving better results, either to improve the absorption of some knowledge, enhance skills or reward specific actions, among other objectives. For this reason, this research project will consider the positive effect that gamification activities have on reading skills. Some definitions related to Gamification will be considered such as: the definition of gamification and games, gamification in Learning and Education, gamification elements to use for learning, gamification strategies, and applications to develop gamification in the learning process.

*4.1.1 What is Gamification?*

Gamification is a learning technique that requires the active involvement of the student in order to be effective. In addition, this method seeks to achieve better results among learners through dynamics that involve them and encourage them to progress. Kapp (2012) establishes that "gamification is using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems" (p. 10).

Gamification in learning does not only seek to be based on unimportant games, this technique goes beyond this. It requires increasingly complex mechanisms which aim to support, improve and encourage easier and more dynamic learning at the time of being taught and as are the interactions at the time of being applied. Özdamlı and Ceker (2017) explain that the "gamification concept, indicates that learning is not accomplished as it happens in a "game-based activity"; but focusing more on mechanisms providing and supporting learning is needed to be considered and mutual interactions be evaluated in gamification" (p. 222).

Gamification is not only the use of games for the enjoyment of the participant. Additionally, it is a strategy that has to be used to motivate and influence the behaviour of the student when learning. Also, it should be applied correctly in order to be successful in students' behaviour, therefore, "gamification is a strategy for influencing and motivating the behaviour of people" (Matsumoto 2016, p. 1482).

Gamification uses the mechanics of games in the educational and professional fields. Furthermore, it serves to develop a more dynamic and creative way of teaching the classes taught by teachers. Also motivates students to perform tasks, and improves their productivity and participation. Therefore, below is a brief description of what the game is and its characteristics.

### 4.1.2 What is a Game?

Games are activities that have rules that must be followed to breach a goal effectively. In addition, it is necessary to set limits before and after a game, because it allows students to focus on the activity by acting accordingly to what the game specifies. Otherwise, if the student breaks the rules or exceeds the limits, the dynamic would no longer be possible to happen, because the objective of the activity could no longer be achieved. In this sense, Suits (1967) as cited in Kim et al. (2018), agrees with this statement by saying that:

> an activity directed toward bringing about a specific state of affairs, using only means permitted by specific rules, where the means permitted by the rules are more limited in scope than they would be in the absence of the rules, and where the sole reason for accepting such limitation is to make possible such activity. (p.15)

The game aims for the participants to actively participate during the dynamic, which makes it important to consider two main points during its application, such as the main goal of the game and the selection of the appropriate instructions and decisions to perform it. Bearing this in mind, Kim et al. (2018) say that a game is an activity carried out by the player who must seek a clear and compelling objective when making of particular and meaningful choices.

**4.1.2. 1 Game characteristics.** When presenting and carrying out a game it is significant to consider the characteristics of the activity because if these are not taken into account, the activity could lack clear objective, and students may fail in completing it. In this regard, Schell (2008) lists some aspects that a game must depict for it to be considered a fruitful activity that achieves a learning goal. These features are described as follows.

- They are entered wilfully.

- They have goals.
- They have conflict.
- They have rules.
- They have a win and lose.
- They are interactive.
- They have a challenge.

After observing the relationship that gamification shares with games, it leads the research to understand the effect of Gamification when it is applied in the educational field.

### 4.1.3 Gamification in Learning and Education.

When carrying out gamification in the learning and education context, the instructor must focus on the right choice of adequate games rather than applying a variety of activities. This is because, it is not necessary to implement plenty of materials, only applying the correct and appropriate ones is enough to convey the activities in a fun, precise, dynamic, and interesting way for the students. Taking this into account, Özdamlı and Ceker (2017) stressed that "it may be sufficient to use only some 'of the game design elements to implement it" (p.22).

Kim et al. (2018) mention that "gamification in learning and education is a set of activities and processes to solve problems related to learning and education by using or applying the game mechanics" (p. 29). That is to say that the use of gamification in education will help students to solve their tasks in a more fun and dynamic way through the implementation of games. Furthermore, it swallows learners' motivation and encouragement in class and deletes the concepts of boredom and monotony.

**Figure 1**

*Relation between serious games for learning and education and gamification in learning and education*



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**Figure 1.** Serious games for learning and education are games that are developed for the purpose of achieving learning and education objectives in the real world. Reprinted from "*Gamification in Learning and Education*" (1st ed., p 29), by Kim et al., 2018, Springer. Copyright 2018 by Springer International Publishing AG.

Gamification in education seeks to improve students' learning by making use of different types of games and utilizing as many resources as possible. Within this framework, it is important to remember that these games should be graded by students' age or level. Buck (2017) supports this view by stating that gamification aims to change learning for the better by making use of the motivating effects of (digital) games and elements typical of games, like experience points, levelling, quests, rankings etc.

Subsequently, Faiella and Ricciardi (2015) recommends gamification for applications in the areas of daily life where boredom, repetition, and passivity are prevalent to promote a desired type of behavior; this is why this technique is the most suitable to be applied in the classroom. Thus, when implemented in schools, it can help the teacher to turn a boring class into one with active and simultaneous participation of students where teachers can observe the variation on their learners' behavior.

In a summary, gamification in learning and education will be a great advantage in improving the student's performance in the classroom. In these terms, when applying games, the motivation, curiosity, and desire to learn will grow in learners. That's why the effectiveness of this technique increases when relating it to some gamified strategies. Consequently, it becomes significant to describe the learning elements involved in the usage of gamification in class.

### 4.1.4 Strategies in Gamification for learning

There are a variety of strategies within gamification that help develop and enhance student learning in the educational environment. Buljan (2021) proposes four strategies; the most popular in the field of teaching and learning.

**4.1.4. 1 Point Systems.** Assigning points for completing different tasks can encourage individuals to work hard. It also provides an accurate representation of their effort level to show how much they have progressed throughout the course or lesson.

Assigning points can be a very favorable strategy to apply in the classroom since apart from motivating the student to continue working hard on their tasks or activities, it also helps the teacher to keep track of the progress their students have been making and improving throughout the class.

*4.1.4. 1.1 Advantages of Point Systems*. Assigning a certain number of points to each task and activity makes it completely clear to students what is worth more in a course and what is worth less. Learners should focus more on those activities that achieve the learning objectives.

Students are used to being graded with points. The fact that learners are comfortable with the system means that they are less concerned with the mechanics and perhaps more focused on learning.

**4.1.4. 2 Badges.** Badges are a fantastic way to acknowledge and reward people for their efforts. A badge is an award given in the form of a virtual object or a pinned image on your profile. It is a fantastic way to show that you value the hard work and effort put into the task. Abramovich et al. (2013) mention that "educational Badges are touted as an alternative assessment that can increase learner motivation" (p. 1).

*4.1.4.2.1 Advantages of badges.* Badges provide recognition for acquiring new skills, allow hiring managers to easily see acquired competencies, motivate students and members to develop new skills, develop members' careers by teaching new skills and reveals members' passions for continuous learning.

**4.1.4. 3 Leaderboards.** Leaderboards are best suited to create an atmosphere of competition among students, as they will want to see their name at the top and work harder to get a good result. The teacher can even create separate leaderboards based on different teams, dividing individuals into smaller groups for better competition.

*4.1.4.3.2 Advantages of leaderboards.* Leaderboards encourage the desire to compete with others and to become the best. Furthermore, these tables are effective when it comes to increasing player retention and engagement. Likewise, they function as a real-time feedback system, where the leaderboard informs the learner how close or far, they are from the target. Finally, it shows the player's position on the leaderboard and how they are doing compared to others.

*4.1.4.3.3 Disadvantages of leaderboards.* A possible disadvantage of a leaderboard is that players see that they are so far from the top that they become demotivated. Also, these tables can be powerful motivators, but as they are mainly driven by competition, it is not feasible for everyone. Finally, implementing leaderboards as the sole solution to boost motivation is not always enough.

**4.1.4. 4 Challenges.** These are challenging those students to have to overcome. They will help the learner to work on their own, using their time and effort to accomplish the given

task. In addition, it is important to mention that they do not have any negative impact if they failed or are performed incorrectly. Finally, challenges can incorporate learning strategies, such as problem-solving, in which individuals have to think innovatively to develop a solution.

*4.1.4.4.1 Advantages of challenges.* Challenges help students to discover their abilities, improve their skills and develop their personal work. With these activities, learners can experiment, explore and even discover new things as they go through the task.

When the challenges are in pairs or groups, it helps students to work collaboratively and motivate each other to meet the objective. For this reason, it is important that teachers propose challenges to students.

*4.1.4.4.2 Disadvantages of challenges.* The disadvantage of using challenges is that it makes students more competitive. Everyone wants to be the first to solve it or to complete it without caring about anything but winning. If the challenges are in groups, you might think that it will help to improve the fellowship. However, in many cases, it is not so. Many learners do not know what it is to work in a group and that is why, even if they have partners around them, they will do the work alone.

Strategies are a very interesting way to carry out gamification in the educational environment, as it makes it more dynamic, attractive, easy to apply and gives a variety to choose, implement, develop and in the end realize which is the one that best suits the teaching method of the teacher.

As the last topic to be addressed in this thesis project in the independent variable is: Games to develop gamification during learning. Some games or applications will be listed that will help to develop more feasibly the gamification in the educational and professional environment.

### 4.1.5 Applications to Develop Gamification in the Learning Process

In the following, we will describe some applications which will help to develop gamification in the learning process. Buljan (2021) mentions four very effective applications which are:

**4.1.5.1 Educaplay.** Educaplay is an online tool that allows teachers to create free educational games. The site is free to use and eliminates the need to use different software programs.

Once registered, teachers can create free educational games of different types (Quizzes, Matching, Crosswords, etc.) share them with their students, and receive the results.

One of the sections to highlight in this portal is the one dedicated to stories. (Technology Edu, 2021)

This application is used for introducing vocabulary or assessing knowledge. It´s very useful at the beginning, at the middle, or at the end of the class.

**4.1.5.2 WordWall.** Wordwall can be used to create both interactive and printable activities. Most of our templates are available in both interactive and printable versions.

The interactives play on any device with internet access, such as a computer, tablet, phone, or interactive whiteboard. Students can play individually, or be directed by the teacher and students take turns at the front of the class.

The printable can be printed directly or downloaded as a PDF file. They can be used as a complement to the interactive or as stand-alone activities.

This application is used for assessing knowledge. It is very funny for teachers and students, additionally, on this platform, the teacher can create a lot of games. Finally, it is very useful at the beginning, at the middle, or at the end of the class.

**4.1.5.3 Kahoot.** Kahoot! is an ideal quiz platform for both students and teachers. As the game-based platform allows educators to create new quizzes from scratch, it is also possible to be creative and offer tailor-made learning options for learners.

Kahoot! has more than 40 million ready-made games that can be accessed by anyone, making it quick and easy to use. This makes it ideal for hybrid learning when time and resources are scarce. Edwards (2022) mentions that Kahoot is a service that will work on most devices via a web browser. This means that students or teachers can access it during class or at home. It is also very easy to access as it can be accessed from laptops, tablets and, smartphones. Finally, users have the facility to create their own games and quizzes which they then share with other teachers, students or any other users who want to play online or at any time of the day and from anywhere. (Buljan, 2021).

**4.1.5.4 British Council.** The British Council is a British organization that specializes in creating international cultural and educational opportunities. This app can be found in over 100 countries. It aims to promote greater awareness of the UK and the English language around the world; promoting cultural, scientific, technological, and, educational cooperation.

On this platform, you can find a variety of games, readings, videos, audio, and other fun activities to arouse curiosity and increase the motivation of students. Putri &Francy (2022) points out that the "British Council is the UK's international organization for cultural relations and educational opportunities, building lasting relationships between the UK and

other countries. That is a dual organization that has many functions and uses in English learning" (p. 30).

## 4.2 Reading

Reading is the third of the four language skills. This skill is multifaceted and can be developed in different ways, but the most effective way is to develop it in stages, before, during, and after reading. It is important to bear in mind that this skill must be developed interactively in order to obtain the most favourable results. It also involves word recognition, comprehension, fluency, and motivation. For this reason, in this research project, being the reading skill the subject to be solved, some topics related to this ability will be taken into account: the definition of reading, the importance of reading the benefits of reading, models of reading, strategies for reading, elements of reading, levels of reading, asses to reading and approach to developing reading.

### 4.2.1 What is Reading Skill?

Reading is more than just picking up a book, starting and finishing it. In order for the reader to benefit from reading, it is necessary to take notes, underline the main ideas, and look up unfamiliar words. In addition, it is important to know and feel what you are reading. You have to put yourself in the writer's shoes and guess what will happen in the next chapter or even imagine a new beginning or end to the reading. Taking this into account Stoller & Grabe (2011) suggest that reading is the ability to draw meaning from the printed page and interpret this information appropriately.

As stated by Alshammari (2021) reading can also increase vocabulary, text familiarity, self-esteem, and self-confidence, enhancing operational and cognitive processes. The skill of reading is very important as it not only helps the student to improve his reading ability, it also helps him to improve his comprehension, significantly increase his vocabulary and thus effectively improve his reading. Once they have learned to understand texts, they will become more confident and their self-esteem will grow in a favourable way for themselves.

Reading skills are not just about reading. It involves more than that, for example, it helps the reader to comprehend and understand in a meaningful way what is being read. In addition, important and valuable information can be obtained that can be useful in the future. It should be noted that this skill is closely related to writing, speaking and listening. Biçer and Can (2021) consider that reading ability emerges as an effective language skill for acquiring

and interpreting information, and for using it in a variety of ways and situations, and is closely related to other language skills as well.

Many people think, that reading is just reading and accumulating books in a library or on a desk. But it is much more than that. It must be meaningful to the reader, it must leave a lesson, and it must be understood and comprehended in its entirety so that it can be said to have been a good read. Baha (2017) considers that reading is not only how to read a literary work, a book, a story...etc., but also how to acquire meaning and implications through reading.

In order for the research project to be developed more effectively. Some of the importance of reading will be listed below. These will help us to have a broader view of why reading is important for students as they develop their studies.

### 4.2.2 Importance of Reading

Reading is not only important in the educational field. This skill is important in several daily areas of life such as social, professional, cultural, political and others. This is why we will list some of these important in the following. Davis (2021) mentions seven important aspects of improving reading:

- Reading is fundamental to functioning in today's society.
- Reading is a vital skill in finding a good job.
- Reading is important because it develops the mind.
- It is how we discover new things.
- Reading develops the imagination.
- Reading develops the creative side of people.
- Reading is fundamental in developing a good self-image.

It is true that the importance of reading is necessary to develop reading skills. But now it will be pointed out which are the benefits that all people can obtain after developing a thorough and comprehensive reading.

### 4.2.3 Benefits of Reading

Team Leverage Edu (2021) enlisted some benefits of reading that everyone should take advantage of to make their studies or lives better:

- It improves your language skills
- It improves comprehension
- It makes you more empathetic
- It challenges stereotypes and social mores in society

- It reduces stress and anxiety
- It helps in building a vocabulary
- It stimulates the imagination
- It builds confidence
- It lowers the heart rate and relaxes muscles
- It prevents cognitive decline in older people
- It improves your sleeping habits

### *4.2.4 Strategies for Developing Reading Skills.*

**4.2.4. 1 Skimming Strategy.** "It's the strategy in which the learner is being exposed to a reading material that he/she is not sure or certain what it is about. Here, the learner looks for key details only" (Baha 2017, p. 45).

As Ngo (2018) expresses skimming has always been one of the most popular forms of speed reading. Before devoting any effort to the study of a document, skimming can be a good way to preview it. This strategy is very favourable when you have little time to read. It is also used when you need to do a quick reading of a text. In other words, if it is not necessary to read the book in-depth, this type of strategy can be used as a favourable option.

*4.2.4. 1.1 Effective reading with skimming.* In order to develop good skimming, it is very important to keep in mind some steps to follow. Ngo (2018) lists some of the steps you need to take to skim well:

- Look at the table of contents if there is. It's a fast way to figure out what's going on.
- The main headings are the most essential, so don't forget to read them. Remember that tables and charts have headings.
- After reading the first sentences, scroll your eyes down to the last ones of each paragraph.
- Attentively read the keywords. They can be nouns, dates, events, names, and numbers.
- Along with your skimming process, underline or highlight important words and phrases.
- Remember it's you who decides what rate of speed you want to skim. Of course, it's not necessarily equal in every part.

**4.2.4. 2 Scanning Strategy.** It's the strategy in which the learner is exposed to a material that he/she has some information about it. Here, the learner looks for certain information (Baha 2017).

*4.2.4. 2.1 Effective reading with scanning.* It is very important to keep in mind some steps to develop good scanning. Ngo (2018) recommends some suggestions for developing the scanning below:

- Use a finger of your hand to scan, which is a helpful way to stay focused.

- Repeat silently in your mind the keywords while scanning.

- When you come across a keyword while scanning, stop, and carefully read the surrounding text.

### 4.2.5 Elements of Reading

Bonnie and Armbruster (2001) mention five elements to help develop reading skills are described below.

**Table 1**

*Elements of Reading*

| Elements of reading skills development | |
|---|---|
| **Elements** | **Meaning** |
| **Phonemic Awareness** | <ul><li>It is the ability to hear, identify and manipulate these individual units of sound.</li><li>It is focused on helping students understand the role that phonemic awareness plays in learning to read and write.</li><li>The smallest units making up spoken language, combine to form syllables and words.</li><li>Children develop phonemic awareness by learning about sounds (phonemes), syllables, and words</li><li>It is one of the most fundamental skills children need to acquire in order to learn how to read.</li><li>Phonemic awareness is acquired through word games, language play, rhyming, and listening</li></ul> |
| **Phonics** | <ul><li>Phonics is the process of mapping the sounds in words to written letters.</li><li>Teaches students how to use these relationships to read and spell words.</li><li>Learning letter-sound patterns, beginning readers must become fluent in decoding—the process of segmenting letter-sound patterns within words and blending them back together to access that word in their lexicon.</li><li>This is one of the earliest reading skills children should develop because it introduces them to the link between letters and sounds, known as the alphabetic principle.</li><li>Phonics forms the nuts and bolts of the reading process. It allows students to connect arbitrary symbols on a page to verbally expressed language. Even if a child has no understanding of what a word means, they will still be able to phonetically sound it out.</li><li>Phonics also develops students' ability to read by sight, i.e., register whole words at a glance without sounding out each individual letter.</li></ul> |
| **Fluency** | <ul><li>Fluency allows readers to bridge the gap between understanding a word and knowing its meaning. Fluent readers don't have to concentrate on decoding the words. That means they have the freedom to comprehend the meaning of words they are reading without any delay.</li><li>With regular reading, children can develop fluency. Parents should read aloud to their children regularly and provide them with a vocal model to help them understand how different words sound.</li><li>Regular reading practice is essential to developing reading fluency. It's also helpful to note that by reading aloud regularly to your child, you can provide</li></ul> |

| Elements | Meaning |
|---|---|
| **Fluency** | them with a vocal model to help them understand what fluent reading sounds like.<br>• Fluency is important because it bridges the gap between word recognition and comprehension. |
| **Vocabulary** | • Vocabulary development is closely connected to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text.<br>• Children with better and larger vocabulary can make sense of a text more easily.<br>• Parents and teachers can benefit from two primary ways of teaching new vocabulary words. The first one is explicit instruction, which involves either the parent or the teacher telling the students how to pronounce a word. |
| **Comprehension** | • Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension.<br>• Comprehension is understanding what a text is all about and involves putting together different facts and bits of information.<br>• Comprehension is the most complex component of reading. That's because it involves all the other four aspects of reading. |

Five elements to help develop reading skills.

### 4.2.6 Assessing Reading

Brown (2004) lists 4 ways to assess reading skills, which are: Perceptive Reading, Selective Reading, Interactive Reading, and Extensive Reading.

**4.2.6. 1 Perceptive Reading.** At the beginning level of reading a second language lies a set of tasks that are fundamental and basic: recognition of alphabet symbols, capitalized and lowercase letters, punctuation, words, and grapheme-phoneme. Also, the task of perception is often referred to as literacy tasks, implying that the learners are in the early stages of becoming literate.

"Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. **Bottom-up** processing is implied" (Manuel, 2022, para. 3).

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. In addition, assessment of basic reading skills may be carried out in several different ways: Reading Aloud, Written Response, Multiple-choice, and picture-cued items

***4.2.6. 1. 1 Reading Aloud.*** The test-tasker sees separate letters, words, and short sentences and reads these aloud one by one in the presence of an administrator.

When you read aloud to pupils, you engage them in texts they may not be able to read. In the process, students expand their imagination, provide new insights, support

language acquisition, build vocabulary and promote reading as a worthwhile and enjoyable activity". (Teacher Vision Staff, 2022).

*4.2.6.1.2 Multiple Choice.* Multiple-choice responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at the low levels of reading, include same/different, circle the answer, true/false, choose the letter, and match.

Multiple-choice questions are a type of closed question and involve a participant being asked to choose one or more responses to a question from a list of pre-determined options made by the researchers. Using this question type is a common feature of quantitative research because they are quick and easy to read, administer, and analyse. (Mills, 2021).

**4.2.6. 2 Selective Reading.** A selective task is to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. Items such as picture-cued tasks, matching, true/false, multiple-choice, etc (Manuel, 2022).

Selective reading is a process of reading with purpose. Instead of scrolling through a text that may have no practical and aesthetic value to you. Reading with purpose will mean only reading texts that keep useful information (Beckford, 2018).

In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. The certain typical tasks that are used are as follows: picture-cued tasks, brief paragraphs and simple charts and graphs. A combination of bottom-up and top-down processing may be used. Multiple-choice (for form-focused criteria), Matching Tasks, Editing Tasks, and Gap-Filling Tasks.

*4.2.6. 2.1 Multiple-choice* (for form-focused criteria). This format is one of the popular methods of testing a reading knowledge of vocabulary and grammar. The reasons are because of practicality; it is easy to administer and can be scored quickly.

*4.2.6. 2.2 Matching tasks.* At this selective level of reading, the test-taker's task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedures is vocabulary.

*4.2.6. 2.3 Editing task.* Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading.

*4.2.6. 2.4 Gap -filing tasks.* Gap filling is a type of exercise based on English Grammar. In this exercise, a student's knowledge of various grammar topics is tested.

Generally, the questions contain a blank, and two options are provided in brackets. Students have to identify the answer out of the given two choices (Saini, 2022).

**4.2.6. 3 Interactive Reading.** Reading is a process of negotiating to mean. The reader brings to the text a set of schemata for understanding it and intake is the product of interaction. Some typical genres that are included are anecdotes, short narratives, and descriptions. Besides, questionnaires, memos, announcements, directions, and recipes are also included in this category. Top-down processing is a typical task, although some instances of bottom-up performance may be necessary.

*4.2.6.3.1 Short-answer task.* In spoken English and informal writing, a short answer is a response made up of a subject and an auxiliary verb or modal. Short answers are brief but complete—they can answer "yes or no" questions or more complicated queries. Conventionally, the verb in a short answer is in the same tense as the verb in the question asked. Also, the verb in the short answer should agree in person and number with its subject (Nordquist, 2020).

*4.2.6.3.2 Ordering Tasks.* This is also called the strip story technique. That is assembling a little strip of paper with a sentence on it into a story.

**4.2.6. 4 Extensive Reading.** Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books. These reading activities are usually done outside classroom hours. Top-down processing is assumed for most extensive tasks. Skimming Tasks, Summarizing and Responding, and others.

*4.2.6. 4.1 Summarizing and responding.* One of the most common means of assessing extensive reading is to ask the test taker to write a summary of a text.

*4.2.6. 4.2 Skimming task.* Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Assessment of skimming strategies is usually straightforward.

Skimming is the skill you use to get a general idea as well as the main focus of the essay or the paragraph. When you skim through a passage, you only read the essay's title, topic sentence, concluding sentences, and keywords. You read quickly through the text instead of reading the entire essay word by word. (Gyokujo, 2018).

*4.2.7 Steps to Develop Reading*

Budiharso (2014) mentions the following approach for developing reading skills in English. This technique is in stages: pre-during and post-reading.

**4.2.7.1 Pre – during - post Reading**

*4.2.7.1.1 Pre-Reading Activities.* Mason and Au (1990) as cited in Budiharso (2014), mention that pre-reading activities are instructional activities carried out before students conduct the real reading activities. In pre-reading activities, activations refer to students' prior knowledge, the objectives of the reading class, learning activities and students' motivation.

Pre-reading is to motivate students and teachers to do things like using some attractive colour scheme, a cartoon, a picture, or some other approaches to gain the attention of the students and showing them what they will be able to do when finishing the reading class

The activities of pre-reading are 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.

*4.2.7.1.2 During-Reading Activities.* During reading activities are the activities that a reader does while reading takes place. To maximize reader interactions to a text, readers should be guided during reading activities. In an attempt to influence how a reader processes a text to increase comprehension, a variety of interventions can be applied.

Greenwood (1981) as cited in Budiharso (2014), suggests five activities to do in during reading:

> **First,** readers identify the main idea of the text, by giving a title, selecting the most appropriate title, and identifying topic sentences through skimming. **Second,** readers find the details in the text, by scanning the text and finding specific information. **Third**, readers follow a sequence by relating items in a particular order or process. **Fourth,** readers infer from the text by trying to understand the text using their schemata and experience. **Fifth,** readers recognize the discourse patterns by applying all their linguistic and non-linguistic knowledge to understand the text holistically. (p.199)

*4.2.7.1.3 Post-Reading Activities.* Post-reading activities are the activities conducted by a reader after reading. The post-questions are more effective in incidental comprehension and the objective since information of both greater or lesser importance is learned.

Post-reading activities are instructional activities that the students and teacher do after reading takes place. Post-questioning, feedback and group and whole-class discussions are activities that can be carried out in the post-reading activities phase. The activities work to check students' understanding of the text being read. Post-reading activity questions in class are very important as major and minor information is learned.

**Table 2**

*Possible route of map for a reading lesson*

| | | |
|---|---|---|
| Pre-text | 1 | Introduction and lead-in, eg get the learners interested in the topic, initial discussion of key themes, make an explicit link between the topic of the text and students' own lives and experiences, focus on important language that will come in the text |
| Pre-text | 2 | First task (pre-reading), eg predict from some extracted information (illustration, keywords, headlines), tread questions about the text, students compose their own questions |
| Text | 3 | Task to focus on fast reading for gist (skimming), eg check text against predictions made beforehand, guess the title from a choice of three options, put events (or illustrations) in the correct order |
| | 4 | Task to focus on fast reading to locate specific information (scanning) |
| | 5 | Task to focus on meaning (general points), eg answer questions about meaning, make use of information in the text to do something (make a sketch, fill out which picture is describing, etc), discuss issues, summarise arguments, compare viewpoints |
| | 6 | Tasks to focus on meaning (finer points of detail, more intensive comprehensive understanding) |
| | 7 | Tasks to focus on individual language items, eg vocabulary or grammar exercises, use of dictionaries, working out meaning of words from context |
| Post-text | 8 | Follow-on-task, eg role play, debate, writing task (eg write a letter in reply), personalisation (eg 'Have you ever had an experience like this one?') |
| | 9 | Closing, eg draw the lesson to a conclusion, tie up loose ends, review what has been studied and what has been learned |

Using the task feedback circle as a starting point, it is possible to create a plan and a route map for a basic reading lesson. Reprinted from "*Learning Teaching: The Essential Guide to English Language Teaching*" (3rd ed., p 267), by Scrivener, 2011, Jim. Copyright 2011 by Jim Scrivener.

## 4. 3 Previous studies

The following section describes some studies that show relevant information about the research topic of gamification in improving reading skills. A total of 6 studies were collected and analyzed obtaining the following categories: author, year, country, population, method of research, and level of education. This information is presented in the following table.

*Table 3*

*Studies that have investigated gamification and reading skills*

| Author and year | Country | Population | Methods | Level of Education |
|---|---|---|---|---|
| Rami Ali Abusa'aleek & Abdallah Ahmad Baniabdelrahman (2020) | Pakistan | 71 students | Quasi-experimental | Primary |
| Enden Ratnasari', Rani Hikmawati & Rafi Nizam Ghifari. (2019) | Indonesia | 192 students | Quantitative | Secondary |

| Author and year | Country | Population | Methods | Level of Education |
|---|---|---|---|---|
| Lynette Tan Yuen Ling (2018) | Singapore | 80 students | Qualitative | Tertiary |
| Chih-Ming Chena, Ming-Chaun Lia & Tze-Chun Chenb (2020) | Taiwan | 55 students | Mixed Research | Primary |
| Gustavo Prados Sánchez, Ramón Cózar-Gutiérrez, Javier del Olmo-Muñoz & José Antonio González-Calero (2021) | Spain | 85 students | Quantitative | Primary |
| Putu Kerti Nitiasih & Luh Gd Rahayu Budiartha (2020) | Indonesia | 31 students | Quasi-experimental | Primary |

Categorization of six previous studies that have researched gamification to improve students' reading skills.

As can be seen from the table above, a total of six studies that are closely related to the topic under study in the context of EFL learning were considered to analyze and categorize the most important information. This research presents countries such as Indonesia, Singapore, Taiwan, Spain, and Pakistan. From these studies 2 out of 6 followed the Quasi-experimental; 2 of them followed the Quantitative method; 1 of them followed the Qualitative method and finally, 1 out of 6 followed Mixed research. All of these studies embodied different numbers of participants as well as levels of education such as primary, secondary, and tertiary. To conclude, these studies seek to determine the improvement of the dependent variable (reading skills) through the use of an independent variable (gamification).

The quasi-experimental study by Abusa'aleek & Baniabdelrahman (2020) examined the effect of gamification on the reading comprehension of Jordanian sixth-grade EFL students. It is necessary to mention that this study, studied a control group and an experimental group. The data were obtained through a pre-test and a post-test of reading comprehension. The results obtained from this study showed that there were statistically significant differences in ($\alpha$= 0.05) between the mean scores of the experimental and control group students in the post-test of overall reading comprehension and each level of reading comprehension (the literal, inferential and critical level) due to the gamification instructional program. This paper has argued that gamification is more effective than conventional instruction.

That useful qualitative study by Ratnasari et al. (2019) investigated the effect of the Quizizz application as a gamification platform in teaching reading comprehension of

narrative texts to primary school students in Indonesia, specifically with first graders, taking a total sample of 192 students. Data were obtained through a pre-test and a post-test. The results obtained in the study showed that the t-test was superior to the t-table and the hypothesis was accepted. This result suggested that there was a significant effect of applying Quizizz to teach reading comprehension.

Lynette Tan Yuen Ling (2018) measured the impact of meaningful gaming on students' motivation within a Women in Film module designed for students studying English Language Communication at the National University of Singapore (NUS). The participants of this project were undergraduates at the NUS, in their first year of study. Most of the students were Singaporean, with a number coming from regional countries, such as Malaysia, Indonesia, Thailand, China, and India, the final sample consisted of a total of 80 students. The data were obtained through the Qualitative method, furthermore, the Pre-test and the Questionnaire were the instruments used in this research. Finally, the findings obtained were that the student reflections mostly indicated that they found the game "engaging" "fun" and "more interesting" than working on a traditional quiz. Many also found that their understanding of the reading improved after playing the game, particularly in clearing up misconceptions that they had.

The research by Ming Chena et al. (2020) mentioned that the purpose of this study was to examine the effectiveness of the gamified web-based collaborative reading annotation system (WCRAS) on promoting students' annotation behaviors, reading comprehension performance, and their degree of immersion as well as to explore the students' interaction patterns in making collaborative. The participants of this research were 55 students in fifth grade from two classes in northeastern Taiwan. One class with 28 students (15 males and 13 females) another class with 27 students (14 males and 13 females). Furthermore, the data were obtained through mixed research in other words Quantitative and qualitative methods. Finally, the results showed that the experimental group made significantly more annotations across almost all types of reading annotations and response annotations and had a significantly higher degree of immersive experience and social interaction than the control group.

The quasi-experimental study by Sánchez et al (2021) evaluated the influence of the use of a gamified platform in the promotion of reading in Spain´s students in the fourth grade of primary education, separately evaluating its effect on reading comprehension and attitudes towards reading. The data were obtained through two pre-tests that were applied to 85

students who were divided into an experimental group consisting of 43 students, 26 boys, and 17 girls, and the control group was made up of 43 students, 24 boys, and 19 girls. The results obtained in this study can affirm that even taking into account that the implementation of gamification in learning environments can be done from deeper or less deep approaches, implementing gamified components through a gamified platform in the classroom, compared to a traditional methodology based on exercise sheets, has a positive impact on students' attitudes towards reading and on their reading comprehension.

Similarly, Nitiasih & Budiartha (2020) mentioned that the research aims of this study were to increase students' reading comprehension through gamification based on Balinese local stories. That quasi-experimental study was applied to 31 fifth-grade students in Indonesia of Primary education. The data was obtained through the treatment instrument and pre-test and post-test instruments. Finally, the result showed that gamification based on Balinese local stories was able to increase students' reading comprehension. Additionally, the authors mentioned that it is important to expected to conduct a further study about this game by developing its strengths and considering its weaknesses. Furthermore, it is necessary to consider the challenges faced during conducting the study, other researchers are expected to minimize those challenges in the next study.

The purpose of this research review is to help the reader learn about the benefits and importance of gamification to enhance lessons in order to improve reading skills in the EFL classroom. This is very important because through gamification teachers can teach in a more fun and dynamic way by using applications, the main objective being to capture the attention and motivate the student to read in a fun way and not in a tiring or boring way. Much research has been done on the implementation of gamification in reading development. Most of these studies are based on the use of English language teaching applications specifically for the improvement of reading skills; however, several of these studies do not mention which elements of gamification are most suitable for improving reading skills. For this reason, further research and testing is needed to obtain more research on the elements that gamification possesses to improve the educational environment, especially in the process of learning English. Finally, it is important to carry out more research focused on the elements of gamification and to demonstrate which ones are the most suitable to implement in the classroom and make it dynamic, interesting and interactive.

To conclude, the purpose of this study was to improve students' reading skills through gamification as a technique, among ninth grade students of a public school in the city of Loja

during the 2022 - 2023 school year. Based on the literature review, all the indicators of the gamification technique were relevant to add real context to the language pieces taught in the EFL lessons. Also, the four chosen components of reading skills were appropriate for the students' reading level in order to prepare them to perform comprehension and favorable reading in the classroom. Therefore, gamification as a technique was important for improving the students' reading skills, as it allowed them to read in a comprehensive, easy and dynamic way, thus making the post-reading activities much easier to perform.

# 5.   Methodology

## 5.1 Setting and Participants

This research work was carried out at a public educational institution in the city of Loja-Ecuador which is located at latitude -3.99313 and longitude -79.20422. Loja-Ecuador is part of the continent of South America.

The participants were selected by convenience sampling which is a type of non-probability or non-random sampling in which the members of the population are easily accessible to the researcher, and these elements mean that the sample can be selected simply by being located spatially or administratively close to where the researcher was collecting data or just by a willingness to participate in the study (Etikan, et al., 2016). The population belonged to the Superior Basic Education of a public educational institution in the city of Loja. A sample was obtained from a group of ninth-grade students. The group shared similar characteristics in terms of English language proficiency. The sampling was made up of a total of twenty-two students aged between thirteen and fourteen years old, nine boys and thirteen girls. Furthermore, the target group had an A1.2 proficiency level in the English Language according to the National Curriculum. It is important to mention the school year which is 2022-2023. Finally, all participants were given a code in order to protect their privacy.

## 5.2 Procedure

### 5.2.1 Method

The research was based on a mixed approach in which quantitative and qualitative data were collected to meet the specific objectives that guided the entire research process. Creswell (2012) concludes that the mixed research method combines quantitative and qualitative methods to better understand research problems and questions that either method alone would not be able to understand.

In addition, this method consists of merging, integrating, or linking the data obtained through quantitative and qualitative methods. In quantitative research, the researcher identifies a research problem based on trends in the field or the need to explain why something is happening (Creswell, 2012). While Creswell (2012) proposes qualitative research is best suited to address a research problem where the variables are unknown and need to be explored. The literature may provide little information about the phenomenon under study and there is a need to learn more from the participants through exploration. Furthermore, quantitative data works with statistics or numbers that allow researchers to quantify the data (Stockemer, 2019). Also, it is important to mention that in order to obtain

quantitative data, a pre-test and a post-test were used, which helped to fulfill the first objective of the research. In this objective, the researcher sought to categorize the level of students' reading skills. Similarly, in qualitative data, the focus is on general interviews or observations in which the opinions of the participants are of great importance (Creswell, 2012). For that reason, for the collection of qualitative and quantitative data, the researcher used a questionnaire and a checklist, which were used to meet the second objective.

### 5.2.2 Research Design.

The study was conducted by using the action research cycle model, which comprises systematic research that consists of collecting information on the functioning of schools, teachers' teaching, and, pupils' learning. The purpose is to provide researchers with a method for solving everyday problems in schools so that they can improve both student learning and teacher effectiveness. (Gay et al., 2012). This research was sequenced into four stages: diagnostic, action planning, acting and evaluating, and reflecting suggested by Gerald Susman (1983), which were adapted by the researcher in this study:

**5.2.2.1 Diagnosing.** Through the observations made above, the researcher was able to recognize the problem that the ninth-grade EGB students of a public institution had in English reading skills. In addition, the researcher was able to collect more information about the problem and found it in theoretical references, so the researcher came up to the conclusion that the pre-test was the most appropriate instrument to measure English reading skills. Through this analysis, it was possible to pose and define a general research problem-oriented question: How can reading skills be developed by using gamification with students of Superior Basic Education at a Public Education of Institution of Loja city? To guide the research process, the main problem was divided into two three-questions that are aligned to know the levels, strategies and perceptions of students about gamification in reading competence in English.

**5.2.2.2 Action Planning.** Once the main problem of reading literacy deficiencies in the English language was identified, the researcher proposed gamification strategies such as leaderboards, challenges, badges, and assign points to address the problem concerning reading aspects like reading comprehension, fluency, vocabulary, phonics, and phonics awareness. It is necessary to mention that the alternative proposed was the creation of lesson plans **(see annex 5)** following Gagne's nine events of instruction. Gagne et al. (1992) mention that the Gagne events: Gain the attention of the students, inform students of the objective,

stimulate recall of prior knowledge, present the content, provide learning guidance, elicit performance, provide feedback, assess performance, and enhance retention and transfer.

It is also important to mention that these plans were adjusted to only five steps: The warm-up and objective discussion in which the researcher sought to capture the attention of his students; the instruct and model the pre-service teacher presented the new topics to be addressed in the classroom and modeled the activities according to his own experience; guided practice the students performed activities with the guidance of the teacher, these were group or individual; individual practice in this step the student performed the activities autonomously and individually; the last step was assessment here sought to evaluate the knowledge that the student acquired during the delivery of the class.

**5.2.2.3 Acting.** At this stage, the researcher created a well-designed intervention plan, which emerged through in-depth research of theoretical references. It was implemented by applying specific gamification strategies such as leaderboards, challenges, badges, and assign points that helped to improve the problem in English reading skills. The proposal was aimed at solving the research problem. As well, the intervention plan was implemented as a strategy that was used, monitored, evaluated, and revised continuously to determine its effectiveness during the research process.

During the implementation of the proposal, the researcher collected qualitative and quantitative data through a checklist that served to develop reading skills by applying gamified strategies such as leaderboards, challenges, badges, and assign points. Furthermore, these data were subsequently used to triangulate or relate the data and report the results obtained through pretest and posttest. The flexibility of the plan allowed the researcher to make timely adjustments during the action stage by monitoring the strategies applied as an effective response to the questions that guided the research process.

The intervention plan was carried out in the presential classes manner in a public educational institution located in the city of Loja, and a sample that belongs to the ninth year of Superior Basic Education. The intervention was carried out in a period of forty minutes per class, with a duration of forty hours which were conducted over a period of ten weeks during the 2022-2023 school year. The researcher taught the classes during the morning period which had the following schedule: Tuesday and Friday from 8:30 am to 9:50 am; Wednesday from 11:40 am to 12:10 pm and Thursday from 10:20 am to 11:00 am. The classes were conducted using various gamification strategies which focused on improving reading skills in the English language.

**5.2.2.4 Evaluating & Reflecting.** In this stage, the results obtained during the implementation of the post test were analyzed through the interpretation of quantitative data. These were also collected during the course of the action. In the same way, a report was made on the general results establishing conclusions and recommendations that helped to answer the specific research questions proposed in this study, as well as to develop further research on the topic. As well as, some limitations were presented in the study as the lack of internet connection, low level of students in reading skills, extracurricular activities, deficient infrastructure, and among others. Moreover, it is important to report the results because they can be used by future researchers constantly looking for ways to improve their practice in teaching English as a foreign language.

**5.2.3 Data Collection Sources and Techniques.**

The researcher used different techniques and instruments to collect quantitative and qualitative data.

The first technique was paper and pencil, it is important to mention that the data obtained through this method was quantitative (Gay et. al. 2012). Furthermore, the instruments used in this technique were a pretest and a posttest **(see annex 1).** Also, it is important to mention that the pretest measures the students' reading skills before carrying out the intervention plan. Similarly, the posttest measures the students' reading skills such as reading comprehension, vocabulary, phonics, phonics awareness, and fluency after treatment with gamification strategies. (Creswell, 2012). Additionally, these instruments consisted of six questions, from which the researcher considered two open-ended questions and four closed-ended questions developed using the supply and selection method in which students had to choose the correct answer from a series of options (Gay et.al., 2012). As Gay et. al. claim that regarding criterion-referenced tests, it is necessary to take into account a person's performance during an assessment that is compared to a predetermined external standard, rather than to the performance of other people. For this reason, the grades obtained in the pretest and posttest were compared with a national grading scale **(see annex 4)** from 1 to 10, where a score $\leq 4$ means that the students do not achieve the learning requirements, a score between 5 and 6 means that the students are about to achieve the learning requirements, similarly the score between 7 and 8 means that the students do achieve the learning requirements, the grade that scores 9 means that the students master the learning requirements and the grade that scores 10 means that the student overcomes the learning requirements (Subsecretaría de Apoyo, Seguimiento y Regulación de la Educación, 2016).

Finally, the aim of these instruments was to categorize the level of reading skills that learners reach by applying gamified teaching strategies.

Similarly, the questionnaire **(see annex 2)** is an instrument that belongs to the method of paper and pencil. The questionnaire recorded students' perceptions of gamification strategies such as leaderboards, challenges, assigning points, and badges; also, some applications like Wordwall, Educaplay, British Council, and Kahoot to develop reading skills, as well as motivation, enthusiasm, enjoyment, and entertainment (Gay et. al., 2012). The researcher used a mixed questionnaire because, with this instrument, it was possible to obtain both qualitative and quantitative data (Creswell, 2012). In this sense, the researcher designed the questionnaire with selection items with nine closed multiple questions followed by an open-ended question that allowed research participants to justify their answers. In addition, the scale that the researcher used was a Likert scale (Nemoto and Beglar, 2014).

Furthermore, the second technique that the researcher applied was observation. Gay et. al. (2012) argued that while conducting observation, it is necessary to understand the environment in which the participants are operating, without altering or manipulating it. Moreover, the instrument used in this technique was a checklist **(see annex 3)** with the purpose to register students' such as reactions and behaviors as interest, retention, participation, confidence, motivation, and enjoyment in the application of gamified strategies such as leaderboards, challenges, assign points, badges, and some apps in the development of reading skills (SafetyCulture, 2022). As well as, with this instrument, qualitative data was obtained as the researcher observed the reactions of the students, and these were recorded as field texts.  Also, it is necessary to mention that this checklist was completed by the researcher, so it was a participatory observation. In participant observation, the researcher actively participates in the situation while observing and collecting data on the activities, students, and physical aspects of the environment. (Gay et. al., 2012). In addition, the way in which the researcher applied this instrument was once a week, giving a total of ten checklists, and these were filled in immediately after the end of the class.

## 5.3. Data analysis

Considering the study's design, it is important to mention that the researcher used descriptive statistics to process and analyze the quantitative data. The data was represented in tables and graphs using the EXCEL program to take the measures of central tendency that will be useful to analyze the results obtained in the pretest and posttest.

Furthermore, thematic analysis was used for qualitative data was represented by categorizing and analyzing it with the indicators that helped to support the outcomes about the influence of Gamification over the English reading skill. These data will be analyzed based on the students' opinions about the progress that the intervention proposal allowed them to improve their English reading skills during the English language teaching-learning process.

# 6. Result

The present segment shows the results obtained from the pretest and posttest data collection instruments. These instruments were used to measure the level of the students in reading skills (Reading Comprehension, Vocabulary, Phonics, Phonics Awareness, and Fluency). In addition, a questionnaire was used to assess students' perceptions of gamification strategies, which served to improve students' reading skills.

## 6.1 Pretest and Posttest Results

The researcher used a pretest and posttest to categorize the level of reading skills that learners reach by applying gamified teaching strategies and to apply gamified strategies in the development of reading skills among Superior Basic Education students at a Public Institution of Loja city.

**Table 4**

*Pretest Results on the Performance of Ninth-Grade Students´ Reading skills*

| Students 'code | R.C 4/4 | V 2/2 | P 1/1 | P.A 1/1 | F 2/2 | Total 10 |
|---|---|---|---|---|---|---|
| 9SBE01 | 1,00 | 2,00 | 0,50 | 1,00 | 1,30 | 5,80 |
| 9SBE02 | 1,50 | 0,50 | 0,50 | 0,00 | 1,00 | 3,50 |
| 9SBE03 | 0,50 | 0,25 | 0,50 | 0.00 | 1,10 | 2,35 |
| 9SBE04 | 1,20 | 2,00 | 0,50 | 1,00 | 1,50 | 6,20 |
| 9SBE05 | 1,00 | 2,00 | 0,50 | 0,00 | 1,00 | 4,50 |
| 9SBE06 | 1,30 | 1,00 | 1,00 | 0,50 | 1,20 | 5,00 |
| 9SBE07 | 2,00 | 1,00 | 1,00 | 1,00 | 1,10 | 6,10 |
| 9SBE08 | 1,20 | 1,00 | 1,00 | 1,00 | 1,00 | 5,20 |
| 9SBE09 | 2,80 | 1,00 | 0,50 | 1,00 | 1,10 | 6,40 |
| 9SBE010 | 2,80 | 1,00 | 1,00 | 1,00 | 0,50 | 6,30 |
| 9SBE011 | 1,80 | 2,00 | 1,00 | 1,00 | 1,10 | 6,90 |
| 9SBE012 | 1,50 | 2,00 | 1,00 | 1,00 | 0,90 | 6,40 |
| 9SBE013 | 1,20 | 2,00 | 1,00 | 1,00 | 1,00 | 6,20 |
| 9SBE014 | 1,20 | 1,00 | 1,00 | 1,00 | 0,80 | 5,00 |
| 9SBE015 | 1,00 | 2,00 | 1,00 | 0,00 | 1,10 | 5,10 |
| 9SBE016 | 0,00 | 2,00 | 1,00 | 1,00 | 1,00 | 5,00 |
| 9SBE017 | 1,20 | 2,00 | 1,00 | 1,00 | 1,00 | 6,20 |
| 9SBE018 | 1,80 | 0,00 | 1,00 | 1,00 | 1,20 | 5,00 |
| 9SBE019 | 2,30 | 1,00 | 1,00 | 1,00 | 1,10 | 6,40 |
| 9SBE020 | 1,30 | 1,00 | 1,00 | 1,00 | 1,10 | 5,40 |
| 9SBE021 | 1,00 | 1,00 | 1,00 | 1,00 | 1,20 | 5,20 |
| 9SBE022 | 2,50 | 0,50 | 1,00 | 1,00 | 1,50 | 6,50 |
| **Mean** | 1,46 (36.5%) | 1,28 (64%) | 0,86 (86%) | 0,83 (0,83%) | 1,08 (54%) | 5,48 (54.8%) |

R.C= Reading Comprehension, V= Vocabulary, P=Phonics, P. A= Phonics Awareness, F= Fluency, 9SBE= Ninth year of Superior Basic Education, 01= Students´ code.

The results obtained from the analysis of the pre test shown in Table 4 were administered to the students in the ninth grade of superior basic education prior to the

intervention plan in order to measure their knowledge of reading skills. The mean scores that students gather was (5,48) that equivalent to 54,8 % for that reason, 100 % of the students were not able to reach the average score (7/10) proposed by the Ministry of Education on the national grading scale.

As for "reading comprehension", the students obtained 36.5%, which is equivalent to (1.46/4) in reading skills; taking into account, the student's comprehension of what was read was not as productive and effective as expected. Because the students did not understand or comprehend the reading, they had great difficulty answering the questions. Similarly, the students were confused about several of the answers because they did not fully understand the reading and could not associate the answers with the questions posed by the researcher.

In regards to the "vocabulary", the students obtained 64%, equivalent to (1.28/2), in the reading skill; for this reason, the students' knowledge of the meaning of the words presented by the researcher was not very effective. The students had to match words with meanings, but several of the students confused the meanings. For this reason, it can be deduced that the words were new or unknown to them.

Furthermore, in "phonetics" the students obtained 86% which equals to (0.68/1) in reading skills, where the differentiation of spelling and pronunciation of words was partially effective. The students had words with similar pronunciation and spelling which they had to match to the correct picture. The students had a considerable problem with the differentiation of the spelling and the sound of the words, as they had difficulty in performing the activity when they heard similar pronunciations.

Within "phonemic awareness," the students obtained 83%, equivalent to (0.83/1) in reading skills; for this reason, word recognition concerning sounds and pronunciation was not as effective as expected. This was because the student had to recognize the word that did not have a similar pronunciation to the other words. This showed that the students possessed little or no knowledge regarding the correct pronunciation or intonation of the words.

Finally, in the "fluency" the students obtained 54% which is equivalent to (1.08/4) in reading skills, with respect to confidence, tone of voice and behavior of the students, it was not as expected by the researcher. This was due to the fact that the learner was required to read aloud a paragraph. However, the pauses made by the student were incorrect, so the reading became incorrect and inaccurate, as well as the tone of voice of the student, which was low and the security when learners reading showed nervousness and lack of confidence.

In summary, high performance was observed in Phonics with 86 % (0.83/1) which refers to word recognition with respect to sounds, writing and pronunciation. On the other hand, the lowest performance was observed in Reading Comprehension with 36.5% (1.46/4) in which the student had to comprehend the reading. However, the lack of recognition and mispronunciation of words when reading by the students was the reason for carrying out the implementation plan using the gamification strategies in this population.

**Table 5**

*Posttest Results on the Performance of Ninth-Grade Students´ Reading skills*

| Students ‘code | R.C 4/4 | V 2/2 | P 1/1 | P.A 1/1 | F 2/2 | Total 10 |
|---|---|---|---|---|---|---|
| 9SBE01 | 3,00 | 2,00 | 1,00 | 1,00 | 2,00 | 9,0 |
| 9SBE02 | 2,50 | 2,00 | 1,00 | 1,00 | 1,50 | 8,0 |
| 9SBE03 | 3,50 | 2,00 | 1,00 | 1.00 | 2,00 | 9,0 |
| 9SBE04 | 4,00 | 2,00 | 1,00 | 1,00 | 1,50 | 9,5 |
| 9SBE05 | 4,00 | 2,00 | 1,00 | 1,00 | 2,00 | 10,0 |
| 9SBE06 | 3,00 | 1,50 | 1,00 | 1,00 | 1,50 | 8,0 |
| 9SBE07 | 3,50 | 2,00 | 1,00 | 1,00 | 1,50 | 9,0 |
| 9SBE08 | 3,50 | 2,00 | 1,00 | 1,00 | 1,50 | 9,0 |
| 9SBE09 | 3,50 | 2,00 | 1,00 | 1,00 | 1,50 | 9,0 |
| 9SBE010 | 3,50 | 2,00 | 1,00 | 1,00 | 2,00 | 9,5 |
| 9SBE011 | 3,00 | 2,00 | 1,00 | 1,00 | 1,50 | 8,5 |
| 9SBE012 | 3,50 | 2,00 | 1,00 | 1,00 | 1,50 | 9,0 |
| 9SBE013 | 4,00 | 2,00 | 1,00 | 1,00 | 1,50 | 9,5 |
| 9SBE014 | 3,50 | 2,00 | 1,00 | 1,00 | 1,50 | 9,0 |
| 9SBE015 | 3,50 | 2,00 | 1,00 | 1,00 | 1,50 | 9,0 |
| 9SBE016 | 4,00 | 2,00 | 1,00 | 1,00 | 1,50 | 9,5 |
| 9SBE017 | 3,5 | 2,00 | 1,00 | 0,50 | 1,50 | 8,5 |
| 9SBE018 | 2,50 | 2,00 | 1,00 | 1,00 | 1,50 | 8,0 |
| 9SBE019 | 3,50 | 1,50 | 1,00 | 1,00 | 2,00 | 9,0 |
| 9SBE020 | 4,00 | 2,00 | 1,00 | 1,00 | 1,50 | 9,5 |
| 9SBE021 | 4,00 | 1,50 | 1,00 | 1,00 | 1,50 | 9,0 |
| 9SBE022 | 4,00 | 1,50 | 1,00 | 1,00 | 1,50 | 9,0 |
| Mean | 3,50 (87,5%) | 1,91 (95,5%) | 1,00 (100%) | 0,98 (98%) | 1,61 (85%) | 9,0 (90%) |

R.C= Reading Comprehension, V= Vocabulary, P=Phonics, P. A= Phonics Awareness, F= Fluency, 9SBE= Ninth year of Superior Basic Education, 01= Students´ code.

The results obtained from the analysis of the posttest are presented in Table 5. The population to which it was applied was the students in the ninth grade of superior basic education after the intervention plan in order to measure their knowledge of reading skills. The mean score obtained was (9,00) that equivalent to 90% for that reason, 100 % of the students were able to overcome the average score (7/10) proposed by the Ministry of Education on the national grading scale.

To begin with, the highest performance was observed in "phonics" where the students reached 100% which is equivalent to (1/1), which refers to the recognition of similar words in sound and spelling. On the other hand, the lowest performance was recorded in "fluency" where the students obtained 85% which is equivalent to (1.61/ 2) where the students' fluency was assessed during reading a paragraph aloud. For this reason, the researcher could deduce that the students significantly improved their phonics as they were able to better differentiate words with similar pronunciation and spelling. However, the researcher could observe some nervousness in the students and therefore pausing errors when reading and therefore they were not able to read fluently.

As the intervention progressed, the researcher was able to observe that the students improved significantly in their "reading comprehension" of the texts presented to them, obtaining 87.5 % which is equivalent to (3.50/4). In addition, it was also possible to identify that the students were understanding the text as they read it and several times without the teacher's help. However, the students still had small pronunciation errors when reading, but these did not prevent the students from understanding the text correctly.

Eventually, the students learned a significant amount of "vocabulary" related to the topics presented in class resulting in 95.5 % or (1.91/2).  However, some students did not learn the meaning of some of the words given by the teacher, so they were still confused about the vocabulary when reading and this made it difficult for them to comprehend the reading.

Furthermore, taking into account "phonetics", the researcher taught the students to differentiate between words with similar spelling and pronunciation; for this reason, the students scored 100 % which is equivalent to (1/1). However, it is necessary to mention that despite this strategy, some students still had trouble with distinguishing words with similar spelling or pronunciation.

Similarly, in "phonemic awareness" the students scored 98% which is equivalent to (0.98/1), during this item the teacher taught the students the correct pronunciation of the words, especially those with similar pronunciation, and thus taught them to differentiate them from each other. Furthermore, several students were still confusing these words as they still did not have the correct intonation of the words and therefore the pronunciation was not correct.

Finally, the "fluency" of the students improved very significantly, obtaining 85% which is equivalent to (1.61/2); taking this into account, it can be highlighted that many of

them stopped pausing at every word or phrase they mentioned, and their self-confidence increased, which could be observed when they read aloud, as their posture was more relaxed. But despite this, they still had some errors in the pronunciation of words, especially in past tense verbs. For this reason, it can be deduced that the students were able to comprehend the reading and know what it was about.

**Table 6**

*Pretest and Posttest comparison the Performance of Ninth-Grade Students´ Reading skills*

| Aspects | Pre test | Post test |
|---------|----------|-----------|
| Reading Comprehension (4/4) | 1,46 - (36,5%) | 3,50 - (87,5%) |
| Vocabulary (2/2) | 1,28 - (64%) | 1,91 - (95,5%) |
| Phonics (1/1) | 0,68 - (86%) | 1,00 - (100%) |
| Phonics awareness (1/1) | 0,83 - (83%) | 0,98 - (98%) |
| Fluency (2/2) | 1,08 - (54%) | 1,61- (85%) |
| Mean | 5.48 - (54,8%) | 9,00 - (90%) |

Table 6 above illustrates the summary of the significant change that occurred after the application of the intervention plan based on the gamified activities to improve students' reading skills. Taking this into account, the researcher drew the conclusion that "phonics" showed the high mean score (1/1) that equivalent 100%. On the contrary, "fluency" showed the lowest score (1,61/ 2) that equivalent 85%. Furthermore, it is important to mention that in "reading comprehension" a favorable improvement could be observed before (36,5% ) and after (87,5%) use of gamified strategies. However, it is necessary to mention that the total average of the post-test was high enough to reach the adequate average score (7) as established by the national grading scale. In addition, the overall means between the pretest (5.48) and the posttest (9.00) showed a difference of 3.52 points, thus showing a reasonable improvement in the students' reading skills could be observed. Finally, the researcher used the results of the questionnaire and the checklist to support the improvement in students' reading skills due to the application of gamification.

**6.2 Questionnaire Results**

The researcher used a questionnaire to find out the students' perceptions about using gamified activities in the development of reading skills among Superior Basic Education at a Public Institution of Loja city.

**Table 7**

*Student's perception of gamified strategies*

| N° | Questions | Yes | F | No | F | T. P | F |
|---|---|---|---|---|---|---|---|
| 3 | Did you think reading was more entertaining when the teacher assigned points? | 19 | 86% | 3 | 14% | 22 | 100% |
| 5 | Did you think that the challenges you were given by the teacher helped you to improve your reading skill? | 21 | 95% | 1 | 5% | 22 | 100% |
| 6 | Did you feel more motivated when the teacher used badges to congratulate you for completing your homework? | 21 | 95% | 1 | 5% | 22 | 100% |
| 9 | Did you feel more motivated when you saw your name at the top of the leaderboards? | 18 | 82% | 4 | 18% | 22 | 100% |

F=Frequency, T. P= Total of participants

As presented in Table 7, the students' perceptions showed gamification strategies were beneficial for improving reading skills. To start, 86% of the students indicated that when the teacher "assigned points" to activities done after reading, learners found it more motivated to do since they were aware they would get a grade. However, 14% of the students mentioned that they did not find receiving a grade for the activities motivating because, they felt nervous and worried more about the outcome of their score how long it would take them to do the activities

Furthermore, 95 % of the students claimed that "challenges" and "badges" motivated them to continue improving their reading skills and to complete all the tasks assigned by the teacher. By receiving challenges, the students were more competitive and; therefore, more dedicated in their activities. When students received badges, they felt happy since the teacher rewarded their effort in a fun way for them. Nevertheless, a minority 5 % of students stated that the challenges and badges made them feel unmotivated because they did not always meet objectives of the challenges; therefore, they did not receive a reward. As an outcome, the students felt unmotivated when they saw their other classmates achieving the challenges and received a badge.

Meanwhile, 82% of the students expressed that they found the "leaderboards" engagement, where the teacher put forward the results of students effort during the week. Moreover, 18% of students stated that they were not motivated by these leaderboards because, during the entire intervention they could not see their name at the top of the table, which discouraged them from completing the rest of the activities.

The data as a whole can be corroborated with the information be specific of the researcher has in the checklist. For this reason, all gamification strategies are to help the researcher in improving reading skills. Assigning points, challenges, badges and displaying the students' names on the leaderboards at the end of each week presented positive results as

the intervention progressed. However, the researcher also observed minor disadvantages of these strategies such as discouragement, boredom, and tiredness on the part of the students.

**Table 8**

*Student's motivation on games and dynamics*

| N° | Questions | Yes | F | No | F | T. P | F |
|---|---|---|---|---|---|---|---|
| 2 | Did you feel more motivated when the reading was presented through games and dynamics? | 21 | 95% | 1 | 5% | 22 | 100% |

F=Frequency, T. P= Total of participants

Table 8 shows data on students' motivation toward games and dynamics. A considerably high percentage 95% of the students stated that dynamics and games that took place during intervention were engagement as they helped the students relax and become more confident or comfortable with the teacher. Additionally, these dynamics helped learners to de-stress from a prior stressful situation and to be fully prepared to learn new topics that the teacher prepared. However, 5% of students mentioned that they found these games a bit overwhelming or even childish. This data can be corroborated by the teacher's checklist entries. First, the teacher observed that student's participation in the dynamic. As a result of implementing dynamics, students had fun complementing each activity. Secondly, the participants were enthusiastic that the teacher helped them relax through these games before the class started. However, the teacher also observed that there were students who were not engaged to do these activities because they were overwhelmed and discouraged from the previous classes, they had had during the school day.

**Table 9**

*Student's perception of gamified applications*

| N° | Questions | Yes | F | No | F | T. P | F |
|---|---|---|---|---|---|---|---|
| 1 | Did you enjoy the Educaplay Application in order to reinforce your knowledge? | 22 | 100% | 0 | 0% | 22 | 100% |
| 4 | When the reading was presented through the "British Council Website", did you feel more enthusiastic when doing the activities related to the reading? | 19 | 86% | 3 | 14% | 22 | 100% |
| 7 | Did you like being evaluated using the Kahoot Application? | 22 | 100% | 0 | 0% | 22 | 100% |
| 8 | Did you enjoy the WordWall Application when the teacher used it to evaluate your knowledge? | 22 | 100% | 0 | 0% | 22 | 100% |

F=Frequency, T. P= Total of participants

Clearly seen in Table 9, students' perceptions showed that gamified applications were useful for improving reading skills. For this reason, platforms such as "Educaplay", "Kahoot" and "Wordwall" are used to reinforce and assess students' knowledge and improve reading skills. These applications resulted in significant outcome where 100% of students mentioned it was their first-time learning English through apps or any other type of technology as it was mostly taught in the traditional and boring way. This can be corroborated by the checklist that the teacher filled out after each class, likewise, the researcher could observe that the students were motivated, interested, and enthusiastic with the applications that were presented in class because it was a new way of learning for students. Ultimately, these applications reinforced the students' knowledge and prepared them for future activities that the teacher would present to them.

Similarly, 86 % of students mentioned that the "British Council website" made students feel enthusiastic when doing their activities through this application, as it immediately gave them the grade and they could see where they had failed and be more careful in the next activities. On the contrary, only 14% of the participants expressed that they felt frustrated with this application made them feel a bit anxious as they feared that they would not finish all the activities in the time given by the teacher.

**7. Discussion**

The present research was conducted to identify the influence of gamification on the development of reading skills among Superior Basic Education students at a Public Institution of Loja city. Moreover, this section contrasts the results obtained in this study with the theoretical framework and previous studies used in this research. Furthermore, this section was established with the objective of answering three sub-questions.

The first sub-question in this study sought to identify "What is the level of reading proficiency that learners can reach by applying gamified teaching strategies?". Through the pretest and posttest, it was possible to identify that after applying the gamification strategies, the students could read the text comprehensively and understand its content with some minor errors in pronunciation and intonation of the words.

These results were supported by the previous studies of Abusaaleek (2020) who showed that gamification is more effective to teach reading skills than conventional instruction when it comes to teaching. Similarly, Ratnasari (2020) mentioned that before applying the gamification it was possible to notice a low reading level in the students, however after applying the gamification and taking the post-test a significant improvement in the reading skills of the students was observed.

Considering the above information, it can be observed that after applying the gamification strategies the students reach proficiency level A1.2. This can be corroborated with the posttest where the students obtained a score of 9.00 which is equivalent to 90% that according to the national grading scale the students master the learning requirements. Therefore, students can develop the skills, which were expected to perform at this stage of English proficiency according to the (Ministry of Education 2016).

The second sub-question of this study was focused on answering "How can gamification improve the development of reading skills among Superior Basic Education students at a Public Institution of Loja city?". This question was answered with the help of the pretest (5.48) and posttest (9.00), the results showed a large statistical difference between the final scores obtained in the two assessments. This meant that students obtained a significant improvement in their reading skills after the use of gamification this can be observed especially with the posttest score where students obtained high scores in terms of reading comprehension, fluency, phonics, phonics awareness and vocabulary, all this improved with the use of games, applications and dynamics within the classroom.

This corroborates with previous research by Ling (2018) who mentions that the application of games or apps within classes improves reading skills significantly and even helps them clarify misconceptions. As mentioned in the literature review Kim et al. (2018) mentioned that gamification within the educational environment is like having a set of activities and processes that will serve to solve problems related to learning by using games or applications.

Regarding the third sub-question "What are the students' perceptions about the use of gamified activities in the development of reading skills in Superior Basic Education in a Public Institution in the city of Loja?" Through a questionnaire that was given to the students and the data from the checklist that was taken during the study, it was possible to obtain the students' perception about the use of gamified activities in the development of reading skills. Taking into account the answers that students gave in the questionnaire, all these strategies such as leadboards, badges, challenges and assign points helped them to improve their behavior, motivation, participation and many mentioned that they were entertaining. In addition, all these responses were similar to what the researcher was able to observe and verify in his checklist. Finally, these strategies were applied to improve elements of reading such as reading comprehension, vocabulary, phonics, phonemic awareness, and fluency.

The most interesting finding was that the gamified strategies positively impacted students' perception of reading skills (Sanchez et. al., 2021). Similarly, students' perceptions indicated that the applications used during the intervention were attractive, fun, and more interesting to carry out.

Similarly. Kim et al. (2018) mention that the use of gamification in education will help students to solve their tasks in a more fun and dynamic way through the implementation of games. Furthermore, it swallows learners' motivation and encouragement in class and deletes the concepts of boredom and monotony

Nevertheless, it is necessary to mention that some limitations were presented during the intervention process such as the lack of internet in the classrooms, the time that this intervention lasted, and the applications used in this research. Therefore, it is suggested to future researchers take into account the connectivity beforehand, to make sure that the time that their intervention will last is enough to obtain the necessary data and finally to be varied with the applications that will be used to carry out the development of gamification during the research.

Also, the present investigation did not have a control group and for that reason, only a single pretest/posttest design was conducted and applied only to the sample. Therefore, an additional study with the application of a control group is suggested for more accurate results.

## 8.    Conclusions

The gamification strategies proved to be adequate to improve the reading level of the students in the classroom, because they significantly improved their reading comprehension and increased their fluency when reading, thanks to all the vocabulary that was taught previously in the same way, they learned to differentiate the words that had similar pronunciation and spelling one from the other, which was of great help when reading. All this could be observed during the learning process as the students, as the intervention progressed, their reading became more comprehensible, fluent and they felt confident and motivated to read.

Gamification used in the classroom is a favorable teaching technique to develop students' reading skills in the English language because this technique helps learners to improve their participation, motivation and interaction with everything around them by turning boring classes into dynamic classes in which students can participate in a fun way, without fear of being judged and without caring if they make mistakes because they will be corrected during the class.

The students' perceptions of the gamified activities were beneficial, favorable, and satisfactory to the researcher. This was observed inside the classrooms as the students were fun, joyful, participative, excited, motivated, and enthusiastic to learn in a new and interesting way in which they could learn to read. The gamified strategies such as badges and challenges were the most useful for the researcher as they involved the student to complete challenges which helped to strengthen and improve their knowledge; in addition, when completing each of these challenges the student received a badge which helped to improve their confidence and encourage them to continue practicing

## 9. Recommendations

It is recommended that future researchers take into account the reading level, the conditions of study, the different ways of teaching and the interests of the students, so that at the time of developing the reading skills learners can do it in the most appropriate way for the level in which the students are. After taking all this into account, any innovative strategy can be used.

It is recommended that future researchers focus more on comprehensive reading as it is the most complicated element to develop within this strategy, since it encompasses the remaining 4 elements of reading skills which are vocabulary, phonics, phonics awareness and fluency. This is why the researcher suggests future researchers to make use of gamification to develop reading skills specially to improve students' comprehension reading.

Teachers could apply gamified activities within their classrooms on a regular basis as this will motivate their students to learn in a playful and enjoyable way for them. In addition, many of these activities can be adapted to any educational environment and even the teacher can use them as tools to start or end the class and still have the same effectiveness. Some strategies that helped the researcher in this study were challenges and badges, as they helped the students to overcome and also motivated them to feel rewarded for their work.

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**Annex 1.** Pre and Posttest for Reading Skills



**Universidad Nacional de Loja Facultad de la Educación, El Arte y La Comunicación**

**Pedagogía de los Idiomas Nacionales y Extranjeros**

**Data Collection Instrument: Pre-Test & Post test**

**Student's code:** ……………………………………….............................................

**Course:** ……………………………………………………………….....................

**Date:** ………………………………………………………………………

**Level: A1. 2**

**Instructions**

*Dear student, the objective of the present test is to measure your reading skills. Please, read carefully the instructions and answer the questions correctly. The results will be anonymous and confidential.*

## READING COMPREHENSION

1. **Read the following text carefully and answer the following questions about Lorena's life.** (2 points)

> Lorena has had a very active life. She is 70 now and she doesn't work anymore. She worked in a hospital for 20 years. She retired when she was 65. When she retired, she started traveling to many countries around the world. She has been to New Zealand four or five times and to Turkey three times. She has also been once to Russia but she didn't like it because it was too cold.

a) **Where did Lorena work for a long time?**

_____

**b) What did she do when she retired?**

_____

**c) What countries has Lorena visited?**

_____

**d) Why didn't she like Russia?**

_____

2. **Read the text and then mark either *True or False*. Use an X to mark the correct answer.** (2 points)

Everybody has a unique style when choosing their clothes. It is very important to decide what to wear according to your age, height, weight, and personality!
Are you short? From 1.50 to 1.60? Then don't wear your hair very long, or you will look shorter. Also, avoid wearing long skirts or blouses. Are you tall and thin? You can wear your hair long, long pants and skirts. Are you in your 20s? Ragged jeans and T-shirts are a good option. Are you in your 30s or 40s? You can choose casual clothes, but classic styles are your best option! There are different looks for all kinds of people.

| Questions | True | False |
|---|---|---|
| Short people can wear long skirts or blouses. | | |
| Tall and thin people can wear their hair long. | | |
| People in their 20s can wear classic clothes. | | |
| It´s not a good idea to wear our hair long if you are short | | |

## VOCABULARY

3. **Connect with a line the following words with their correct meaning.** (2 points)

| Word | Meaning |
|---|---|
| **a)** Beautiful | 1. A dangerous person, animal, thing, or activity could harm you. |
| **b)** Relaxing | 2. Costing a lot of money |
| **c)** Expensive | 3. Very attractive |
| **d)** Dangerous | 4. Making you feel relaxed |

# PHONICS

**4. Match with a line the pictures with the words**. (1 point)

a)

b)

CHAIR

SNAIL

c)

d)

GOAT

COAT

# PHONICS AWARENESS

**5. Circle odd word.** (1 point)
**Follow the rhythm.**

    **1. Sh**ed
       a) Shell
       b) Ship
       c) Trash
    **2. D**i**sh**
       a) Fish
       b) Shop
       c) Wish

**6.   Read aloud the following paragraph.** (2 points)
**Galapagos Islands**

The Galapagos Islands are located in Ecuador. They are a group of beautiful islands on the Pacific coast. There are many things to see and do there. You can visit Los Gemelos, which are 2 Craters formed by the collapse of volcanic roof. You can walk through lava tunnels, which were formed by flowing lava that formed caves. If you like adventure and contact with wild life, you should go snorkeling in La Loberia. These sea lions will come and swim and play with you. There are some tips you should follow. For Example, you should wear fresh clothes and comfortable shoes because you have to walk a lot. Also, you should bring sunblock to protect yourself from the sun. You shouldn't get stressed if you don't have enough time to do everything; you should make an itinerary and follow it.

**ANSWER KEY**

## Question 1: Reading Comprehension

| Literal | Answer | score |
|---------|--------|-------|
| A | She worked at a hospital | 0,5 points |
| B | She started traveling | 0,5 points |
| C | She has been to New Zeeland, Turkey and Egypt | 0,5 points |
| D | She did not like Russia because it was too cold. | 0,5 points |
| | **Total** | **2 points** |

## Question 2: Reading Comprehension

| Literal | Answer | score |
|---------|--------|-------|
| A | False | 0,5 points |
| B | True | 0,5 points |
| C | False | 0,5 points |
| D | True | 0,5 points |
| | **Total** | **2 points** |

## Question 3: Vocabulary

| Literal | Answer | score |
|---------|--------|-------|
| A | Very attractive | 0,5 points |
| B | Making you feel relaxed | 0,5 points |
| C | Costing a lot of money | 0,5 points |
| D | A dangerous person, animal, thing, or activity could harm you | 0,5 points |
| | **Total** | **2 points** |

## Question 4: Phonics

| Literal | Answer | score |
|---------|--------|-------|
| A | Chair | 0,25 points |
| B | Snail | 0,25 points |
| C | Goat | 0,25 points |
| D | Coat | 0,25 points |
| | **Total** | **1 point** |

**Question 5: Phonics awareness**

| Literal | Answer | score |
|---|---|---|
| 1 | Trash | 0,5 points |
| 2 | Shop | 0,5 points |
| | **Total** | **1 point** |

**Question 6: Reading fluency- Rubric**

| Category | Excellent 0,5 points | Good 0,4 points | Unsatisfactory 0,3 points | Poor 0. 2 points | Score |
|---|---|---|---|---|---|
| **Reads Clearly** | Ss read clearly and fluently all the time and does not mispronounce more than one word. | Ss read clearly and fluently all the time, but mispronounce two or three words. | Ss read all text, but lack clarity and fluency. | Ss read all text but lack clarity and fluency and mispronounce all the words. | /0.5 |
| **Security** | SS reads the text with confidence, security. | SS reads the text with confidence and security but is nervous. | SS reads the text a little unsure and is easily confused. | SS reads the text with nervousness and confusion. | /0.5 |
| **Tone** | Ss tone is loud enough to be heard by all audience members throughout the reading. | Ss tone is loud enough to be heard by 50% of the audience members. | Ss tone is loud enough to be heard by 30% of the audience members. | Ss tone is often too soft to be heard by all audience members. | /0.5 |
| **Pauses** | Ss pauses were 2 or more times during reading to make the text understandable | Ss' pauses were used at least once to make the text understandable. | Ss pauses were intentionally used but were not effective to make the text understandable | Ss' pauses were not used correctly and the text was not understandable | /0.5 |
| | | | | Total | /2.0 |

**Universidad Nacional de Loja Facultad de la Educación, El Arte y La Comunicación**

**Pedagogía de los Idiomas Nacionales y Extranjeros**

**Data Collection Instrument: Questionary**

**Student´s code:………………………………………………………………………...**

**Date: ……………………………………………………………………………………**

**Instructions**

*Dear student, please respond truthfully to the following questionnaire on the effectiveness of gamification in improving English reading skills. Be honest with your answers and remember that these will be anonymous and confidential.*

1. **Did you enjoy the Educaplay Application in order to reinforce your knowledge?**
   a) Yes (   )
   b) No  (   )
Why ……………………………………………………………………………………

2. **Did you feel more motivated when the reading was presented through games and dynamics?**
   a) Yes (   )
   b) No  (   )
   Why ……………………………………………………………………………………

3. **Did you think reading was more entertaining when the teacher assigned points?**
   a) Yes (   )
   b) No  (   )
Why ……………………………………………………………………………………

4. **When the reading was presented through the "British Council Website", did you feel more enthusiastic when doing the activities related to the reading?**
   a) Yes (   )
   b) No  (   )
Why ……………………………………………………………………………………

5. **Did you think that the challenges you were given by the teacher helped you to improve your reading skill?**
   **a)** Yes (   )
   **b)** No  (   )

Why …………………………………………………………………………………………

**6. Did you feel more motivated when the teacher used badges to congratulate you for completing your homework?**
    a) Yes ( )
    b) No ( )

Why …………………………………………………………………………………………

**7. Did you like being evaluated using the Kahoot Application?**
    a) Yes ( )
    b) No ( )

Why …………………………………………………………………………………………

**8. Did you enjoy the WordWall Application when the teacher used it to evaluate your knowledge?**
    a) Yes ( )
    b) No ( )

Why …………………………………………………………………………………………

**9. Did you feel more motivated when you saw your name at the top of the leaderboards?**
    a) Yes ( )
    b) No ( )

Universidad
Nacional
**de Loja**

**Universidad Nacional de Loja Facultad de la Educación, El Arte y La
Comunicación
Pedagogía de los Idiomas Nacionales y Extranjeros
Data Collection Instrument: Checklist**

**Researcher:** Erika Michelle Salazar Chamba

**Topic-Application:** _____

**Date:** _____

| N° | Criteria | Yes | No | Observations |
|---|---|---|---|---|
| 1 | Students are more interested in reading when the vocabulary was presented beforehand through applications. | | | |
| 2 | Students retain more information from the reading when it is presented after an introductory game. | | | |
| 3 | Students participate more actively when developing website activities are used to present the reading. | | | |
| 4 | Students feel more confident when the classroom environment is more dynamic. | | | |
| 5 | Students feel more motivated when they get **badges** from the teacher. | | | |
| 6 | Students participate more actively when the teacher evaluated them through games. | | | |
| 7 | Students retain more information when the teacher assigned **challenges** to learners for complemented the activity. | | | |
| 8 | Students are more interested in reading activities when the teacher **assigns points** for these tasks. | | | |

| 9 | Students feel more motivated when they see their names at the beginning of the **leaderboards.** | | | |
|---|---|---|---|---|
| 10 | Students enjoyed the games presented during the class. | | | |

**Annex 4.** Grading Scale for Student Learning

| Quantitative scale | Qualitative scale |
|---|---|
| A= Students master the learning requirements | 9 -10 |
| B= Students understand the learning requirements | 7-8 |
| C= Students achieve the learning requirements | 5-6 |
| D= Students do not achieve the learning requirements | $\leq 4$ |

| Lesson plan 1 | |
|---|---|
| Class: Nine-year | School year: 2022 -2023 |
| Nª students: 22<br>8 boys and 14 girls<br>Age: 13 – 14 years old | Topic: Administration of the Pre-test |
| Language level: A1.2 | Type of institution: Public |
| Date: Tuesday, October 26, 2022<br>Date: Wednesday, October 27, 2022<br>Schedule 9 "B": 10:20h-11:00h<br>Schedule 9"C": 11:40h-12:20h<br>Nª of periods: 1 | Pre-service teacher: Erika Michelle Salazar Chamba |
| **Materials** | **Lesson Objectives** |
| Pre-test provided by Pre-service teacher. | Don´t apply |
| **Warm-up and Objective Discussion** | |
| Don´t apply | |
| **Instruct and Model** | |
| **Instruct**<br><br>Don´t apply<br><br>**Model**<br><br>Don´t apply | |
| **Guided Practice** | |
| Don´t apply | |
| **Independent Practice** | |
| Don´t apply | |
| **Assessment** | |
| Don´t apply | |

<table>
<tr><td colspan="2" align="center">**Lesson plan 2**</td></tr>
<tr><td>Class: Nine-year</td><td>School year: 2022 -2023</td></tr>
<tr><td>Nª students: 22<br>8 boys and 14 girls<br>Age: 13 – 14 years old</td><td>Topic: Looks: General Appearance</td></tr>
<tr><td>Language level: A1.2</td><td>Type of institution: Public</td></tr>
<tr><td>Date: Friday, October 28, 2022<br>9 "B"<br>Date: Tuesday, November 1st,<br>2022 -9 "C"</td><td>Pre-service teacher: Erika Michelle Salazar Chamba</td></tr>
<tr><td>Schedule: 8:30h-9:50h<br>Nª of periods: 2</td><td></td></tr>
<tr><td align="center">**Materials**</td><td align="center">**Lesson Objectives**</td></tr>
<tr><td>Book: I KNOW A 1.2<br>Projector<br>Online flashcard<br>Youtube<br>Educaplay</td><td>At the end of the lesson, students will be able to describe people´s physical appearance, using the adjectives: beautiful, pretty, elegant, funny, cute, handsome, gorgeous, ugly and attractive.</td></tr>
</table>

<table>
<tr><td align="center">**Warm-up and Objective Discussion**</td></tr>
<tr><td>Provide the students pictures of people with different looks and ask them to describe them using adjectives of appearance. Tell them that they are going to learn and write a paragraph where they describe people's appearance using appearance adjectives. Explain that these prepositions are very useful because they are specifically for talking about skin tone, eye color, hair shape, etc. Tell them that, at the end of the week, they will use these adjectives to describe a classmate and a family member.<br><br>https://docs.google.com/presentation/d/1l_jqmdaBw5lKZMLP-<br>1HJlyyRRSAMhmGT/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true</td></tr>
</table>

<table>
<tr><td align="center">**Instruct and Model**</td></tr>
<tr><td>**Instruct**<br><br>First, show a brief YouTube videos about the appearance adjectives. The video displays the information in pictures, words, and sounds with animated cartoon images of people with different looks.<br><br>Describing People | Adjectives To Describe People In English - YouTube<br>Describing People (What does he/she look like?) - YouTube<br><br><br>After the video, show online flashcards with the appearance adjectives from the video as a visual prompt to keep in mind the meaning and use of appearance adjectives.<br><br>Flashcards Adjectives (appearance) | Quizlet<br><br>Then, divide the classroom into two groups, and using the Educaplay application, have them compete in a Word Search Puzzle game. **(Gamification strategies: Point system and leaderboards)**<br><br>https://www.educaplay.com/game/13248108-appearance_adjectives.html<br><br>**Model**<br><br>Ask one student to stand in front of the whole class, then the rest of the students will describe him/her, they should note hair color, eye color, body build, etc. This is necessary for the students to use the appearance adjectives. Next, have them each describe themselves and use at least 10 adjectives.<br><br>At this point, it is important to emphasize the importance of using appearance adjectives to describe people's</td></tr>
</table>

appearance and to prepare students for the following guided practice activity.

**Guided Practice**

Give the students a worksheet where they will find a short reading, in which they must underline and make a sentence with each adjective.
For example:

My dad has brown eyes, his hair is short and black, and he is small and thin.

Thus, the students will have to make a comprehensive reading of the text, to be able to underline all the adjectives, to make a good classification and to make the sentences correctly. **(Gamification strategies: challenges)**
https://docs.google.com/document/d/1w-zf_4eEWcRsM8iPcrr2YNh3cqwGS_Qj/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true

**Less guided activities**

Group work. In groups of 4 you will have to choose a famous person and you will have to describe his/her appearance using the appearance adjectives, you will have 5 minutes to make a list with all the adjectives that describe the famous person. For example: **Shakira has long, blonde and wavy hair. (Gamification strategies: Point system and leaderboards)**

Once the time is up, they have to present their work in front of the whole class. The winner will be the one who mentions the most adjectives during their presentation. **(Gamification strategies: badges)**

**Independent Practice**

Pair work. Students have to describe each other using the appearance adjectives previously seen in the classroom. For example: My friend Camila is short, she has blond hair, etc. **(Gamification strategies: challenges).**

**Assessment**

Individual work: Activity to write a paragraph about a family member, using adjectives of appearance - Describe and paste a picture of a family member.
Materials: poster board, paints, glue, etc. (depending on the student) The student will choose a picture of a family member and paste it on a poster board and underneath it writes a paragraph of approximately 10 lines, the paragraph should contain at least 15 adjectives. The student must present his/her work the following class.
For example:
- She is my sister. She has a long and black hair, her nose is small, her eyes are blown, her mouth is small, she is chubby and etc.

| Lesson plan 3 | |
|---|---|
| Class: Nine-year | School year: 2022 -2023 |
| Nª students: 22<br>8 boys and 14 girls<br>Age: 13 – 14 years old | Topic: Asking and answering about people´s appearance. |
| Language level: A1.2 | Type of institution: Public |
| Date: October 31st, - November 11st<br>Tuesday and Wednesday -9 "C"<br>Thursday and Friday-9 "B" | Pre-service teacher: Erika Michelle Salazar Chamba |
| Schedule: 8:30h-9:50h<br>Nª of periods: 2<br>Schedule: 10:20h-1100h – 11:40h-12:20h<br>Nª of periods: 1 | |
| **Materials** | **Lesson Objectives** |
| Book: I KNOW A 1.2<br>Projector<br>Worksheets<br>Slides<br>Youtube<br>Educaplay | At the end of the lesson, students will be able to ask and answer questions about people´s physical appearance, using the questions: What.......look like? How long...?, How tall...? What color.......? |

| **Warm-up and Objective Discussion** |
|---|
| Provide students with worksheets on which they will find pictures of people with different appearances, ask them to match the picture with the corresponding adjective, this will serve to activate their prior knowledge related to vocabulary. Then, tell them that they are going to learn how to ask and answer questions about people's appearance using the adjectives previously seen in the classroom. Explain that these questions are very useful because they are specifically about people's appearance, weight, height, etc. Tell them that, at the end of the week, they will use these questions to find out about the appearance of their classmates' relatives through correctly formulated questions.<br><br>https://docs.google.com/document/d/10_udcot-gb-vfJCFnNACFT3tg_doj2hC/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true |

| **Instruct and Model** |
|---|
| **Instruct**<br><br>First, show the slides on the structure of questions and answers that can be used to find out people's appearance. The slides show the information in pictures and words the questions and answers to find out what people look like.<br><br>https://docs.google.com/presentation/d/1X4hhDAf3b41Hr4CTxk4vdE89W2YppH84/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true<br><br>After the slides, present a video of questions about people´s appearance from the video as a visual prompt to keep in mind the question of people´s appearance.<br><br>Physical Appearance Song \| Describing People Song \| English Vitamin Bubbles - YouTube<br><br>Then, divide the classroom into groups, and using the Educaplay application, have them compete in a game about completing the sentence. **(Gamification strategies: Point system and leaderboards)**<br><br>https://es.educaplay.com/recursos-educativos/14233173-questions_of_people_s_apearance.html<br><br>**Model** |

Ask a student to come to the front of the classroom. The teacher will ask questions related to their appearance and the students will answer these. This is necessary so that students know how to ask and answer questions about people's appearance.

At this point, it is important to emphasize the importance of using questions to know the people's appearance and to prepare students for the following guided practice activity.

## Guided Practice

Give the students a worksheet on which they will find a short reading, the student should read it and then answer the questions about what the people look like.
https://docs.google.com/document/d/1w-zf_4eEWcRsM8iPcrr2YNh3cqwGS_Qj/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true

For example

- What does she look like?
- She is beautiful and very nice.

Thus, students will have to make a comprehensive reading of the text, be able to ask and answer questions about the appearance of the people in the reading.

Work in pairs. In pairs, you will have to ask each other questions about the appearance of your mother, so that you can find out what your classmate's mother looks like. You will have 10 minutes to ask as many questions as possible to find out what your friend's mother looks like. **(Gamification strategies: Point system)**
For example:
**Does your mom have black hair?**
**Yes, she does have a black hair**
**No, she doesn´t have a black hair**
After the time is up, they have to describe their partner's mother. The winner is the one who correctly describes their friend's mum. **(Gamification strategies: badges)**

## Independent Practice

Students will work on pages 9, 10, and 11 of the book Iknow. **(Gamification strategies: challenges).**

## Assessment

Individual work: The student will have to make 20 sentences with their respective answers according to the appearance of their family members.
For example:
- **What does he look like?**
He is elegant
- **How tall is Camila?**
She is one meter and 55
- **How old is Pedro?**
Pedro is 25 years old
- **Does she have short hair?**
No, she does not have short hair
Yes, she does short hair
- **What color is his hair?**
His hair is black

| Lesson plan 4 | |
|---|---|
| Class: Nine-year | School year: 2022 -2023 |
| Nª students: 22<br>8 boys and 14 girls<br>Age: 13 – 14 years old | Topic: Comparing people´s appearance. |
| Language level: A1.2 | Type of institution: Public |
| Date: November 14st - November 19st<br>Tuesday and Wednesday -9 "C"<br>Thursday and Friday-9 "B" | Pre-service teacher: Erika Michelle Salazar Chamba |
| Schedule: 8:30h-9:50h<br>Nª of periods: 2<br>Schedule: 10:20h-1100h – 11:40h-12:20h<br>Nª of periods: 1 | |
| **Materials** | **Lesson Objectives** |
| Book: I KNOW A 1.2<br>Projector<br>Worksheets<br>Slides<br>Youtube<br>Wordwall<br>Kahoot | At the end of the lesson, students will be able to recognize and describe differences in people's physical appearance, using the conjunction "but" for example; Camila has black hair, but her sister has blonde hair. Jose and Pedro have blue eyes, but Catalina and Cristian have brown eyes. etc. |

| **Warm-up and Objective Discussion (10 min)** |
|---|
| Provide students with worksheets on which they will find a list of adjectives related to people's appearance and pictures of people with different appearances, ask them to match the picture with the corresponding adjective, this will serve to activate their previous knowledge related to vocabulary. Next, tell them that they are going to learn to recognize and describe differences in people's appearance using the conjunction "but" and the adjectives seen previously in the classroom. Explain that these phrases are very useful because they will help them to recognize differences in people's appearance, for example, their weight, height, eyes, hair, etc. Tell them that, at the end of the week, they will use these sentences to write 10 sentences comparing the appearance of their classmates. |
| https://docs.google.com/document/d/1jChKU_4b35AbIx5IHh3JGeycLuDtMOQe/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true |

| **Instruct and Model (50 min)** |
|---|
| **Instruct**<br><br>First, show slides with pictures of people who look different and teach them to recognize the differences between these people. The slides show information in pictures and words about the differences in people's appearance.<br><br>https://docs.google.com/presentation/d/1vBSons0bEMlzlv3jcb_bVt95Ptv69eDm/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true<br><br>After the slides, present a video of differences in people´s appearance from the video as a visual prompt to keep in mind the question of people´s appearance.<br><br>Everybody is different \| Songs for kids \| Pipalupa - YouTube<br><br>**WORK GROUP:** Then, divide the classroom into groups, and using the WORDWALL application, have them compete in a game about "open the box". **(Gamification strategies: Point system and leaderboards)**<br><br>Comparing people´s appearance. - Open the box (wordwall.net) |

**Model**

The teacher shows students how to make sentences to correctly compare the appearance of people, using the "but" conjugation. The teacher will use pictures of their family members.

Ask two students to come to the front of the classroom. The teacher will ask the rest of the class to compare the appearance of their friends and the students will tell all the differences between their classmates. This is necessary so that the students know how to differentiate between people's appearance.

At this point, it is important to emphasize the importance of recognizing and describing differences in people's appearance and to prepare students for the following guided practice activity.

| Guided Practice (20 min) |
| --- |

**INDIVIDUAL WORK:** Give students a worksheet on which they will find a short reading, the student should read it and then underline the adjectives that describe the differences in the appearance of the people mentioned in the reading and make a list of all these adjectives.
https://docs.google.com/document/d/1w-zf_4eEWcRsM8iPcrr2YNh3cqwGS_Qj/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true

For example

- Camila has red hair, but Andrea has black hair
- Catalina is tall, but Pedro is short.

Thus, students will have to make a comprehensive reading of the text, and be able to recognize and differentiate the appearance of the people who appear in the reading.

**WORK IN PAIRS.** In pairs, you will have to describe each other and then you will have to describe the differences in each other. You will have 10 minutes to find as many differences as possible about how you look.
**(Gamification strategies: Point system)**
For example:

**S-A: I am tall and fat**
**S-B: I am short and thin**
**My friend Jose is short, but I am tall**

After, the time is up, they have to tell the differences between them. The winner will be the one who best describes the differences between their appearance and that of their friend. **(Gamification strategies: badges).**

| Independent Practice (25min) |
| --- |

Students will work on pages 12, and 13 of the book Iknow. In this activity, the students will look at the pictures of describes the differences. **(Gamification strategies: challenges).**
**For example**
The man of the picture one has curly hair, but the man of the picture two has straight hair**.**

| Assessment (15min) |
| --- |

**INDIVIDUAL WORK:** The teacher presents questions on the **kahoot app**, which will be used to test your knowledge about the difference in people's appearance. **(Gamification strategies: badges and leaderboards).** The winner is the student who has more hits.
https://create.kahoot.it/details/e3700483-1467-4add-9890-d96d282ad75c

**INDIVIDUAL WORK:** The student will have to write 10 sentences comparing the appearance of their classmates.
For example:

- My friend Camila is thin, but my friend Josefina is fat
- My friend Jose has blonde hair, but my friend Carlos has black hair

| Class: Nine-year | School year: 2022 -2023 |
|---|---|
| **Nª students:** 22<br>8 boys and 14 girls<br>**Age:** 13 – 14 years old | Topic: Modifiers with participles and prepositions |
| Language level: A1.2 | Type of institution: Public |
| **Date:** November 22th November 23th<br>**Date:** November 24th | Pre-service teacher: Erika Michelle Salazar Chamba |
| Schedule: 8:30h-9:50h<br>Nª of periods: 2<br>Schedule: 10:20h-1100h – 11:40h-12:20h<br>Nª of periods: 1 | |

| **Materials** | **Lesson Objectives** |
|---|---|
| Book: I KNOW A 1.2<br>Projector<br>Worksheets<br>Slides<br>Youtube<br>Wordwall<br>Kahoot | At the end of the lesson, students will use modifiers to join two different sentences into one. The students will use participles and prepositions, for example:<br>• **David is the short boy. He's wearing a blue sweater.**<br>• David is the short boy **wearing** a blue sweater.<br><br>• **Ricky is the blond girl. She is sitting next to the table.**<br>• Ricky is the blond girl sitting **next to** the table |

**Warm-up and Objective Discussion (10 min)**

Students will play in pairs "rock paper scissors". This game consists of two students playing a rock-paper-scissors game facing each other, the loser will describe their partner with the appearance adjectives previously seen in class, this will serve to activate their previous knowledge related to vocabulary. Next, tell them that they are going to learn how to use modifiers with participles and prepositions to join two sentences into one. Explain that these modifiers are very useful because they will help them to make shorter and more precise sentences, for example:

• **Sam is the good-looking man. He is standing by the door.**
• Sam is the good-looking man **standing** by the door.

Tell them that, at the end of the week, they will use the modifiers to join 5 separate sentences, and mention that they should use participles or modifiers.

**Instruct and Model (50 min)**

**Instruct**

First, show slides with pictures and information on how to use modifiers with participles and prepositions, and mention the use of these modifiers that is to join two different sentences into one. The slides show information in pictures and words about the use of modifiers with participles and prepositions.

https://docs.google.com/presentation/d/1LStpKsoiYeLxYm134LLDQoBzS067293x/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true

After the slides, present a video about modifiers with participles and prepositions, present the video as a visual prompt to keep in mind the correct use of modifiers with participles and prepositions.

Modifiers with Participles and Prepositions - YouTube

**WORK GROUP:** Then, divide the classroom into groups, and using the WORDWALL application, have them compete in a game about "unjumble". **(Gamification strategies: Point system and leaderboards)**

[Modifiers - Unjumble (wordwall.net)](wordwall.net)

**Model**

The teacher shows students how to use modifiers for creating two sentences in one. The teacher will use pictures of their friends and their own examples.

Ask five students to come to the front of the classroom. The teacher will ask these students to link the two sentences into one, using modifiers. This is necessary so that the students know how to use correctly the modifiers with participles and prepositions

At this point, it is important to emphasize the importance of using modifiers with participles or prepositions and to prepare students for the following guided practice activity.

| Guided Practice (20 min) |
| --- |

**INDIVIDUAL WORK:** Give students a worksheet on which they will find a short reading, the student should read it and then underline all verbs in participle and circle all prepositions that are mentioned in the reading and make a list of all these adjectives.
https://docs.google.com/document/d/1CR6BSZ5HIsA8ccr5Ti_agr-
Pu_F_mvIA/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true
For example
- She´s a woman with long red hair.
- He´s the man wearing a black sweater.

Thus, students will have to make a comprehensive reading of the text, and be able to recognize and differentiate the sentences that have verbs in participle and prepositions.

**WORK IN PAIRS.** In pairs, you will have to create two different sentences and then link these using modifiers with participles or prepositions. You will have 10 minutes for this activity. **(Gamification strategies: Point system)**

After, the time is up, they have to say all of the sentences that they create and tell if they use prepositions or verbs in participle. The winner will be the pair that best use the modifiers, to create two sentences into one. **(Gamification strategies: badges).**

| Independent Practice (25min) |
| --- |

Students will work on page 14 of the book Iknow. In this activity, the students will use the modifiers for link the two sentences into one. **(Gamification strategies: challenges).**
**For example**
- **Norm is the young boy. He is standing next to Liz.**
- Norm is the young boy **standing next to** Liz.

| Assessment (15min) |
| --- |

**INDIVIDUAL WORK:** The student will use the modifiers to join 5 separate sentences, and mention that they should use participles or modifiers.
For example:

- **Rosy and Monica are the tall girls. They are talking to Joseph.**
- Rosy and Monica are the tall girls **talking** to Joseph.

<table>
<tr><td colspan="2" align="center"><b>Lesson plan 6</b></td></tr>
<tr><td>Class: Nine-year</td><td>School year: 2022 -2023</td></tr>
<tr><td><b>Nª students:</b> 22<br>8 boys and 14 girls<br><b>Age:</b> 13 – 14 years old</td><td>Topic:  Present Perfect: Describe past experiences and events.</td></tr>
<tr><td>Language level: A1.2</td><td>Type of institution: Public</td></tr>
<tr><td><b>Date:</b> November 29st<br><b>Date:</b>  December 7th<br><b>Date:</b>  December 8th</td><td rowspan="2">Pre-service teacher: Erika Michelle Salazar Chamba</td></tr>
<tr><td><b>Schedule:</b> 8:30h-9:50h<br>Nª of periods: 2<br><b>Schedule:</b> 10:20h-1100h –<br>11:40h-12:20h<br>Nª of periods: 1</td></tr>
<tr><td align="center"><b>Materials</b></td><td align="center"><b>Lesson Objectives</b></td></tr>
<tr><td>Book: I KNOW A 1.2<br>Projector<br>Worksheets<br>Slides<br>Youtube<br>Educaplayl<br>Kahoot</td><td>At the end of the lesson, students will use the present perfect to talk about experiences in their lifes. For example<br><ul><li>I have never been on a river tour.</li><li>I've played the guitar ever since I was a teenager.</li></ul></td></tr>
</table>

<table>
<tr><td align="center"><b>Warm-up and Objective Discussion (10 min)</b></td></tr>
<tr><td>Provide students with worksheets on which they will find verbs, and ask them to match the verb in its base form with the verb in the past participle and the corresponding picture, this will serve to activate their prior knowledge related to the vocabulary. Next, tell them that they are going to learn how to use present perfect to describe past experiences and events. Explain that present perfect are very useful because they will help them to talk about past experiences and events.<br><br>https://docs.google.com/document/d/1IM5S-AXYfo0WiiOMPMjv908s_nS2E9p_/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true<br><br>For example:<br><ul><li><b>I have known Julie for ten years. (And still, know her)</b></li><li><b>We have already had our breakfast.</b></li></ul>Tell them that, at the end of the week, they will use the present perfect to ask and answer five questions about their experiences on vacations, and mention that they will read their questions aloud to the whole class.</td></tr>
</table>

<table>
<tr><td align="center"><b>Instruct and Model (50 min)</b></td></tr>
<tr><td><b>Instruct</b><br><br>First, show slides with pictures and information about the present perfect, and mention that the use of the present perfect is to describe past experiences and events. The slides show information in pictures and words about the use of the present perfect.<br><br>https://docs.google.com/presentation/d/19_UfRLjsukUkB8BsOSumxWfy_Dh4Ggsb/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true<br><br>After the slides, present a video about present perfect, present the video as a visual prompt to keep in mind the correct use of modifiers with participles and prepositions.<br><br><u>PRESENT PERFECT - INGLÉS PARA NIÑOS CON MR.PEA - ENGLISH FOR KIDS - YouTube</u><br><br><b>WORK GROUP:</b> Then, divide the classroom into groups, and using the Educaplay application <b>(see annex 4),</b> have</td></tr>
</table>

them compete in a game about "fill in the blanks". **(Gamification strategies: Point system and leaderboards)**

[Fill in the Blanks Game: Present Perfect (present perfect) (educaplay.com)](#)

**Model**

The teacher shows the students how to use the present perfect tense to describe past experiences and events. The teacher will use the present perfect and tell the students about their last holiday.
Ask five students to come to the front of the classroom. The teacher will ask these students to talk about their last vacation. This is necessary so that the students know how to use correctly present perfect.

At this point, it is important to emphasize the importance of present perfect and to prepare students for the following guided practice activity.

## Guided Practice (20 min)

**INDIVIDUAL WORK:** Give students a worksheet on which they will find a short reading, the student should read it and then underline all verbs in present perfect and make a list of all these verbs.
https://docs.google.com/document/d/1Fdl1JdbjRgSqMKtcIRMmYxt1h2KC2C4y/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true
For example
- I can't get in the house. I have lost my keys.
- Teresa isn't at home. I think she has gone shopping.

Thus, students will have to make a comprehensive reading of the text, and be able to recognize all verbs in present perfect.

**WORK IN PAIRS.** In pairs, Students will have to create sentences with verbs that are found in the reading. You will have 10 minutes for this activity. **(Gamification strategies: Point system)**

After, the time is up, they have to say all of the sentences and mention the verbs that were used for creating sentences. The winner will be the pair that best identifies the present perfect verbs and creates the sentences correctly. **(Gamification strategies: badges).**

## Independent Practice (25min)

Students will work on pages 22 and 23 of the book Iknow. In this activity, the students will listen and circle the correct word depending on the present perfect. **(Gamification strategies: challenges).**
**For example**
- Rita: How nice! I have never was/been to Disney.
- Liz: Oh, you should go someday. It was/been really nice.

## Assessment (15min)

**INDIVIDUAL WORK:** The student will use the present perfect to ask and answer five questions about their experiences on vacations.
- Have you ever been on a tourist bus?
- No, I've never had the opportunity

<table>
<tr><td colspan="2" align="center"><b>Lesson plan 7</b></td></tr>
<tr><td>Class: Nine-year</td><td>School year: 2022 -2023</td></tr>
<tr><td><b>Nª students:</b> 22<br>8 boys and 14 girls<br><b>Age:</b> 13 – 14 years old</td><td>Topic: Present Perfect vs Simple Past: Describe past experiences and events.</td></tr>
<tr><td>Language level: A1.2</td><td>Type of institution: Public</td></tr>
<tr><td><b>Date:</b> December 13th December 14th<br><b>Date:</b> December 15th December 16th<br><b>Schedule:</b> 8:30h-9:50h<br>Nª of periods: 2<br><b>Schedule:</b> 10:20h-1100h –<br>11:40h-12:20h<br>Nª of periods: 1</td><td>Pre-service teacher: Erika Michelle Salazar Chamba</td></tr>
<tr><td align="center"><b>Materials</b></td><td align="center"><b>Lesson Objectives</b></td></tr>
<tr><td>Book: I KNOW A 1.2<br>Projector<br>Slides<br>Youtube<br>Educaplay<br>British Council<br>Power Point</td><td>At the end of the lesson, students will practice the present perfect and the simple past to talk about experiences in their lives and the characteristics of those experiences. <b>For example</b><br><ul><li>I have never played guitar  -  I never played guitar.</li><li>My mom bought a horse   -  My mom has never bought a horse.</li></ul></td></tr>
</table>

### Warm-up and Objective Discussion (10 min)

The teacher starts with a little game "open the box" in which students will choose one number then see one verb in base form, and ask them to say the verb in the simple past and past participle., this will serve to activate their prior knowledge related to the vocabulary. Next, tell them that they will learn the structure and uses of the present perfect and the simple past to describe past experiences and events. Explain that the present perfect and simple past are very useful because they will help them to talk about past experiences and events; and the characteristics of those experiences. For example:

- **I have been a teacher for 5 years**
- **My sister wrote a book.**

Tell them that, at the end of the week, they will practice the present perfect and the simple past to talk about experiences in their lives and the characteristics of those experiences.

https://docs.google.com/presentation/d/1M_zbm2OKKvDgveukcIQxz0MTb6iIyk8Z/edit?usp=sharing&ouid =100209211102842408284&rtpof=true&sd=true

### Instruct and Model (50 min)

**Instruct**

First, show slides with pictures and information about the present perfect and simple past, and mention that the use of the present perfect and simple past is to describe past experiences and events. The slides show information in pictures and words about the use of the present perfect.

https://docs.google.com/presentation/d/114YZSsuE2Uaq5SCx9DYJOhOoUHAHShsB/edit?usp=sharing&ouid =100209211102842408284&rtpof=true&sd=true

After the slides, present a video about the present perfect and simple past, present the video as a visual prompt to keep in mind the structure and uses of present perfect and simple past

Present perfect vs past simple, presente perfecto vs pasado simple - YouTube

**GROUP WORK:** Then, divide the classroom into groups, and using the EducaPlay application, have them compete in

a game about "froggy Jumps". **(Gamification strategies: Point system and leaderboards)**

[Froggy Jumps: Present perfect vs Past simple (segunda lengua - 3º - bachillerato - @educacion) (educaplay.com)](#)

**Model**

The teacher shows the students how to use the present perfect and simple past to describe past experiences and events. The teacher will use the present perfect and past simple to create some sentences for each one. This is necessary so that the students know how to use correctly present perfect and simple past.

At this point, it is important to emphasize the importance of the present perfect and simple past, then to prepare students for the following guided practice activity.

| **Guided Practice (20 min)** |
| --- |

**INDIVIDUAL WORK:** Teacher shows their student a read in "British Council" platform, and the student should read it and then underline all verbs in present perfect and simple past and make a list of all these verbs.
[Films and entertainment | LearnEnglish Teens (britishcouncil.org)](#)
For example
- Jennifer liked sports
- She wanted to be an actress

Thus, students will have to make a comprehensive reading of the text, and be able to recognize all verbs in present perfect and simple past.

**GROUP WORK.** Students should then form groups of 5 and complete all the activities that teacher presented related to the reading. **(Gamification strategies: Point system). For example.**
True or false activity

- **Jenifer is American**
  **True ( )      false ( )**

**A**t the end of the time, all groups will complete the activities that the teacher presented to them**.** The winner will be the group that completes all activities correctly. **(Gamification strategies: badges).**

| **Independent Practice (25min)** |
| --- |

Students will work on page 24 of the book Iknow**.** In this activity, the students will look at the conversations and put the verbs in parentheses in the correct form. **(Gamification strategies: challenges).**
**For example**
- Martha: Have you seen Carl's new haircut yet? (see)
- Leo: No. How is it?
- Martha: Well…Itis unusual. I saw it yesterday.(see)

| **Assessment (15min)** |
| --- |

**INDIVIDUAL WORK:**  The student will use the present perfect and simple past to create some sentences in present perfect and simple past
- I have never had the opportunity to dance in the theatre.

- I never played piano

<table>
<tr><td colspan="2" align="center"><strong>Lesson plan 8</strong></td></tr>
<tr><td>Class: Nine-year</td><td>School year: 2022 -2023</td></tr>
<tr><td><strong>Nª students:</strong> 22<br>8 boys and 14 girls<br><strong>Age:</strong> 13 – 14 years old</td><td>Topic: Present Perfect: Describe achievements and experiences</td></tr>
<tr><td>Language level: A1.2</td><td>Type of institution: Public</td></tr>
<tr><td><strong>Date:</strong> December 27th December 28th<br><strong>Date:</strong> December 29th December 30th</td><td rowspan="2">Pre-service teacher: Erika Michelle Salazar Chamba</td></tr>
<tr><td><strong>Schedule:</strong> 8:30h-9:50h<br>Nª of periods: 2<br><strong>Schedule:</strong> 10:20h-1100h –<br>11:40h-12:20h<br>Nª of periods: 1</td></tr>
<tr><td align="center"><strong>Materials</strong></td><td align="center"><strong>Lesson Objectives</strong></td></tr>
<tr><td>Book: I KNOW A 1.2<br>Projector<br>Slides<br>Youtube<br>Wordwall<br>PowerPoint</td><td>At the end of the lesson, students will use the present perfect to talk about their achievements and experiences. For example<br>• I <strong>have won</strong> many medals in my football matches.<br>• I <strong>have competed</strong> for 5 years for my school in the mathematics competition.<br>• I <strong>have participated</strong> in several dance competitions.</td></tr>
<tr><td colspan="2" align="center"><strong>Warm-up and Objective Discussion (10 min)</strong></td></tr>
<tr><td colspan="2">The teacher will start with a little game "tingo- tingo-tango" in which the students will have to pass a ball to each other while the teacher says tingo- tingo........., once the teacher says tango, the student who has the ball in his hands will have to say a verb <strong>(base form, past simple, past participle, and its meaning)</strong>, this will serve to activate their prior knowledge related to the vocabulary. Next, tell students that they will learn to use the present perfect tense to talk about the achievements, they have made throughout their lives. Explain that the present perfect will help them to talk about their achievements and experiences, as it connects the past <strong>(where the experiences were lived and where the achievements are made)</strong> with the present <strong>(where those experiences and achievements are talked about).</strong><br><br>For example:<br><br>• <strong>My mom and I have finished 2 marathons.</strong><br>• <strong>I have finally finished all my homework!</strong><br>Tell them that, at the end of the week, they will use the perfect present tense to talk about their achievements and the experiences they have had.</td></tr>
<tr><td colspan="2" align="center"><strong>Instruct and Model (50 min)</strong></td></tr>
<tr><td colspan="2"><strong>Instruct</strong><br><br>First, show slides with pictures and information about the present perfect, and mention that the use of the present perfect is to talk about their achievements and experiences. The slides show information in pictures and words about the use of the present perfect.<br><br>https://docs.google.com/presentation/d/1xMjNig8FuTxxnbI5h2rxqFpetnQNh81d/edit?usp=sharing&ouid =100209211102842408284&rtpof=true&sd=true<br><br>After the slides, present a video about the present perfect, present the video as a visual prompt to keep in mind the correct use of present perfect when you want to talk about achievements and experiences.<br><br>(271) Lo que debes saber del presente perfecto en inglés - Muy fácil | Clases inglés - YouTube<br><br><strong>GROUP WORK:</strong> Then, divide the classroom into groups, and using the WordWall application have them compete in</td></tr>
</table>

a game about "Anagram". **(Gamification strategies: Point system and leaderboards)**

[Verbs in participio - Anagram (wordwall.net)](#)

**Model**

The teacher shows the students how to use the present perfect to talk about achievements and experiences. The teacher will use the present perfect to talk about their own achievements and experiences. This is necessary so that the students know how to use correctly present perfect.

At this point, it is important to emphasize the importance of the present perfect, then to prepare students for the following guided practice activity.

## Guided Practice (20 min)

**INDIVIDUAL WORK:** The teacher shows their student a short text and the student should read it **(Reading elements: R. comprehension)** and then underline all verbs in present perfect and make a list of all these verbs. https://docs.google.com/document/d/1gO3euBjktFnb8Ya67P4jSu4sbd_VSYVV/edit?usp=sharing&ouid =100209211102842408284&rtpof=true&sd=true

The teacher will present the students with a list of vocabulary from the reading so that the students fully understand the reading. **(Reading elements: vocabulary)**.

Thus, students will have to make a comprehensive reading of the text, and be able to recognize all verbs in present perfect and simple past. **(Reading elements: R. comprehension)**

**GROUP WORK.** Students should then form groups of 5 and complete all the activities that the teacher presented related to the reading. **(Gamification strategies: Point system).**
**For example.**
True or false activity – Answer the question- among others

**GROUP WORK**. In groups of 5 students will practice reading, after which the group should read the reading aloud to the whole class. **(Reading elements: fluency)**

**A**t the end of the time, all groups will complete the activities that the teacher presented to them**.** The winner will be the group that completes all activities correctly. **(Gamification strategies: badges).**

## Independent Practice (25min)

Students will work on page 32 of the book Iknow **.** In this activity, students will find a reading that they have to read thoroughly and then answer the questions related to it. **(Reading elements: R. comprehension)** In addition, the students will underline the words they do not understand and a list will be formed **(Reading elements: vocabulary)**, after which the students will look for the meanings of these words, and at the end, a general list will be formed. **(Gamification strategies: challenges).**
**For example**
- What countries has Lorena visited?

## Assessment (15min)

**INDIVIDUAL WORK:** The teacher will assign a group task in the Kahoot application, in which students will have to complete sentences by putting the verb in its correct form. **(Gamification strategies: Point system and leaderboards)**
[Present perfect - Details - Kahoot!](#)
The student will use the present perfect to create some sentences about their achievements and experiences or about their family.
**For example**
- My sister has managed to get into a university

<table>
<tr><td colspan="2" align="center">**Lesson plan 9**</td></tr>
<tr><td>Class: Nine-year</td><td>School year: 2022 -2023</td></tr>
<tr><td>**Nª students:** 22<br>8 boys and 14 girls<br>**Age:** 13 – 14 years old</td><td>Topic:  Present Perfect with already and yet: Describe experiences</td></tr>
<tr><td>Language level: A1.2</td><td>Type of institution: Public</td></tr>
<tr><td>**Date:** January 3rd January 4th<br><br>**Date:** January 5th January 6th</td><td rowspan="2">Pre-service teacher: Erika Michelle Salazar Chamba</td></tr>
<tr><td>**Schedule:** 8:30h-9:50h<br>Nª of periods: 2<br>**Schedule:** 10:20h-1100h –<br>11:40h-12:20h<br>Nª of periods: 1</td></tr>
<tr><td align="center">**Materials**</td><td align="center">**Lesson Objectives**</td></tr>
<tr><td>Book: I KNOW A 1.2<br>Projector<br>Slides<br>Youtube<br>Educaplay<br>PowerPoint</td><td>At the end of the lesson, students will use the present perfect to talk about their experiences. Using already and yet.<br> For example<br>• It´s only 6:00 am and I have already studied English<br>• I have already met Justin Bieber<br>• I haven't told my mother I'm pregnant yet.<br>• Have my friends sold all ice cream yet?</td></tr>
<tr><td colspan="2" align="center">**Warm-up and Objective Discussion (10 min)**</td></tr>
<tr><td colspan="2">The teacher will start with a little game "tingo- tingo-tango" in which the students will have to pass a ball to each other while the teacher says tingo- tingo........., once the teacher says tango, the student who has the ball in his hands will have to say a verb **(base form, past simple, past participle, and its meaning)**, this will serve to activate their prior knowledge related to the vocabulary. Next, tell students that they will learn to use the present perfect tense to talk about the experiences, using already and yet, they have made throughout their lives. Explain that the present perfect will help them to talk about their experiences, as it connects the past with the present.<br><br>For example:<br>• My father has already arrived.<br>• I have not done my homework yet.<br>Tell them that, at the end of the week, they will use the perfect present tense to write some sentences using already and yet.</td></tr>
<tr><td colspan="2" align="center">**Instruct and Model (50 min)**</td></tr>
<tr><td colspan="2">**Instruct**<br><br>First, show slides with pictures and information about the present perfect with already and yet, and mention that the use of the present perfect is to talk about their experiences. The slides show information in pictures and words about the use of the present perfect.<br><br>https://docs.google.com/presentation/d/1DPXMUf5c_mmgGVvBEQipyJra8-PfwWLR/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true<br><br>After the slides, present a video about the present perfect with already and yet, present the video as a visual prompt to keep in mind the correct use of present perfect when you want to talk about achievements and experiences<br><br>LECCIÓN 21: CÓMO USAR JUST, ALREADY Y YET CON EL PRESENTE PERFECTO Y PASADO SIMPLE - YouTube<br><br>**GROUP WORK:** Then, divide the classroom into groups, and using the Educaplay application**,** have them compete in</td></tr>
</table>

a game about " matching columns games". **(Gamification strategies: Point system and leaderboards)**

Set Matching Columns Games - Educaplay

**Model**

The teacher shows the students how to use the present perfect with already and yet to talk about experiences. The teacher will use the present perfect to talk about their own experiences. This is necessary so that the students know how to use correctly present perfect.

At this point, it is important to emphasize the importance of the present perfect with already and yet, then to prepare students for the following guided practice activity.

| Guided Practice (20 min) |
|---|

**INDIVIDUAL WORK:** The teacher shows their student a short text and the student should read it **(Reading elements: R. comprehension)** and then underline all verbs in present perfect and make a list of all these verbs. https://docs.google.com/document/d/1xh6sK9LVo6UOtXAawKCU_rNnR7gQUjH1/edit?usp=sharing&ouid =100209211102842408284&rtpof=true&sd=true

The teacher will present the students with a list of vocabulary from the reading so that the students fully understand the reading. **(Reading elements: vocabulary)**.

Thus, students will have to make a comprehensive reading of the text, and be able to recognize all verbs in present perfect **(Reading elements: R. comprehension)**

**GROUP WORK.** Students should then form groups of 2 and complete all the activities that the teacher presented related to the reading. **(Gamification strategies: Point system).**
**For example.**
True or false activity – Answer the question- among others

**GROUP WORK**. In groups of 4 students will practice reading, after which the group should read the reading aloud to the whole class. **(Reading elements: fluency)**

**GROUP WORK:** At the end of the time, all groups will complete the activities in the **Wordwall (see annex 5)** application that the teacher presented to them**.** The winner will be the group that completes all activities correctly. **(Gamification strategies: badges).**

| Independent Practice (25min) |
|---|

Students will work on page 25 and 30 of the book Iknow In these activities, students will rewrite the sentences using already and yet and Write the question for some answers.

| Assessment (15min) |
|---|

**INDIVIDUAL WORK:** The students make some sentences using present perfect using already and yet.
**For example**
- I have already ridden the rollercoaster many times.
- I have never seen a ghost yet.

<table>
<tr><td colspan="2" align="center"><b>Lesson plan 10</b></td></tr>
<tr><td align="center">Class: Nine-year</td><td>School year: 2022 -2023</td></tr>
<tr><td><b>Nª students:</b> 22<br>8 boys and 14 girls<br><b>Age:</b> 13 – 14 years old</td><td>Topic: Present perfect: Important moments "Since" concrete moment - "For" period of time</td></tr>
<tr><td>Language level: A1.2</td><td>Type of institution: Public</td></tr>
<tr><td><b>Date:</b> January 3rd January 4th<br><b>Date:</b> January 5th January 6th<br><b>Schedule:</b> 8:30h-9:50h<br>Nª of periods: 2<br><b>Schedule:</b> 10:20h-1100h –<br>11:40h-12:20h<br>Nª of periods: 1</td><td>Pre-service teacher: Erika Michelle Salazar Chamba</td></tr>
<tr><td align="center"><b>Materials</b></td><td align="center"><b>Lesson Objectives</b></td></tr>
<tr><td>Book: I KNOW A 1.2<br>Projector<br>Slides<br>Youtube<br>Wordwall<br>PowerPoint</td><td>At the end of the lesson, students will develop the present perfect using since and for to talk about important moments, whether they happened at specific times or periods of time.<br>For example<ul><li>I have lived in this town <b>since</b> 2021</li><li>My boyfriend has worked in that company <b>for</b> 4 years.</li></ul></td></tr>
</table>

## Warm-up and Objective Discussion (10 min)

Provide students with worksheets, in which they will find some sentences they will have to complete using already, and yet, this will serve to activate their prior knowledge related to the last topic. Next, tell students that they will learn to use the present perfect tense to talk about concrete moments and periods of time, using since and for. Explain that the present perfect tense will help them talk about the important moments in their lives, whether short or long.

For example:

- Camila and Sofia have been friends for 4 years
- My parents have been married since 2000.

Tell them that, at the end of the week, they will use for and since to write some sentences about important moments in their lives.

https://docs.google.com/document/d/1PC9BRuvICwXChlbWZFcWX8VJuY4gE9oF/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true

## Instruct and Model (50 min)

**Instruct**

First, show slides with pictures and information about the present perfect with since and for, and mention that the use of the present perfect using since and for is to talk about concrete moments and periods of time. The slides show information in pictures and words about the use of the present perfect.

https://docs.google.com/presentation/d/1YTxUEPfMagAsZjiUSlgWGx5tNCTCQG4O/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true

After the slides, present a video about the present perfect with since and, for present the video as a visual prompt to keep in mind the correct use of present perfect when you want to talk about achievements and experiences

Present Perfect - For and Since - YouTube

**GROUP WORK:** Then, divide the classroom into groups, and using the Wordwall Application**,** have them compete in a game about "complete the sentences". **(Gamification strategies: Point system and leaderboards)**

| |
|---|
| "Since" concrete moment - "For" period of time - Gameshow quiz (wordwall.net) |

**Model**

The teacher shows the students how to use the present perfect using "since and for" to talk about important moments. The teacher will use the present perfect to talk about their own important moments. This is necessary so that the students know how to use since and for.

At this point, it is important to emphasize the importance of the present perfect with since and for, then to prepare students for the following guided practice activity.

| **Guided Practice (20 min)** |
|---|

**INDIVIDUAL WORK:** The teacher shows their student a short text and the student should read it **(Reading elements: R. comprehension)** and then underline all verbs in present perfect and make a list of all these verbs.
https://docs.google.com/document/d/1X2-L2QcEz2AkBk1gokBsWeupGQPIWa4c/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true

The teacher will present the students with a list of vocabulary from the reading so that the students fully understand the reading. **(Reading elements: vocabulary)**.

Thus, students will have to make a comprehensive reading of the text, and be able to recognize all verbs in present perfect **(Reading elements: R. comprehension)**

**INDIVIDUAL WORK.** Students complete all the activities that the teacher presented related to the reading. **(Gamification strategies: Point system).**
**For example.**
True or false activity – Answer the question- among others

**GROUP WORK**. In groups of 4 students will practice reading, after which the group should read the reading aloud to the whole class. **(Reading elements: fluency and phonics)**

**GROUP WORK: A**t the end of the time, all groups will complete the activities in the **Wordwall (see annex 6)** application that the teacher presented to them**.** The winner will be the group that completes all activities correctly. **(Gamification strategies: badges).**

| **Independent Practice (25min)** |
|---|

Students will work on page 26 of the book Iknow In that activity, students will complete the sentences using for and since.

| **Assessment (15min)** |
|---|

**INDIVIDUAL WORK:** The students use for and since to write some sentences about important moments in their lives whether they happened at specific times or periods of time.
**For example**
- My sister has been a teacher for 15 years.
- My father has had a car since 2018.

| Lesson plan 11 | |
|---|---|
| Class: Nine-year | School year: 2022 -2023 |
| Nª students: 22<br>8 boys and 14 girls<br>Age: 13 – 14 years old | Topic: Phonics and Phonics awareness |
| Language level: A1.2 | Type of institution: Public |
| Date:  January 17 th<br>Date:  January 18 th<br>Schedule 9 "B": 10:20h-11:00h<br>Schedule 9"C": 11:40h-12:20h<br>Nª of periods: 1 | Pre-service teacher: Erika Michelle Salazar Chamba |
| **Materials** | **Lesson Objectives** |
| Projector<br>Slides<br>Youtube<br>Wordwall<br>PowerPoint | At the end of the lesson, students will be able to decode single words spelling and letter-sound relationships. |

| **Warm-up and Objective Discussion** |
|---|
| Provide students with worksheets, on which they will find pictures and words with similar spelling and pronunciation, they should match these words with the pictures, this will serve to activate their prior knowledge. Next, tell the students that they are going to learn to differentiate words with similar spelling and pronunciation.<br><br>For example<br><br>Oil<br><br>Soil<br><br>Boy<br><br>Toy |

| **Instruct and Model** |
|---|
| **Instruct**<br>First, show slides with pictures and information about words with similar spelling and pronunciation<br>https://docs.google.com/presentation/d/1YTxUEPfMagAsZjiUSlgWGx5tNCTCQG4O/edit?usp=sharing&ouid=100209211102842408284&rtpof=true&sd=true<br><br>After the slides, present a video about phonics and phonics awareness, for present the video as a visual prompt to keep in mind the correct pronunciation.<br><br><br>**GROUP WORK:** Then, divide the classroom into groups, and using the Wordwall Application to join words with similar pronunciation in pairs. **(Gamification strategies: Point system and leaderboards**<br><br>**Model**<br><br>Say it fast: students listen to the words that the teacher says tapping, with fingers or some visual separation of sounds. For example, s—a—d<br>Students repeat the pronunciation "cat" while giving a clap.<br>Let´s think about words that have similar rhymes or terminations. For example, bat–cat–hat.<br>Practice the same exercise with 10 words more.<br>Tad - fad - pad<br>Cat – hat – mat<br>Bam – pam – jam |

| **Guided Practice** |
|---|
| Together with the teacher let´s read the story and identify words that have the same rhyme.<br>For example<br> corn and horn |

| Then the next words that are in the story.<br>Fork-pork    chores- cores        north- fourth | 83 |
| --- | --- |

| **Independent Practice** |
| --- |
| **INDIVIDUAL WORK:** students match the words with the picture.<br>Form simple sentences with those words.<br>Color the words with similar rhymes using different colors for each group.<br>Practice the pronunciation of the words. |
| **Assessment** |
| **INDIVIDUAL WORK:** The students use the pair of words to write some sentences.<br>For example<br><ul><li>The cat is black.</li><li>The bat is dangerous for human.</li><li>The cap is important to wear.</li><li>The map is useful in the forest.</li></ul> |

| Lesson plan 12 | |
|---|---|
| Class: Nine-year | School year: 2022 -2023 |
| Nª students: 22<br>8 boys and 14 girls<br>Age: 13 – 14 years old | Topic: Administration of the Posttest and questionnaire |
| Language level: A1.2 | Type of institution: Public |
| Date:  January 19 th<br>Date:  January 20 th<br>Schedule 9 "B": 10:20h-11:00h<br>Schedule 9"C": 11:40h-12:20h<br>Nª of periods: 1 | Pre-service teacher: Erika Michelle Salazar Chamba |

| Materials | Lesson Objectives |
|---|---|
| Posttest and questionnaire provided by Pre-service teacher. | Don´t apply |

| Warm-up and Objective Discussion |
|---|
| Don´t apply |

| Instruct and Model |
|---|
| **Instruct**<br><br>Don´t apply<br><br>**Model**<br><br>Don´t apply |

| Guided Practice |
|---|
| Don´t apply |

| Independent Practice |
|---|
| Don´t apply |

| Assessment |
|---|
| Don´t apply |