

**ENHANCING READING COMPREHENSION SKILLS THROUGH
GAMIFICATION IN A GROUP OF ELEVENTH GRADERS AT A PRIVATE SCHOOL
IN BOGOTÁ**

MARITZA SANABRIA HUERTAS

UNIVERSIDAD PEDAGÓGICA NACIONAL

SCHOOL OF HUMANITIES

MAESTRÍA EN ENSEÑANZA DE LENGUAS EXTRANJERAS

BOGOTÁ

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Abstract

The present action research aimed at analyzing the role of Gamification as a pedagogical strategy in improving the reading comprehension skills of EFL students, particularly 1103 graders at Gimnasio Los Sauces School. For this purpose, data collection instruments such as a diagnostic test, semi-structured interviews, a survey, and a questionnaire were used to ensure reliability in the process of triangulation and analysis of the data gathered. Hence, the approach selected to establish the categories of analysis was based on Grounded Theory. The findings revealed that the implementation of digital platforms through Gamification allowed students to develop learning objectives that helped them to improve their reading comprehension. As a result, students did not show feelings of discouragement; on the contrary, they evidenced that by recognizing what they needed to strengthen in their reading comprehension, they felt confident and aware throughout the development of the lessons. Likewise, through Gamification, the active participation of the students was promoted, so that they felt motivated and intrinsically involved in the learning process. In addition, since the students were much more motivated, learning became a fun experience, fostering collaborative work, confidence, and commitment to learning in the EFL classroom.

Keywords: Gamification, Gamification in the EFL classroom, ICT tools, Gamified Platforms, Motivation, Engagement, Reading Comprehension, and Reading Comprehension Skills.

Resumen

La presente investigación-acción tiene como objetivo analizar el papel de la Gamificación como estrategia pedagógica en el mejoramiento de las habilidades de comprensión lectora de los estudiantes de inglés como lengua extranjera, particularmente estudiantes del grado 1103 del Colegio Gimnasio Los Sauces. Para esto, se utilizaron instrumentos de recolección de datos tales como: prueba diagnóstica, entrevistas semi-estructuradas, una encuesta y un cuestionario los cuales fueron aplicados para asegurar la confiabilidad en el proceso de triangulación y análisis de los datos recogidos. De ahí que, el enfoque seleccionado para establecer las categorías de análisis fue a partir de la Teoría Fundamentada. Los hallazgos revelaron que la implementación de plataformas digitales por medio de la Gamificación permitió que los estudiantes desarrollaran objetivos de aprendizaje que los llevó a mejorar su comprensión lectora. Como resultado de ello, los estudiantes no manifestaron sentimientos de desánimo, por el contrario, evidenciaron que por medio del reconocimiento de aquello que debían fortalecer en torno a su comprensión lectora, los llevó a sentirse seguros y conscientes a lo largo del desarrollo de las lecciones. De la misma manera, por medio de la Gamificación se promovió la participación activa de los estudiantes, de manera que ellos se sintieron motivados e involucrados intrínsecamente en el proceso de aprendizaje. Además, los estudiantes al encontrarse mucho más motivados, el aprendizaje se convirtió en una experiencia divertida fomentando en el aula de EFL trabajo colaborativo, confianza y compromiso en su aprendizaje.

Palabras Clave: Gamificación, Gamificación en el aula de EFL, Herramientas TIC, Plataformas Gamificadas, Motivación, Compromiso, Comprensión lectora y Habilidades de comprensión lectora.

Introduction

In a globalized world like we are facing today, learning a foreign language becomes a trend, something necessary. Hence, the most common reasons for learners are: traveling to obtain better work and study opportunities that will allow them to position themselves at a professional level. However, for the Colombian educational system, learning a foreign language is considered a fundamental requirement to take standardized tests such as the Saber 11° test in the case of students who are in their last year of high school (eleventh grade). For this reason, one of the skills that this type of test evaluates is reading. Reading comprehension is understood as a skill that needs to be improved in a processual way through a series of strategies that are developed within the EFL classroom. However, these same academic demands for students who are about to finish a formative stage such as high school, demand more dynamic and playful ways of learning that capture the students' attention and allow them to take ownership of their process. Most eleventh grade students face several factors which are aimed at their university and professional training, in addition to the fact that throughout the academic year they feel under pressure since they are prepared exhaustively to obtain better results in the Saber 11 tests. These variables result in low performance in the levels of linguistic competencies and particularly in reading comprehension in English. Taking this scenario into account, the present study aims to improve reading comprehension skills through the use of pedagogical strategies that motivate students to improve reading comprehension learning English as a foreign language.

On the other hand, we have been confronted with external situations such as the case of the health emergency due to COVID-19, which has led us, language teachers, as well as the educational system around the globe to move to virtual classrooms and make use of digital tools that promote the role of information and communication technologies (ICT) within the English

as a Foreign Language (EFL) classroom. This leads us to think about the effective development of digital literacy involving innovation and creativity in learning. Therefore, the EFL classroom should gradually incorporate new strategies oriented to the integration of technologies and the implementation of strategies such as Gamification through the use of online platforms that allow students to improve their reading comprehension while increasing their levels of motivation and commitment to learning, as presented in this research.

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CHAPTER ONE: CONTEXT AND PROBLEM

Context

This research was carried out with 34 eleventh Graders between 16 and 17 years old at a private school Gimnasio Los Sauces in Bogotá D.C. This institution is located in Bosa¹, a neighborhood situated in the south of the capital city. Regarding its students' socio-economic status, their families belong to the middle class, taking into account the socioeconomic stratification in Colombia.

The majority of them come from other neighborhoods such as Bosa Brasil, Bosa Brasilia, Bosa Las Margaritas, Bosa Porvenir, Bosa El Recreo, Bosa Betania, Chicalá, and its surroundings. In addition, this school provides all educational levels: Preschool, Basic (Primary and Secondary), and Media education.

In regards, Gimnasio Los Sauces School's PEI (Proyecto Educativo Institucional) promotes an integral education of human beings with leadership abilities, higher social and cultural competencies, and ecological awareness, based on the principles of its school philosophy, with God as the fundamental basis of their lives, through reasoning, valuing and acting. Following it, its vision is becoming the best option for families who expect competent young people, with projection in the professional world, contributing to the effective and permanent transformation of their social environment. (G.L.S Manual de convivencia, 2021).

¹ La localidad de Bosa se ubica al Sur occidente de la ciudad, su borde norte limita con la localidad de Kennedy, un trayecto del río Tunjuelito y el llamado camino de Osorio; en el suroriente hasta la Autopista del Sur y la localidad de Ciudad Bolívar; por el sur y el suroccidente el municipio de Soacha y en el occidente y noroccidente comparte bordes con el río Bogotá D.C. y el municipio de Mosquera. (Vamos, 2020)

Concerning its Pedagogical model, Gimnasio Los Sauces School adopted the “Enseñanza para la Comprensión” model, which was developed inside Zero Project from Harvard University. According to Wiske (2005), the EPC (Enseñanza para la Comprensión) model implies for teachers the possibility of reflection on their teaching practices and its resignification, as well as for students due to they have the possibility of awakening a reflective interest in the subjects they are learning and establishing relations between their daily life. (p.86) Also, (Blyte, 1999.) cited by (Clavel Jameson & Torres, 2010) said that comprehension involves the ability to do a variety of stimulating tasks with a topic, such as explaining, demonstrating, and giving examples, generalizing, drawing analogies, and reformulating the topic in a new way. Hence, learning can be at the level of understanding and not at the level of memorizing.

Bearing this in mind, this pedagogical model establishes a series of guidelines, which enable the class design to be focused on developing learning processes that allow students to connect their interests and previous knowledge with new experiences, therefore facilitating their effective comprehension of what they are learning (Appendix A). Thus, based on the institutional guidelines, Gimnasio Los Sauces School has established 6 hours of classes for the English subject per week, allowing the students to develop the language skills required to face a globalized and multicultural world through different activities such as reading comprehension workshops, listening exercises (songs and videos), discussions, presentations on a variety of topics related to their interests, playful and interactive activities that encourage students to practice what they have learned in class. It also has the implementation of the book ENGLISH ID from Richmond Publishing House.

Furthermore, the different levels are required to work with the online platform “RLP/Richmond Learning Platform” inside the classes. On the other hand, with the support offered by Richmond Publishing House, this year for the first time in the school, 60 eleventh grade students will be able to be certified in the English test "APTIS For Teens" so that they can obtain high scores at B1 and B2 levels in reading comprehension and listening skills. And of course, that all students obtain higher scores in other standardized tests such as the SABER 11th test.

Statement of the Problem

Over one year and a half ago, we witnessed the unexpected arrival of the COVID-19 pandemic, which became the biggest health emergency in the world, also brought with it a series of challenges and changes in all areas of our daily lives. For instance: lockdowns, world economy decreasing and education system affected. As a consequence, this emergency led us to move our classrooms to virtual spaces, breaking away from the traditional ways of teaching and then implementing a variety of technological tools, unknown to some teachers, as well as shifting these tools into didactic and even motivational aids. Similarly, findings in recent EFL research studies have shown that this emergency brought in English language teaching and learning many challenges due to the internet connection and students’ access to computers, laptops, and smartphones. In accordance to Baniabdelrahman (2020), the world nowadays is facing different changes that influence the learning process. For this reason, English classes may become an environment where education and technology work together, as well as languages teachers, we are in a permanent improvement of our teaching strategies to develop students’ English skills and performances too. In words of Priyanti (2019) “the existence of technology itself should be integrated into the learning process that purposed to make the students know to integrate

innovative media and technology in class as a tool for learning”. However, in the Colombian educational context as stated by Aranda Rodríguez (2020) “students from different educational levels have faced the challenges of a system where contextual needs were given in face-to-face classroom modalities. The aforementioned mode requires an educational strategy reform to engage students on a virtual classroom mode”. For this reason, teachers have been supported through technological tools to involve students as a key for ensuring learning processes and learning continuity as well. Regarding it as Aranda Rodríguez (2020) mentioned the Colombian Ministry of Education (Ministerio de Educación Nacional, 2006) drew attention to launch measures to guarantee students’ academic process at home. These measures include the broadcasting of educational content for children and youth called “3, 2, 1 Edu-Acción”, and an online platform called “Colombia Aprende” to support teachers, families, and students.

Taking all this into account, according to Pahamzah et al. (2020) nowadays the millennial generation has a high level of technological literacy. This knowledge along with recent technological advances has led to the expansion of education (...) these are the generations that are in the classroom today and share unique characteristics that define being engaged in their learning process. Technology has to be embraced in education today and therefore we as teachers have to implement it as part of student learning. It is for this reason that gamification plays an important role in digital times and even more in these pandemic times.

Consequently, with the implementation of online platforms through gamified activities, students feel committed to actively participate in order to improve reading comprehension skills. This is evidenced in the creation of collaborative and funny environments, which allowed them to reduce stress levels caused by the arduous preparation and demands of the school in order to

obtain excellent results in the Saber 11° test. In particular with the group selected for this research study, which is an eleventh grade (1103) from Gimnasio Los Sauces School.

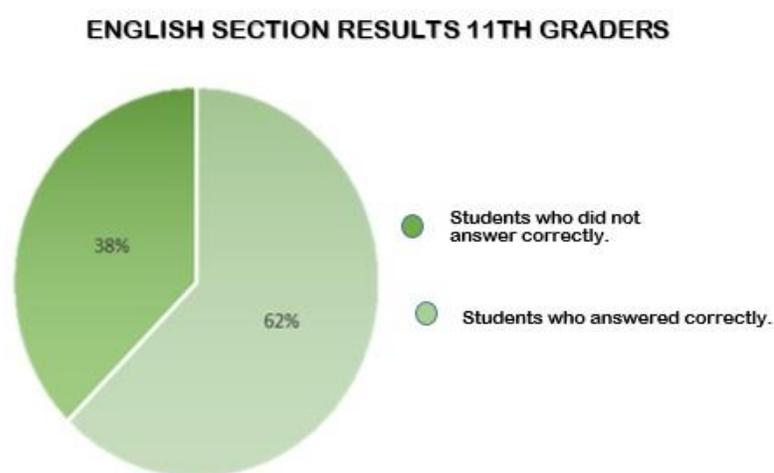
Concerning it, the Colombian Ministry of Education in its document entitled “*Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*” as well as the Common European Framework of Reference for Languages (CEFR) standards of English level, presented their goals establishing what students should know and be able to do to achieve a B1 level of proficiency by the end of the 11th grade (Ministerio de Educación Nacional, 2006). However, the majority of students in this school grade do not have the required level, because their level of language proficiency is A1, A2 respectively. At the same time, the eleventh-grade students, throughout the year, were in arduous training for the submission of their SABER 11th test in all areas of knowledge, also as one of my research interests, considering that the students faced high-stress levels resulting in a lack of motivation and loss of interest in the development of a variety of activities, to enhance their reading and comprehension, particularly in EFL classes. As stated by Esquivel Gómez (2019) “learning a foreign language must be conceived as an experience to involve students in their active learning process by increasing their interest and motivation”.

With this in mind, eleventh-grade students have taken a mock test, taking into account the SABER 11th test structure. The objective of this mock test assigned was to identify their strengths and their weaknesses in the English section as well. (Appendix B)

Hence, the group of students selected for this research study were eleventh-grade students (1103) and based on the results of the mock test previously mentioned and performed at the beginning of the second term of this school year, have shown the information as follows:

In regards to the results of the English section, we have taken the number of students who took the test, obtaining as a result in (Figure 1), where it is possible to see that 70.6% of the students (62%) correctly answered the questions suggested by the English section, while 50.5% of the students (38%) did not answer correctly to all questions suggested by the English section of the test.²

Figure 1.
English Language Section Results Eleventh Grade.

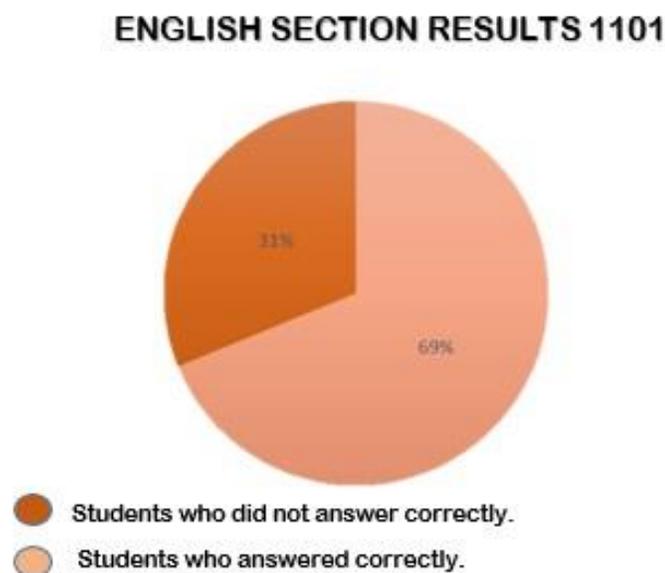


Secondly, the following figures show the results given by each group. It is an interesting fact that in the third figure, the lower results were performed in group 1103. Then, and as I mentioned before, this group has been taken as my research group of participants due to those lower results were evident in the reading comprehension sections as proposed in the SABER 11th standardized test and were evidenced in the diagnostic test.

² Los resultados descritos en esta investigación, fueron tomados del documento institucional titulado "Informe del simulacro de pruebas Saber Grado 11^º Undécimo." Generado por el departamento de tecnología e informática del colegio Gimnasio Los Sauces durante el año 2021.

Thirdly, the results obtained by each of the groups which belong to the eleventh grade are presented below, which are a total number of 3 groups who submitted the corresponding diagnosis. Therefore, the result of grade 1101 is as follows. (Figure 2)

Figure 2.
English Language Section Results from 1101.



On the other hand, Figure 3 shows that the percentage of students in grade 1102 who answered correctly the total number of questions in the diagnostic test was 64%. However, in Figure 4, the results for grade 1103 change notoriously because only 58% of the students answered the diagnostic test correctly because the lowest performances were found in the reading comprehension section, especially in those questions of inferential type and recognition of specific vocabulary.

Figure 3.
English Language Section Results from 1102.

ENGLISH SECTION RESULTS 1102

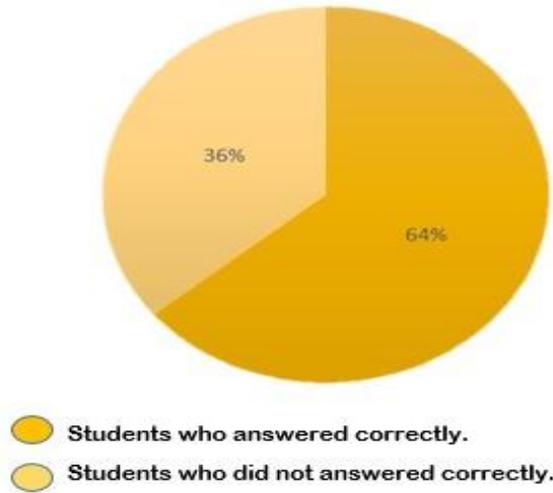
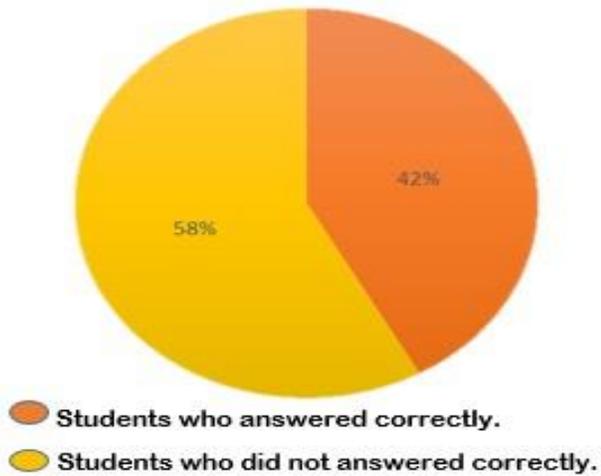


Figure 4.
English Language Section Results from 1103

ENGLISH SECTION RESULTS 1103



Considering the aforementioned, one of the first steps to develop this research had to do with improving the reading comprehension process for students, to reach this point, it was essential to strengthen certain reading skills such as identifying main and ideas and details, determine author's purpose, summarizing, identifying explicit information, vocabulary categories, among others. These skills are adapted on those proposed by Grellet (1981). The second step was related to how these skills could be strengthened and thus improve the students' reading processes. Thus, through gamification as one of the important theoretical constructs for this study, it became the strategy that not only contributed to the above-mentioned but also contributed to the motivation and engagement of the students throughout the process.

Research Question

Thus, this project intends to analyze the role of Gamification as a pedagogical strategy in the improvement of reading skills in eleventh-grade students of English as a Foreign Language (EFL). Thus, the question that guided the research was:

What is the impact of implementing Gamification as a pedagogical strategy to enhance reading comprehension skills in an EFL classroom of eleventh graders at Gimnasio Los Sauces School?

Research Objectives

General Objective

To analyze the role of gamification on reading comprehension skills improvement in eleventh-grade students in an EFL classroom.

Specific Objectives

- To identify how gamification as a pedagogical strategy enhances EFL students' reading comprehension skills.
- To determine the importance to implement gamification as a motivation learning strategy in the EFL classroom.

Rationale

One of the research interests is the fact that gamification as a strategy has become meaningful in terms of innovation in a digital context and, also in pandemic educational environments. According to the reading done previously, in the Colombian context, the field of research is limited concerning this topic despite the educational value of this strategy to motivate students in online classes. In this way, this research project will encourage EFL learners to learn the English language in an engaging and motivating way to improve their reading comprehension skills, hence becoming a great tool to help achieve better results in standardized tests which evaluate students' performance in this foreign language. (Erarslan, 2021)

Similarly, the EFL classroom should be considered as a place where other skills such as teamwork, innovation, and creativity are fostered to promote massive student participation and engagement. To achieve the aforementioned objectives, strategies such as digital platforms should be implemented, taking into account the fundamental role of technological resources in the educational environment.

Likewise, it is important to highlight that gamification is one of the latest educational trends thanks to its challenging and motivating character through the incorporation of online applications

that can improve the processes of reading comprehension and vocabulary of eleventh-grade students. At the same time, gamification is defined as the use and insertion of game mechanics in order to make learning something more dynamic and attractive for students.

Thus, at the same time, that reading comprehension skills are strengthened with students, new strategies should be included that imply greater motivation and commitment from students, which can be vital in an EFL learning context. Thus, the implementation of gamified digital tools such as Quizizz and Wordwall will allow students to live a new learning experience mediated by the use of these applications and increase their reading comprehension levels. In addition, these platforms contain features or game mechanics such as points, badges, leaderboards, levels, feedback, and more. This captures the immediate attention of students and motivates them to participate actively in the classroom.

CHAPTER TWO: LITERATURE REVIEW

This chapter describes the theoretical framework taking into account the three main constructs that support this research project, and which are directly related to the ideas mentioned in the previous chapter. First: *Gamification, Gamification in EFL, Reading comprehension and Reading Skills*. Additionally, in the state of the art, it is presented some research studies previously reviewed to support this current research.

THEORETICAL FRAMEWORK

Definition of game

Initially, it's so important to understand what a game is. And how it is considered nowadays a useful tool in language learning processes and also how meaningful it is in these pandemic times.

The definition of game given by Birova (2013) is:

A Game is an essential educational activity in the process of language learning. It is one of the forms of a teaching process organization that transforms education into live communication. (...) In a teaching process, the game is realized through game technologies, educational games, playful exercises, techniques, and specific organization of lessons. Games develop the language, communicative, cognitive, and creative skills of the students. Games involve diversity in the teaching process and support students' motivation. (p.3)

Thus, games have become the main trend in current educational scenarios which pandemics brought a meaningful change in EFL contexts. Furthermore, students'

motivation had to be challenged in terms of creativity leading them to establish new ways of learning English taking into account the research interest developed in this paper.

For instance, Birova (2013) mentions some advantages of learning through games:

- 1) Information gap – usually there is an unknown element for a participant(s) in-game activity.
- 2) Rules and time limits for each activity are obligatory.
- 3) Emotional and intellectual challenges, positive emotional atmosphere, appropriate intellectual tension.
- 4) Live interaction and communication.
- 5) Games support students' motivation in the learning process.
- 6) Partnership and competitive character (competition is not obligatory).
- 7) The equal position of all participants, learning from each other.
- 8) The combination between an individual input of each partner and group activity (discussion, exchanging of opinions, expressing points of view).

Taking all this into account, the definition of game is understood as a pedagogical strategy that involves students in their learning process. The game promotes interaction with their peers, fostering motivating environments. At the same time, it challenges students by creating an atmosphere of engagement and confidence in themselves and of course in their foreign language learning process.

Gamification

According to Werbach and Hunter (2012) cited by Figueroa Flores (2015) defines gamification as the use of game elements and game design techniques in non-game contexts. It is based on the success of the gaming industry, social media, and decades of research in human psychology. Any task, assignment, process, or theoretical context can be gamified. (p.38). As well, Albarracín Cordón (2021) says:

Gamification can also be understood as a process in which several possibilities are opened to design optimal ways to transmit knowledge that will be appropriated playfully. Through the game or gamification, the aim is to motivate and encourage the student to learn the proposed contents differently. Gamification is linked to motivation (p.106).

Also, Gamification “is using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems” (Kapp, 2012). Moreover, Learning through gamification motivates learners to observe their learning progress, interact with others in a classroom environment, and achieve their learning objectives in a highly engaging and enjoyable manner (Hung, 2017).

Thus, motivation is one of the most significant elements when implementing gamification in the classroom. Burke (2014) cited by Esquivel Gómez (2019) mentions that Gamification is also being used to develop skills and change behaviors due to its motivational power. This motivational factor represents one of the key elements of gamified environments because its success is all about motivating players to achieve their goals. Subsequently, Kim et al., (2018) say that Gamification is not just designed for learner fun and enjoyment. It is also an instructional approach that can be used to enhance the effectiveness of instruction on student learning. Likewise, this last statement is related

to one of the reasons for developing this study, because, through the use of online learning tools such as Quizizz and Wordwall, which were implemented in this study, students not only play, on the contrary, they feel even more motivated in learning new vocabulary, as well as in strengthening the processes of reading comprehension, which are necessary when they have to submit tests such as the SABER 11°.

Evidently, the implementation of game elements in non-playful learning contexts then becomes one of the most important interests for this research. Considering that gamification is understood as a strategy in the foreign language classroom, which engage students to be receptive to a new possibility of learning, using tools that motivate and encourage them in the development of the classes. At the same time, this strategy also becomes an optimal way to build knowledge together with the students. Learning through gamification is intrinsically and extrinsically linked to motivation, taking into account that students may observe their process without any problem, interact with their peers and even strengthen their soft skills such as teamwork, which is attractive to them. In addition, motivation also represents a fundamental element that positively affects the engagement and achievement of goals proposed by the students.

Gamification in EFL classroom

To talk about how gamification is considered a meaningful pedagogical strategy in the EFL classroom, it is important to highlight that this approach is being implemented in education due to the need to engage students' interests and promote their active participation. Thus, for the development of this research, gamification is considered a motivational learning strategy, taking into account the findings of this study, which have

become important due to the constant changes generated by the pandemic and its impact on the educational field, specifically in EFL learning contexts.

In regards, Kim et al. (2018) help with a clear concept about Gamification as a set of activities and processes to solve problems by using or applying the characteristics of game elements, like badges and points. However, those elements are not considered merely Gamification, because they should be based on the characteristics of game elements. Gamifying an educational system leans on the insertion of some game principles, mechanics, and emotional features into teaching-learning practices (Esquivel Gómez, 2019). Concerning it, those principles provide to students a set of rules and also dynamics that allow them to be confident at the time of using gamified tools inside the EFL workshops. The following principles or elements are shown in table 1 below and those were used in this current study.

Table 1.
Game principles /elements used in the study.

| Game principles/ elements | |
|----------------------------------|--|
| <i>POINTS</i> | Sailer et al., (2013) which are used numeric accumulation after completing a task or an activity. |
| <i>BADGES</i> | Represent visually the student's achievement. |
| <i>LEADERBOARDS</i> | Related to the way how the students (players) are ranked based on their results. |
| <i>PROGRESS BARS</i> | Show the student's status at the time of achieving specific goals. |
| <i>PERFORMANCE GRAPH</i> | They show students' performance to compare. |
| <i>REWARDS</i> | Are given according to the students' progress. |
| <i>LEVELS</i> | As stated by Esquivel Gómez (2019) This is the element that allows the participants to observe their progress, achieve mini-goals, and improve their skills progressively according to the abilities required in each one of the stages of the game. |
| <i>FEEDBACK</i> | As Esquivel Gómez (2019) suggests, it allows the students (players) to be conscious of the consequences of their actions but without telling them how to fix them. It must be often instant to allow the student to be aware of their process. |

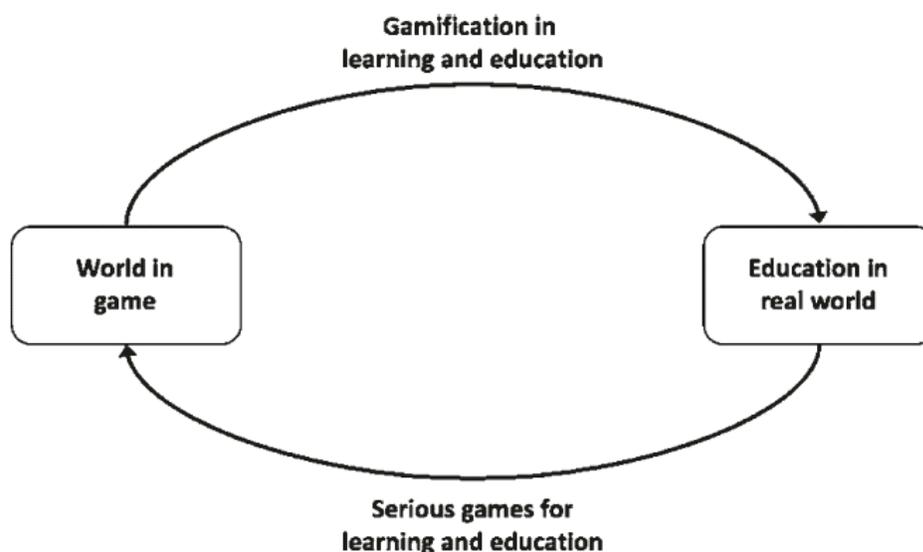
With this in mind, game elements are the essence of gamification. Using game mechanics allows teachers to make gamified lessons. Game mechanics are procedures that encourage the players to interact with the game (Baniabdelrahman, 2020). Moreover, in Werbach and Hunter's study, conducted in 2012 (as cited in Baniabdelrahman, 2020), game mechanics activate students and create engagement in the learning process, becoming Gamification a meaningful strategy in foreign language learning environments, giving students learning experiences effectively. On the other hand, when students play, they feel inside an atmosphere where they work collaboratively, Baniabdelrahman (2020) mentions that this feature made students work collaboratively through pair or group works since all the activities could be solved either individually or in groups. Besides, this aspect of gamification made students more engaged and participate in the class.

Taking all this into account, there are different aspects of gamification that played a crucial role in the students' improvement in reading comprehension lessons. One of these aspects is the competitive atmosphere among students in the classroom. Every student attempted to complete reading activities to achieve specific points or rewards, which increases the competition among their classmates (Baniabdelrahman, 2020).

To have a clear comprehension of the importance of Gamification in learning contexts, specifically in EFL learning contexts, Kim et al. (2018) define this statement as follows: 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. They also mention that it may be helpful to see the relationship between serious games and gamification in learning and education. (*See figure 5*)

Figure 5.

Serious games for learning and education and gamification Kim et al., (2018)



Serious games for learning and education are games that are developed to achieve learning and education objectives in the real world. Game players can learn while they are playing the game and have achieved the objectives when they complete the missions in the game. (Kim, Lockee, Burton, & Song, 2018).

For this reason, not only are serious games implemented inside the classroom. On the contrary, incorporating game mechanics through gamified platforms such as Quizizz and Wordwall is established as the main core of this research. While it is true that eleventh-graders have constant preparation to obtain higher scores on the Saber 11 test, since they are immersed in an environment in which they are under pressure, it is evident that they feel discouraged and disconnected from learning. For this reason, through the development of games, particularly with the use of gamified applications, students will be able to achieve their objectives, which are related to the improvement of reading comprehension skills, which are considered a real learning objective. While through the

use of technologies they may develop 21st-century skills, such as media and technological skills.

Learning Achievement

One of the most important results, when EFL teachers use Gamification in classes, has to do with students' learning performances. Thus, through Gamification, certain thinking skills can be improved, enhancing learning outcomes, considering that one of the interests of this research is the improvement of the reading comprehension performance of eleventh-grade students.

In accordance, Mayo's study conducted in 2009 (as cited in Kim et al., 2018), shows that the learning outcomes of gamified courses and traditional courses (...) showed that the students in gamified courses performed at least 7.2% better than the non-gamified courses.

Indeed, this means that by implementing gamified tools in the foreign language classroom, the motivation levels and therefore the learning process achievement of eleventh-grade students would improve significantly. By including interactive games to improve students' reading comprehension skills, they show greater interest and engagement in improving their reading comprehension achievement.

Motivation

Iarenenko (2017) expressed in her study that educational psychologists have recognized the importance of motivation in learning. Motivation is one of the most powerful factors in ESL learning as well. With this in mind, she mentions that there are two types of human motivation: intrinsic and extrinsic. *Intrinsic motivation* is long-

lasting and self-sustaining; it is driven by personal enjoyment, positive feelings, interest, or pleasure. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. Whereas *extrinsic motivation* is governed by external rewards.

Furthermore, this researcher found that when it comes to learning, it is evident that teachers want their students to be intrinsically motivated. Engagement, which is the tendency to be behaviorally, emotionally, and cognitively involved in academic activities, is the important element of learning; without engagement, students do not work adequately (Iaremenko, 2017).

As stated by Iaremenko, I fully agree with this statement due to Gamification guided by technological resources such as Quizizz and Wordwall used in this research students' behavior is highly influenced promoting funny environments, collaborative feedback, and meaningful progress even in those students whose performance in learning a foreign language is particularly low. Similarly, the students who participated in this study, taking as a reference the results of the diagnostic test analyzed in chapter one, the lowest percentage was obtained by those students whose answers were incorrect in most of the questions asked in the reading comprehension sections of the test. This low result was obtained because at first, it was difficult for them to understand the texts proposed, because they did not recognize the vocabulary, and at the same time it was difficult for them to identify the main and secondary ideas of the texts to understand them as a whole. These results led the students to feel demotivated after the corresponding feedback. Consequently, motivation is established in this study as a key construct in the development of the pedagogical proposal since this aspect significantly determined the

improvement of the results and performance of the reading workshops proposed in the pedagogical intervention.

Additionally, Iaremenko (2017) expresses that some game elements such as Fun, Feedback, Mastery, Challenges, and also progress indicators can promote learning and influence student's behavior, which is a relevant factor at the time of implementing that kind of online gamified platforms taking into account my previous experiences with those tools, being able to know immediately and directly their progress, the students are even more involved in the development of the proposed activities, becoming more engaged to improve the difficulties that they identify through the feedback that these gamified platforms offer. Thus, they feel much more motivated to participate actively in class while they are learning.

Quizizz and Wordwall gamified platforms

With the arrival of the COVID-19 pandemic, there have been many changes that both teachers and students have faced throughout this health emergency. One of these changes is related to the implementation of technological tools in the classroom and how to make them a solid and innovative learning strategy for students. On the other hand, these technological innovations have emerged quickly, becoming a trend in the 21st century, so that people can access information everywhere and every time through the use of mobile devices, such as smartphones, tablets, and laptops, among others.

Additionally, in the words of Priyanti (2019), English as a global language provides access and connection for every aspect of humans to have a good future career in the digital era. (...) The existence of technology itself should be integrated into the learning process that is purposed to make the students know to face the Fourth Industrial

Revolution. As well, integrating innovative media and technology needs to be implemented in the school.

Furthermore, with technological advances, learning has been utilizing mobile applications to support learning activities. This strategy is called as Mobile-Assisted Language Learning (*MALL*). *MALL* is a strategy that emerges to build a new look at language learning (Priyanti, 2019). Bearing in mind the above, these types of strategies and technological advances have been created to promote active participation and involve students in the learning process, and in this way, gamification also plays an important role.

Thus, there are some software tools for gamification, such as *Educaplay*, *Kahoot*, *Duolingo*, and many more. However, the suitable tools to see the result of the students' learning progress are *Quizizz* and *Wordwall*, because throughout the whole process those tools have been constantly used in the development of the English classes. Likewise, these will become the focus of this current research and they will also be the tools that will be used in the pedagogical intervention.

Mei (2018) cited by Priyanti (2019) argues that *Quizizz* as a digital platform to assist the students' mastery in reading is a fun multiplayer classroom activity that allows all students to practice reading skills together by using their mobile phones like a tablet, iPad, or even Smartphone. Another aspect mentioned by this author, as a result of the implementation of this platform, students show an enthusiastic learning situation, and the students were motivated in learning vocabulary since vocabulary becomes part of the reading comprehension process.

Similarly, Pahamzah et al., (2020) mention apart from increasing students' motivation in English learning and learning autonomy, platforms like Quizizz also facilitate students to improve their reading skills in English and also do self-assessment by making use of the instant feedback and review offered.

Subsequently, *Wordwall* is a digital platform that allows teachers to create interactive games for students making teachers' lives easier, and at the same time, it contributes to improving educational practices. Another feature of Wordwall is that it can be used to create gamified activities played on any web-enabled device, like a computer, tablet, phone, or interactive whiteboard (Wordwall, s.f.). Therefore, the WordWall platform can assist and enrich students' experience in acquiring English language vocabulary through 200 vocabularies. This game is accompanied by colorful pictures to help retain players' attention, the association of words with images, strengthen the memory of spelling as well as support the understanding of word meaning directly and indirectly (...) this platform encourages the use of mobile and gamified learning in class as a teaching aid and serves as supplementary material to encourage fun and independent out-of-class learning.

Hence, these two gamified platforms were selected in the development of this research, because they have been used by the teacher-researcher previously. In addition, these tools were also chosen by the students participating in this study, and the results were obtained through a small survey in which the students had to choose the most significant gamified platform in order to support the improvement of their reading comprehension skills. The analysis of these results is presented in chapter four, which corresponds to the design of the pedagogical intervention.

Reading Comprehension

Buehl (2017) defines reading as a process that involves a strategic examination of some array of information to achieve an understanding. Reading comprehension can be defined as the ability to understand a text, to analyze the information, and to interpret correctly what the writer is stating (Nanda, 2018). Also, in the words of Grellet (1981), reading means understanding a written text means extracting the required information from it as efficiently as possible. According to Alalwany (2021) learners who read more will not only become better and more confident readers, but they will also develop other language skills of writing, listening, and speaking. Additionally, this will affect other language areas of vocabulary and grammar positively as learners will be more familiar with language structure and their vocabulary will increase as well. Furthermore, Reading comprehension is considered a complex and multiple task ability. Taking into account studies conducted by Stoller et al. in 2002, and Pang's study, carried out in 2008 (as cited in Nanda, 2018) stated that:

These processes were divided into two equally difficult main types, lower-level and higher-level processes (...) The lower-level abilities include word recognition, graphophonic, and others, while the higher-level abilities included syntactic, semantic, and other processes. To be able to comprehend what is read, a person needs to be familiar with text structure and topic, aware of reading strategies, how to use these strategies in the processing of material and word recognition (p. 35).

Undoubtedly, Reading is a process but also reading is considered a skill of communication, it means having a closer relationship between the reader and the writer to

get knowledge and information (Nanda, 2018). Consequently, in words of Montes, Botero, and Pechthalt's study conducted in 2010 (as cited in Trujillo Amaya, 2018) when reading passes to the comprehension, it becomes a process to develop meaning through reading (...) "a reader's understanding of the text is influenced by background knowledge, an expectation to make sense out of the text, and the meaning the student seeks to unravel" (Pg. 56). As a study show (Montes et al., 2010, as cited in Trujillo Amaya, 2018) states that when students read, they go through a comprehension process to understand concepts or ideas and bring prior knowledge to generate meanings. As we can see, there are multiple definitions of what reading comprehension means, taking into account that it is a complex process in which a series of procedures are developed, according to Buehl (2017) the following are present:

Table 2.

Comprehension Processes of Proficient Readers. Buehl (2017).

| Comprehension Process | Description |
|---|---|
| Make connections to prior knowledge | Reading comprehension results when readers can match what they already know (their schema) with new information and ideas in a text. Proficient readers activate prior knowledge before, during, and after reading, and they constantly evaluate how a text enhances or alters their previous understandings. |
| Generate questions | Comprehension is, to a significant degree, a process of inquiry. Proficient readers pose questions to themselves as they read. Asking questions is the art of carrying on an inner conversation with an author, as well as an internal dialogue within one's self. |
| Visualize and create sensory mental images | Comprehension involves breathing life experiences into the abstract language of written texts. Proficient readers use visual, auditory, and other sensory connections to create mental images of an author's message. |
| Make inferences | Much of what is to be understood in a text must be inferred. Authors rely on readers to contribute to a text's meaning by linking their background knowledge to information in the text. In addition to acknowledging explicitly stated messages, proficient readers read between the lines to discern implicit meanings, make predictions, and read with a critical eye. |
| Determine importance | Our memories quickly overload unless we can pare down a text to its essential ideas. Texts contain key ideas and concepts amidst much background detail. Proficient readers strive to differentiate key ideas, themes, and information from details so that they are not overwhelmed by facts. |
| Synthesize | Proficient readers glean the essence of a text (determine importance) and organize these ideas into coherent summaries of meaning. Effective comprehension leads to new learning and the development of new schema (background knowledge). Proficient readers make evaluations, construct generalizations, and draw conclusions from a text. |
| Monitor reading and apply fix-up strategies | Proficient readers watch themselves as they read and expect to make adjustments in their strategies to ensure that they are able to achieve a satisfactory understanding of a text. |

Likewise, recent studies describe reading as an interactive process as well. Taking into account that another of my research interests is related to the enhancement of reading comprehension skills of eleventh-grade students, who will take standardized tests in which reading comprehension is considered one of the most significant skills to be measured. This is shown in the performance levels evaluated by the ICFES in the SABER 11° test. See the following table.

Table 3.
Performance Levels General Guidelines SABER 11° Test.

| | | |
|-----------|---|---|
| B+ | ✓ | The average student classified at this level performs proficiently on the more complex questions of the test. |
| B1 | ✓ | Students can understand the main points of texts clearly and in standard language if they deal with familiar issues, whether in work, study, or leisure situations. |
| | ✓ | Students can identify descriptions of past and present experiences and events, wishes, aspirations, opinions, and plans for the future. |

Finally, Grellet (1981) proposes a series of ways of reading to be applied in reading comprehension development processes:

- ***Skimming***: quickly running one's eyes over a text to get the gist of it.
- ***Scanning***: quickly going through a text to find a particular piece of information.
- ***Extensive reading***: reading longer texts, usually for one's pleasure. This is a fluency activity, mainly involving global understanding.
- ***Intensive reading***: reading shorter texts, to extract specific information. This is more an accurate activity involving reading for detail.

Reading Comprehension Skills

In regards to Grellet (1981) supported by John Munby's *Communicative Syllabus Design*, It listed a variety of reading skills. However, I will mention the significant skills implemented in this study:

- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding relations between parts of a text through reference.
- Understanding information when not explicitly stated.
- Understanding the communicative value (function).
- Understanding relations between the parts of a text through lexical cohesion devices.
- Identifying the main point or important information in a piece of discourse.
- Distinguishing the main idea from supporting details.
- Extracting salient points to summarize (the text, an idea, etc.).
- Selective extraction of relevant points from a text.
- Predicting.
- Skimming.
- Scanning to locate specifically required information.

Another relevant factor claimed by Grellet (1981) regarding Reading is an active skill:

...It constantly involves guessing, predicting, checking, and asking oneself questions. This should therefore be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the students' powers of inference through systematic practice, or introduce questions that encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs (p.8)

Another important point mentioned by this author when designing reading comprehension exercises is that activities should be flexible and varied. Reading comprehension activities should be adapted to the texts and the reasons for reading them. In the particular case of the current study, the texts proposed for the pedagogical intervention have been selected to prepare them for the standardized tests mentioned above. In this way, Grellet (1981) also proposes that it is essential to take into account the author's point of view, intention, and tone to understand the text fully. This may be covered by open-ended questions, multiple-choice questions, right or wrong questions, etc. can be created.

After all, the reading comprehension skills proposed by Grellet (1981) are the ones that fit the development of this study, since they are included in the design of the pedagogical intervention and allowed the students to apply them adequately in the reading exercises proposed and accompanied by the teacher-researcher during the intervention, as explained in detail in chapter four.

State Of Art

This section summarizes eight research projects that are closely related to the implementation of gamification and its effects in EFL classrooms to enhance reading comprehension skills in young language learners. Six of these studies are international, and two of them were developed recently in Colombian contexts. (See Table 4)

Table 4.
Reviewed Research Studies relevant to this Study.

| Title | Author | Data Collection Instruments | Year | Source |
|--|--|---|-------------|---|
| La gamificación como estrategia didáctica para mejorar los procesos lecto-escritores, en el aprendizaje del inglés, nivel a2. Caso de estudio Escuela Militar de Cadetes General José María Córdova. | Pablo Antonio Albarracín Córdón. | Encuesta Diarios de Campo Rúbrica | 2021 | Maestría en educación. Escuela de Educación. Universidad Sergio Arboleda. (Colombia) |
| Effect of Quizizz towards the eleventh-grade English students' reading comprehension in mobile learning context. | N.W.I. Priyanti M.H. Santosa K.S. Dewi | A reading comprehension (Post-test) | 2019 | Language and Education Journal Undiksha LEJU, Vol. 2 No. 2 (Indonesia) |
| Using Kahoot to improve reading comprehension of English as a foreign language learner. | Korkmaz, S., Öz, H. | A Survey A Questionnaire Reading Comprehension quizzes (Kahoot) | 2019 | International Online Journal of Education and Teaching (IOJET), 8(2). 1138-1150. (Turkey) |
| Kahoot! In an EFL reading class. | Hui-Hua Chiang. | A Questionnaire | 2020 | Journal of Language Teaching and Research, |

| | | | | |
|---|---|--|------|--|
| | | | | Vol. 11, No. 1, pp. 33-44, January 2020 (Taiwan) |
| Enhancing English language learners' motivation through online games. | Nataliia V. Iarenko | Questionnaires | 2017 | Information Technologies and Learning Tools, Vol 59, №3. (Ukraine) |
| Gamification: a mission to foster students' engagement and interaction in the EFL classroom. | Laura Milena Esquivel Gómez | Interviews Field notes, Artifacts, Surveys, and Recordings | 2019 | Universidad Pedagógica Nacional Faculty of Humanities Languages Department (Colombia) |
| The Effects of WordWall Online Games (WOW) on English Language Vocabulary Learning Among Year 5 Pupils. | Syafiqah Hasram M. Khalid M. Nasir Maslawati Mohamad Md. Yusoff Daud Mohd Jasmy Abd Rahman Wan Muna Ruzanna Wan Mohammad | A Questionnaire Pre and Post-tests A Survey | 2020 | Theory and Practice in Language Studies, Vol. 11, No. 9, pp. 1059-1066. (Malaysia) |
| The use of Quizizz application in improving students' reading comprehension skills at Smkn 3 Takalar | Siti Reski Nanda | Pre and Post-tests | 2018 | English Education Department Faculty Of Teacher And Training Education Muhammadiyah University Of Makassar (Indonesia) |

Firstly, the research entitled “La gamificación como estrategia didáctica para mejorar los procesos lecto-escritores, en el aprendizaje del inglés, nivel a2. Caso de estudio Escuela Militar de Cadetes General José María Córdova” by Albarracín Córdón

(2021) was aimed at describing and analyzing the influence of gamification as a didactic strategy in the processes of literacy comprehension, taking as a reference the APTIS international exam in English.

Thus, the approach and development of this research are based on the following question: How gamification can improve the reading and writing processes in the learning of English - level A2 in fourth semester Civil Engineering students from the Escuela Militar de Cadetes General José María Córdova?

Hence, through a series of activities designed from gamification, learning processes can be strengthened not only from the individual level but also from the collective level. This research was carried out within the critical paradigm and from the perspective of qualitative research (action research), so that a series of interventions were designed in which instruments were used to collect information such as a survey, field notes, and a self-evaluation rubric in which it was sought to know how significant this experience had been for students to improve their reading and writing processes when taking the APTIS international English exam.

Thus, the most important conclusions of this study were that gamification as a didactic strategy becomes an alternative to make English classes dynamic and enjoyable. Likewise, the activities developed throughout the different interventions demonstrated that gamification promotes environments in which motivation and interest of the students is a fundamental factor when learning a foreign language and thus improving significantly in the results of standardized tests, such as the APTIS exam.

Secondly, in the research conducted by Priyanti (2019) “Effect of Quizizz towards the eleventh-grade English students’ reading comprehension in mobile learning context” The team of researchers investigated the effect of the Quizizz platform on a group of eleventh graders. It was a quasi-experimental research in which a post-test was utilized only with an experimental group who was taught by using Mobile Assisted Language Learning (MALL) as a strategy integrated with the Quizizz platform towards reading comprehension of high school students. The target population was around 370 high school students in a school in Indonesia. With this in mind the data collection instrument was a reading comprehension test. The results given by the students before this post-test implementing Quizizz showed that that kind of gamified tool had a significant effect on students’ reading comprehension in the English language and also the results supported that Quizizz has a better achievement concerning students who worked through conventional teaching strategies. These findings show that implementing new strategies to engage students' interest to improve the learning of a foreign language allows teaching environments to become dynamic spaces. Finally, the implementation of strategies such as Mobile-Assisted Language Learning (MALL) integrated with online platforms affect reading comprehension aspects especially predicting outcomes, main idea, implicit information, cause, and effect relationship.

Furthermore, Korkmaz & Öz (2019) carried out a research project to improve the reading comprehension of EFL learners studying the impact of the online platform *Kahoot*. The target population was 38 undergraduate students at major state university in Turkey. The data was collected using EFL learners’ reading quiz scores and attitudes towards a series of *Kahoot* questionnaires. Additionally, the participants answered a

survey with open-ended questions which showed positive attitudes and also made a significant increase, particularly in vocabulary a cause of the implementation of that kind of gamified platform. In accordance, reading quizzes were administered at least three of five times a semester, and those consisted of reading comprehension and vocabulary questions. Similarly, *Kahoot* as the strategy implemented in this study is an online game platform that creates a collaborative classroom atmosphere through competitive quiz activities. In the words of the researchers, the findings showed that the data suggested that if used effectively, educational games like *Kahoot* might enliven an English lesson while simultaneously cultivating students' ability to collaborate. Also, they mentioned that through gamified platforms students not only stimulate extrinsic motivation. Alternatively, based on the answers given by students in the open-ended questions, they said that working with Kahoot, the development of intrinsic motivation changed attitudes towards foreign language learning. In this study, in the open-ended questions, many students commented positively on the motivational aspect of the Kahoot game, and this finding is also in line with several other studies (Korkmaz & Öz, 2019).

Subsequently, in terms of attitudes and motivation towards gamification in language learning, Chiang (2020) conducted a study in which through the incorporation of *Kahoot*, the main purpose was to investigate the perceptions of EFL learners regarding this online platform. The target population was sixty-five sophomore students from a private college who agreed to participate in the study. The data collection instrument used in this study was a questionnaire with a total number of twenty-nine questions, the last two questions were open-ended questions designed to request students' opinions about

the pros and cons of using *Kahoot*. In summary, the findings regarding students' perceptions of this gamified platform in the words of the researcher were:

- All of the participants had positive perceptions regarding the benefits of Kahoot! for learners and the classroom atmosphere. In other words, the participants enjoyed the game-like learning environment (Chiang, 2020).
- The students seemed to accept the use of Kahoot! as an evaluation tool in the classroom (Chiang, 2020).
- The effectiveness of Kahoot! the students' opinions aligned with those reported in a review of the literature that Kahoot! stimulates learning and improves language learning in a game-like competitive environment (Chiang, 2020).
- Learning via online and gamified platforms focuses attention and increases participation and motivation. The result of the benefits that Kahoot! brings to the language classroom, including increased interest, participation, effective learning, and motivation (Chiang, 2020).
- Finally, the students were strongly agreed that Kahoot makes learning English interesting and fun, enables them to learn richer content more easily, increases motivation, and encourages engagement (Chiang, 2020).

With this in mind, Iaremenko (2017) addresses her study entitled “Enhancing English language learners’ motivation through online games” to examine the advantages of online games to motivate students in ESL classes. This research suggests that online learning games like Kahoot, can foster intrinsic motivation and help students in learning activities. Implementing a series of questionnaires was generated to assess the game and

students' feelings. On the other hand, another questionnaire was designed to assess students' motivation after a series of classes to a group of 120 university students of English (upper-intermediate) at the National University of Life and Environmental Sciences of Ukraine. The findings of the research showed that Gamification as a strategy helps to set students out of their routines giving them an engaging task. Also, the implementation of Gamification has a remarkable number of benefits such as acceptance and achievement. Finally, the researcher concludes that Gamification in ESL learning offers many other benefits, including a more relaxed atmosphere regarding failure, increased focus on the educational material, a novel experience for students, etc. Fun and competitiveness can provide additional intrinsic enhancement (Iaremenko, 2017).

In regards to the impact of using Gamification as a pedagogical strategy, the following research project "Gamification: a mission to foster students' engagement and interaction in the EFL classroom" was carried out in our Colombian context by Esquivel Gómez (2019) at IED Domingo Faustino Sarmiento in an EFL classroom of fourth-graders at Barrios Unidos locality in Bogotá. The data collection instruments applied in this study were interviews, surveys, field notes, and recordings. Taking all this into account, the results indicated that Gamification had a positive impact on students' behavior and emotional engagement influenced substantially learning attitudes and performances. Consequently, gamification set up an environment where students felt involved in interacting and were immersed in an experience which allowed them to develop different skills and abilities which complemented their EFL learning process (Esquivel Gómez, 2019).

Another research regarding the effects of using online games to increase vocabulary as a factor for improving reading comprehension taking into account my research interests, the study entitled “The Effects of WordWall Online Games (WOW) on English Language Vocabulary Learning among Year 5 Pupils” carried out by Hasram, M. Khalid M, Maslawati, et al., (2020) with a sample group of 121 year 5 students from a primary school in Malaysia. A questionnaire of 30 statements was implemented as an instrument for collecting data. It consisted of two parts; the first one consists of demographic multiple-choice questions. Then, the second part consisted to gather learners’ perceptions towards the use of *Wordwall* as an online game tool in vocabulary learning. The group of researchers bore in mind motivational factors such as *attention, relevance, confidence, satisfaction, and preference*. Besides, they comprised a pre and post-test of 30 vocabulary questions introduced in states in Wordwall online gamified platform. Then, a survey was conducted after they had completed the units of the online game Wordwall. The research findings evidenced that working with interactive games contributes to a rise in scores in vocabulary learning and comprehension as well. Other meaningful findings concerning motivational factors mentioned above, Hasram, M. Khalid M, Maslawati, et al., (2020) expressed that students had high *Satisfaction, Attention, and Relevance* motivation. However, their *Confidence* and *Volition* were at a moderate level. However, Wordwall as an online game provides a positive learning experience, multiple game types, scores, and challenges. It was also found to amplify intrinsic motivation and persistence to achieve desired goals and ranks through healthy competition promoted in games. I am fully interested in this study due to one of the

online platforms to implement with my student's regards to Wordwall taking into account that it has been one of the gamified platforms that I use constantly in my classes.

Lastly, the research "The use of Quizizz application in improving students' reading comprehension skill at Smkn 3 Takalar" by Nanda (2018) was conducted with a target population of twenty-five tenth-grade students from a school in Indonesia. The collect data instruments used in this study consisted of a pre and post-test. To improve reading comprehension skills, the findings proved that the use of Quizizz gamified application improved reading comprehension abilities taking into account the score given in the post-test. In addition to the use of this application, the researcher stated that it improved students' motivation and their frustration levels were low and it was reduced significantly after the pedagogical intervention.

Considering all this, the importance of these studies for my research allowed me to discover that in our Colombian context, there has been limited research aimed at analyzing the role of digital gamification to improve reading comprehension, specifically with eleventh-grade students. While it is true that the studies presented in this chapter address gamification to improve this skill, my contribution is based on analyzing why gamification may be considered as a pedagogical strategy to improve specific reading comprehension skills, and at the same time how this strategy promotes a more active, engaged and motivating participation for eleventh-grade students who are in their last year of school.

CHAPTER THREE: RESEARCH DESIGN

First, this chapter provides insights regarding the research paradigm, the type of study which supports the present study. Additionally, this chapter is aimed at describing the setting, participants, researcher's role, data collection instruments used, and procedures. Finally, this chapter concludes with the ethical considerations to carry out this study.

Research Paradigm

This study followed the qualitative paradigm which was essential to analyze the role of Gamification to enhance students' reading skills in the EFL classroom, Creswell (2007) described this paradigm as a manner in which worldviews and the study of research problems inquire into the meaning that individuals or groups attribute to a social or human problem. Hence, to study this problem, researchers use qualitative research, data collection in a natural setting sensitive to the people and places being studied. Likewise, an analysis of the data is established inductively establishing patterns or themes. At the end of the entire research process, it is important to emphasize that this process includes the voices of the participants, the reflexivity of the researcher, and a description and interpretation of the problem.

Similarly, Seliger and Shohamy (1989) mentioned that qualitative research appears to be more appropriate for describing the social contexts of a second language, such as speech interactions, frequencies, and descriptions of speech in a given language. For instance, the language classroom, and descriptions of teacher and learner language as well. (p. 121)

As stated by Creswell (2007) he presented some features regarding qualitative research and also I considered relevant throughout my research study. Those are briefly described as follows:

- *Natural setting*: when information is gathered, the researchers do not bring individuals into a laboratory. The information is collected by talking directly to participants and seeing them behave in their contexts.
- *Researcher as a key instrument*: the teacher as a researcher as well, becomes a key piece, due to at the time of collecting data, the researcher observes participant's behaviors, examine documents, and interview participants. In other words, the teacher-researcher becomes an active agent inside the research process.
- *Multiple sources of data*: researchers review all the data which was gathered in multiple forms, such as interviews, observations, and documents. Then, they have to organize information gathered in a series of categories given by the data sources.
- *Inductive data analysis*: regarding Creswell (2007) mentioned above Qualitative research is an inductive process, which means researchers build their patterns or categories by organizing data to establish a comprehensive set of items. It may require interactive collaboration with the participants to shape themes that emerge during the process.
- *Participants' meanings*: "In the entire qualitative research process, the researchers keep a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers

bring to the research or writers from the literature” (Creswell, 2007) (Pg. 39).

- *Emergent design*: when the research process is considered emergent, this means that at the beginning the study may change after researchers enter the field and begin to gather data. For instance, the questions, places, and even participants may be modified. “The key idea behind qualitative research is to learn about the problem or issue from participants and to address the research to obtain that information” (Creswell, 2007).

According to Esquivel Gómez (2019) who quoted Merriam (2016), she mentioned that qualitative research seeks information concerning the way participants interpret experiences and how pedagogical strategies have an impact on their lives. Bearing in mind, the present research aims to gather data about students’ experiences regarding the implementation of gamified online platforms, specifically through semi-structured interviews as one of the data collection instruments used for this research and it will be explained below.

Type of Study

Following the research paradigm, the most suitable approach to conduct this study was Action Research (AR). Taking into account the identification of a problem, observation, and previous exploration. In the words of Burns (2010) “Action research (AR) can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students”. As she mentions, AR involves a “reflective practice” and “the teacher as researcher” who is

constantly exploring its teaching contexts. That means, as a teacher I become an *investigator* and even an *explorer* of my teaching context, and it made me feel like one of the participants in my research process. Hence, Burns (2010) claims:

The central idea of the action part of AR is to intervene deliberately in the problematic situation to bring about changes and, even better, improvements in practice. Importantly, the improvements that happen in AR are ones based on information (or to use the research term, data) that an action researcher collects systematically (p. 2).

Moreover, this scholar offers some definitions given by writers on AR:

(...)‘self-reflective inquiry’ undertaken by participants to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out. (Carr & Kemmis, 1986, p. 220) quoted by (Burns, 2010).

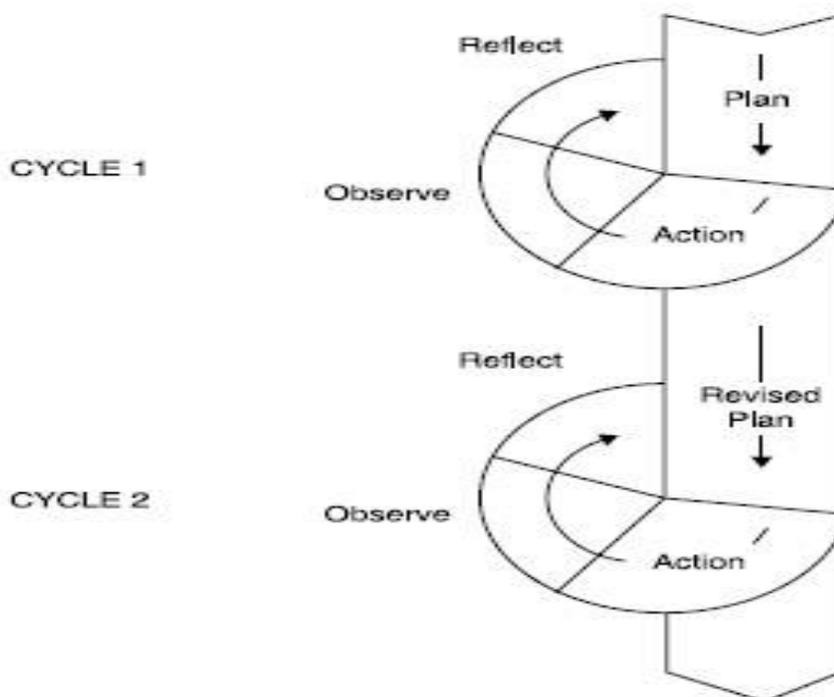
(...) small scale intervention in the functioning of the real world and a close examination of the effects of such intervention. (van Lier, 1996, p. 32) quoted by (Burns, 2010).

Stages in Action Research

As stated by Kemmis and McTaggart (1988) who are the major scholars in the AR field, Burns (2010) explains that this type of study involves four-cycle stages, those phases are illustrated in figure 6 below:

Figure 6.

Cyclical AR model based on Kemmis and McTaggart conducted in 1988 (as cited in Burns, 2010)

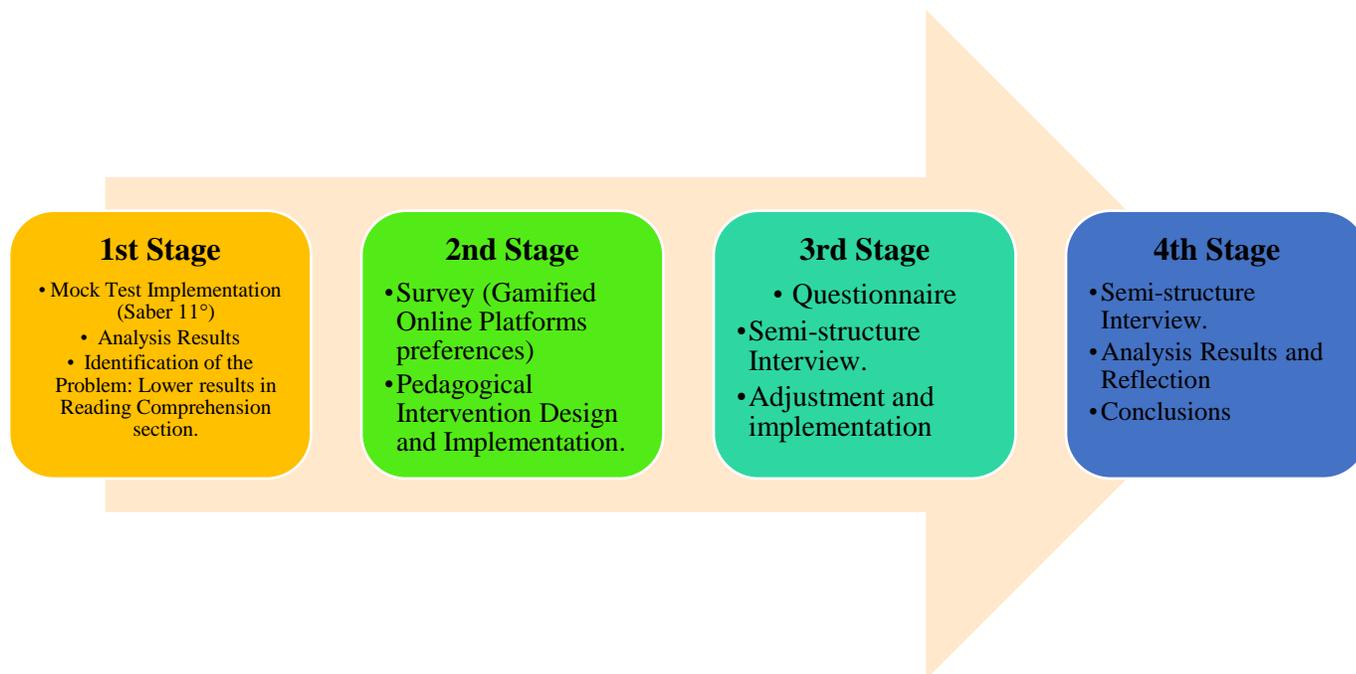


In the first stage *Planning*, when the issue was identified, the researcher develops a plan of action to bring improvements in a specific area of study. The second stage *Action* means when the plan is carefully considered one which involves some deliberate interventions into the teaching situation that the researcher put into action over an agreed period. The third stage is called *Observation*, it involves the researcher in systematic observation of the effects of the action, documenting the contexts, actions, and opinions of participants involved. It is considered a data collection phase. Finally, the fourth stage is *Reflection*, the researcher reflects on, evaluates, and describes the effects of action to make sense of what has happened to understand the issue or problem.

Given this, four stages were proposed for the development of this research, which was worked systematically and was implemented, as presented in figure 7:

Figure 7.

Stages to work in the pedagogical intervention. Designed by the researcher.



In regards to the issue found about the low results in reading comprehension brought by the implementation of the Mock Test to eleventh graders it was, mentioned before. This research project focuses on using Gamification as a pedagogical strategy to enhance student's reading comprehension skills, to allow them to be involved and confident in the EFL classes as well as obtaining better results in standardized tests such as the Saber 11° test. . With this in mind, AR as a type of study is relevant, by identifying a problem on a specific target population, in this way eleventh-grade students, gathering data taking into account the instruments pointed out in the last figure and endeavoring to find a positive outcome for it.

Setting

Firstly, this study is developed in the private school Gimnasio Los Sauces in Bogotá, at Bosa locality. As I mentioned in Chapter One, this institution offers education from preschool to 11th grade. Most of its students come from neighborhoods such as Bosa Brasil, Bosa Brasilia,

Bosa Las Margaritas, Bosa Porvenir, Bosa El Recreo, Bosa Betania, and Chicalá. Secondly, one of the school objectives since the year 2021 has been improving the results in SABER 11° test, due to in the year 2020, the results achieved were considerably low in the English component of this standardized test as a result of the Public Health Emergency COVID-19 and the immediate changes to a distance teaching methodology as it has been presented so far. UNESCO (2020) in regards to this challenge, mentions “education systems around the world are facing an unprecedented challenge in the wake of massive school closures mandated as part of public health efforts to contain the spread of COVID-19” (Pg. 1).

Taking all this into account, the school has had the objective of improving Saber 11° test results and this implies enhancing the reading comprehension process. The students have 6 hours per week of English classes in which they develop different skills such as Writing, Speaking, Listening, and Reading. The classes follow Richmond EFL textbooks.

Participants

In this regard, the eleventh grade of thirty-four students participated in this study both males and females. Their ages ranged between 16 and 17 years. It is important to highlight that this group of students was selected taking into account that there are a total of 124 students in eleventh grade, the students in 1103 classroom were the group who performed the lowest results in the mock test applied at the beginning of the study, particularly in the reading comprehension sections. In addition to the fact, that during the year 2021 I was their homeroom teacher, for this reason, the contact I had with this group of students was frequent concerning the two groups mentioned above. Finally, they were also chosen due to their interest in enhancing their reading comprehension. This kind of sampling is considered *Convenience Sampling*, which means the

researcher gathers data from those participants who has the most convenient access (Academy, 2012).

Researcher's Role

In qualitative studies, the researcher's role is considered an instrument of data collection. This means in the word of Denzin & Lincoln (2003) this means that data is intermediated through this human instrument rather than machines. The researcher needs to describe relevant factors of self, assumptions, expectations, and also experiences to qualify her ability to conduct the research (Greenback, 2003). In other words, the researcher is a full participant in the whole research process. As an English teacher, it is meaningful to be part of a process in which it is expected to respond to a particular problem, through rigorous preparation, which allows me through a particular pedagogical strategy, such as gamification, being able to improve my teaching practices in benefit of my students' learning. Action researchers are involved in self-reflective research in which they observe and describe their practices to monitor their actions and the circumstances in which they occur (Creswell, 2007).

Ethical considerations

Creswell (2007) refers that a qualitative researcher faces many ethical issues that surface during data collection in the field and analysis and dissemination of qualitative reports. In accordance, to carry out the present study, the participants (students) and also their parents were informed using an *Informed Consent*, in which they were fully informed about all aspects of the study (purposes, procedures, risks, and benefits). Gaining a participant's informed consent is considered to be vital because of the sacredness of the principle that individuals have a fundamental right to determine what is done to their minds and bodies (Christensen, Burke Johnson, & Turner, 2014). Hence, the researcher informed (Appendix C) the direct and indirect

participants involved in this study such as students, the principal of the school, and student's parents about the reasons to implement this project.

Data collection instruments and Procedures

Creswell (2007) explains that a qualitative researcher has more choices regarding data collection. To collect this information, the researcher develops protocols or written forms for recording the information. Similarly, Seliger and Shohamy (2013) expresses to seeking answers to research questions from a study requires a proper plan; in this way, the design, piloting, and implementation of the instruments belong to the data collection stage of a research study. Concerning those scholars, the data collection instruments to collect the necessary information to answer the research question of this study were basically: a Diagnostic Test (Mock Test), a Survey, a Questionnaire and, a Semi-Structured Interview.

Diagnostic test

Diagnostic tests allow researchers as well teachers to know about students' initial English proficiency level. Having in mind the importance of preparing students to take the standardized test Saber 11°, it was necessary to implement a Mock Test which was designed taking into account the Saber 11° test structure for English. (See figure 8)

Figure 8.
Diagnostic Test (Mock Test) excerpts (Researcher's collection).

PARTE 5
Lea el texto y responde las preguntas. En las preguntas 24 - 28, marque A, B o C en su hoja de respuestas.

JAMES SALTER'S DAYS IN FILM

James Salter was a pilot in the United States Air Force. He abandoned the military profession in 1957 after the publication of his first novel, *The Hunters*. He is best known as a novelist, but during the sixties and seventies, he worked in film making. Salter made documentaries, wrote texts for films, and even was the director of a film called *Three*, starring Charlotte Rampling and Sam Waterston. In *Passionate Falsehoods*, which was adapted from Salter's book *Burning the Days*, published in *The New Yorker* in 1997, Salter tells the story of his life in film.

Salter's time in the film world is both good and bad. In Rome, he met directors and stars. In New York, he explored the city with Robert Redford and enjoyed being famous. Deborah Treisman and Michael Agger have talked about Salter. Nick Paumgarten in *The Last Book*, describes Salter's opinion about his film career: "Of sixteen texts for movies, only four were popular. There was money, attractive women, and entrance into rooms where there were stories more for the dinner table than for the page." Salter thought he was wasting his time. Perhaps he wasted his time in a larger artistic way, but it still makes for attractive reading. *The Last Book* is available to everyone in online stores.

24. James Salter is famous for
A. his movies.
B. his plays.
C. his books.
25. *The Last Book* can be found
A. in museums.
B. at a café.
C. on the web.
26. *Passionate Falsehoods* is
A. a newspaper.
B. a play.
C. a movie.
27. Reading about James Salter's years in the cinema could be
A. clever enough.
B. quite interesting.
C. just fair.
28. Salter had nice and difficult times in his
A. acting years.

PARTE 6
Lea el texto y responde las preguntas. En las preguntas 29 - 32, marque A, B o C en su hoja de respuestas.

How did the Steam Engine change life?

To fully appreciate the impact of the steam engine, let us go back to the time before the steam engine, the 1600's. At that time, power could be obtained mainly from three sources: Wind. Wind power is free, and it does not involve complex machinery. The trouble with wind power is that it's not very constant, and can't be used anywhere except on extremely flat terrain. Hills, and even trees, can obstruct the wind. Animal. Beasts like the horse or the ox provided animal power. It was abundant and fuel was easy to get. The trouble with animal power is that it doesn't scale up very well. If you need two horsepower to move a wagon down a road, you tie two horses and there you go, but if you need two hundred horsepower to turn the machinery in a factory, you have a problem. Water. More correctly, water running downhill. Find a flow of water, build a water wheel, direct the flow on top, and you have power. Unlike animal power, it can be scaled up - just find a larger stream and build a larger water wheel. Unlike wind power, it was reliable. There was just one problem: water running downhill only existed in certain places, usually around hills or mountains. So if you wanted to get water power, you had to locate in the mountains. With the steam engine it was possible to run a factory anywhere a person chose to build it. It was possible to move a ship, power a locomotive, and pull hundreds of tons at high speed. Steam power not only ran the factories of the Industrial Revolution, it also speeded up and made more reliable large scale transportation.

Taken and adapted from: <http://john.myiglou.com/SteamHistory.htm>

29. According to the author, it is necessary to know the life before the steam engine invention
A. in order to understand better the engine's influence in common life.
B. to know the advantages of other energy sources during 1600's.
C. All are correct.
30. Before the steam engine there was three main energy sources, but
A. it was not possible to scale them up very well in 1600's.
B. they had some disadvantages that steam machine solved.
C. you had to locate in the mountains to use them well.
31. What energy source was both reliable and could be scaled up?
A. Water.

Seliger and Shohamy (2013) stated that language tests may be formal language tests or tests-like activities, which are normally carried out in a language class and which later become a data source for the research. Already existing or archival test data could also be used.

Therefore, at the beginning of the present research, the eleventh-grade students took a mock diagnostic test (Saber 11^o) in which they answered forty multiple-choice questions taking into account the structure established by this standardized test. This test was submitted by the students at the end of the second academic term.

Survey

Surveys are useful for collecting data from large groups of subjects. The items may vary in the degree of explicitness. They may be administered directly by the researchers or may be conducted by mail, or telephone (Seliger & Shohamy, 2013). Taking this into account, in this study a survey was used as an instrument to obtain information concerning the didactic strategies used by the teacher and their impact on the learning process. In addition to knowing about what are the gamified online tools that the teacher have implemented, take into account the students' preferences, interest, and likes (See Appendix D). This instrument was adapted taking into account the survey developed by Albarracín Cerdón (2021).

Questionnaires

Data can also be collected using questionnaires which, at the same time, can become part of more extensive interviews (...) the type of questions included in questionnaires should make the participants feel comfortable (Canals, 2017). That means, questions also be posed in a non-intrusive way so students do not get the feeling the researcher is judging their belief about the English language or any other linguistic behavior. For this reason, the questionnaire implemented for this research was adapted to evaluate by the students at the end of the activities developed throughout the pedagogical intervention, the impact of the gamified tools applied in class, and whether they contributed to the improvement of their reading comprehension. Additionally, at the end of the activities online, an open-ended question was asked to students to know their opinion about how these platforms (Quizizz and Wordwall) contributed to enhancing reading comprehension skills. (See Appendix E and H).

Semi-Structured Interviews

This instrument was used especially where the immediate goal of the research is to describe the state of the learner during particular language learning activities (Seliger & Shohamy, 2013). Moreover, using adequate recording procedures when conducting interviews is suitable, if possible a quiet location free from distractions. Also, during the interview, stay to the questions, complete the interview within the time specified (if possible), be respectful and courteous, and offer a few questions and advice (Creswell, 2007).

For this reason, semi-structured interviews (one-on-one) were conducted with three different students from the 1103 classroom at different times when the pedagogical intervention was implemented and it was presented in Chapter Four. Then the interviews were transcribed. It is important to highlight these interviews were personalized and allowed a level of in-depth information-gathering, free response, and flexibility that other procedures may not obtain. At the same time, both the questions and the answers provided by the students interviewed were in Spanish, to provide confidence in the participants and also avoid any bias in the information collected.

As stated by Seliger and Shohamy (2013) in second language acquisition research, interviews are implemented to collect data on convert variables such as attitudes and motivation for learning the second language. Similarly, the interviews are known as “Open- Interviews” provide the participants freedom of expression resembling informal talks. Hence, the “Semi-Structured” interviews consist of specific and define questions determined beforehand, at the same time they allow the researcher some elaboration in the questions and answers.

Also, at the time of administering those kinds of interviews, the researcher or interviewer in that case, in words of Seliger & Shohamy (2013), the researcher will use an *interview schedule*

to list the questions to be asked or the topics to be discussed and provides space to record the information produced during the interview. (See Appendix F)

In summary, this chapter provided the reader a detailed description of the research design, data collection procedures and data collection instruments, type of study, and research paradigm, which are the guidelines for this research study. Bearing all these features in mind, the instructional design for the implementation of the pedagogical intervention of this research will be described in the next chapter.

CHAPTER FOUR: PEDAGOGICAL INTERVENTION

This chapter shows how the pedagogical implementation of this research was developed regarding the main focus of this study was the impact of implementing Gamification as a pedagogical strategy to enhance Reading Comprehension skills in an EFL classroom of eleventh graders. Moreover, this chapter describes the visions of Curriculum, Learning, Language, and EFL Classroom taken into account to do the implementation. It also describes the stages of this process and also the activities implemented to answer the questions previously mentioned.

Taking all this into account, to enhance Reading Comprehension skills through Online Gamified Platforms such as Quizizz and Wordwall and their impact on students. I set out the following instructional objectives:

- To implement five reading workshops including gamified tools to enhance reading comprehension skills in eleventh graders at Gimnasio Los Sauces School.
- To generate interest and effective learning experiences using online gamified platforms such as Quizizz and Wordwall and thereby improve the students' motivation levels.

Vision of Curriculum

The concept of curriculum within this research has been conceived as the integration of different types of knowledge that are condensed in the curriculum all educational institutions develop, considering the needs of the context in which the institution is located. In addition to being framed within the guidelines and standards proposed by the Ministry of Education. Additionally, the vision of the curriculum also takes into account the pedagogical approach, also

underlying the educational objectives, the activities, and therefore the learning, which as previously mentioned, involves the interests and needs of the students. Thus, the pedagogical model implemented by the school (Enseñanza para la Comprensión) is visible in the design of the activities proposed for this intervention.

On the other hand, Moore (2001) conceives the curriculum as an instructional plan which may provide the educational community with meaningful learning experiences, becoming important when in this sense, English teaching allows students to communicate in a foreign language without being limited to traditional methodologies. On the contrary, to involve innovating tools, like the implementation of ICT's in the teaching-learning processes, as everybody knows, we have had to implement in our classes nowadays, after the COVID-19 health emergency.

Vision of Learning

Currently, society has been facing a series of meaningful changes in all areas and one of them has to do with how we communicate with others. This process has also been influenced by technological advances, which have undoubtedly transformed educational contexts. Learning a foreign language implies intercultural communication relations and it allows us to have access to new ways of seeing the world. Hence, in their learning process, students become more meta linguistically aware of the language they are learning and, of course, of the culture where the language they are learning comes from.

The vision of language within this research is conceived as a process, which is stimulated through motivation and the implementation of tools aimed at reducing the lack of commitment by students throughout the process. The implementation of adequate resources that promote active participation, so that students improve their reading skills, allowing students not only to

learn individually, on the contrary, students learn collaboratively, this supported by the implementation of Information and Communication Technologies (ICT) and thus strengthening their language skills, particularly regarding reading comprehension.

Vision of Language

According to the vision of language presented in this research, we have to consider first, that language is conceived as a means of communication, which expresses points of view and perceptions of the world within a specific community. On the other hand, the beliefs about what is understood as language by the students, lie essentially in a set of grammar rules and vocabulary activities based on memorization, reading, and writing development. However, Tudor (2001) refers to the effectiveness of language learning in terms of how we as teachers present this vision to students, depending largely on how they interpret and interact with it. Therefore, it is in our hands to present language learning as something dynamic, motivating so that students are involved in the learning process. Hence, the importance of analyzing the impact of implementing gamified tools to improve reading comprehension in English as the target language.

Vision of EFL Classroom

Motivation and the positive relationship between students and teachers have been one of the variables that since the beginning of the pandemic we have had to learn to transform, energize and strengthen throughout these two years, becoming one of the factors to take into account concerning the performance of our students in language learning. Additionally, the transition to the synchronous and asynchronous modalities moved our classrooms to virtual learning environments for a while. Subsequently, progressively returning to our classrooms as physical settings.

However, the role of the teacher within the classes and within the interventions developed in this study has remained as a guide and companion of the students during this process of implementation of gamified tools to enhance reading comprehension. Likewise, another of the prevailing factors during the development of these interventions had to do with how the teacher provided assertive feedback to the students, thus projecting esteem and patience for the students. As Katz (2021) stated, “empathy, respect, and patience are fundamental elements in the development of the teacher-student relationship, and they motivate the student toward a higher academic performance”.

Furthermore, the classroom provides students opportunities to share with their classmates allowing learners to support their language learning by interacting with their peers. Bearing this conception in mind, the classroom does not only support students to enhance a skill for future challenges that students may face at professional, personal, or academic levels but also support students ‘daily lives based on their current life experiences and interests.

Instructional Design

The pedagogical implementation of this study was developed in two months corresponding to the third school term, in six sessions of 80 minutes each. The organization of the sessions was developed according to the academic program of the English subject for eleventh graders and also it took into account reading materials proposed by the textbook used for this level (English ID 3, Richmond) and those proposed by the teacher. As well the gamified platforms implemented throughout the interventions were proposed by the students.

A preliminary description of the pedagogical intervention proposal is shown in table 5 below.

Table 5.
General description of the Pedagogical Intervention.

| Pedagogical Intervention Design | |
|--|---|
| Teacher- Researcher's full name | Maritza Sanabria Huertas |
| School's Name | Gimnasio Los Sauces School |
| Locality | Bosa |
| City | Bogotá D.C |
| General description of the Pedagogical Intervention | |
| Title | Enhancing reading comprehension skills through Quizizz and Wordwall |
| Objectives | <p>Reading Comprehension</p> <ul style="list-style-type: none"> To implement five reading workshops including gamified tools to enhance reading comprehension skills in eleventh graders at Gimnasio Los Sauces School. <p>Engagement and Motivation:</p> <ul style="list-style-type: none"> To generate interest and effective learning experiences using online gamified platforms such as Quizizz and Wordwall and thereby improve the students' motivation levels. |
| Description | <p>Considering the low results achieved in the diagnostic test of reading comprehension based on questions and texts taken from booklets of the standardized test Saber 11th. At the same time, as throughout the academic year, students were in arduous training for the submission of their SABER 11th test in all areas of knowledge, and also as one of my research interests, considering that the students faced high-stress levels resulting in a lack of motivation and loss of interest in the development of a variety of activities. It is proposed in this pedagogical intervention to improve these results through the implementation of online gamified tools such as Quizizz and Wordwall to motivate and at the same time enhance reading comprehension processes of 11th-grade students of Gimnasio Los Sauces school. Likewise, reading comprehension is understood as the ability to understand a text and correctly interpret what it means, supported by vocabulary, grammar, and the development of exercises to strengthen reading levels such as: literal and inferential. Additionally, the reading skills worked on in this study are related to those proposed by Grellet (1981) and which have been mentioned in the theoretical framework. Finally, the design of this proposal was made bearing in mind the content of the English department syllabus,</p> |

| | | |
|---|--|--|
| | the student's book used in classes, and also extra materials used by the teacher-researcher. | |
| Subject | English | |
| Reading Comprehension Activities | <i>Reading materials sourced by "English ID" student's book</i> | <i>Gamified Tools</i> |
| | <ol style="list-style-type: none"> 1. Smarter than Einstein 2. Frankenstein 3. Doctors of Adventure 4. What's your favorite TV show ever? 5. Cities | <p>Wordwall</p> <p>Quizizz</p> <p>Quizizz- Wordwall</p> <p>Quizizz- Wordwall</p> <p>Wordwall</p> |

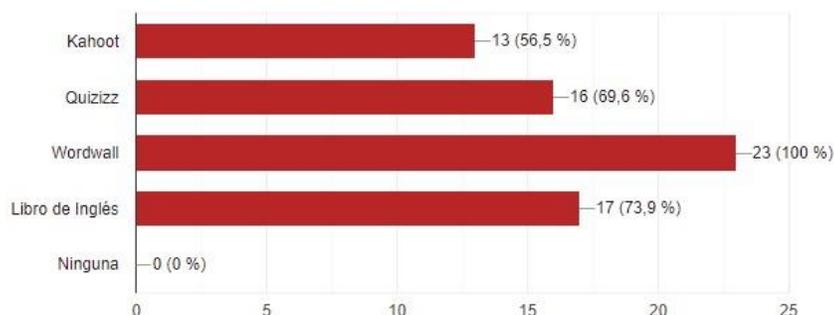
Following the steps in the action research cycle, the implementation of the cycles that composed this pedagogical intervention was preceded by observation and accompanied by a careful reflection upon the results obtained in the diagnostic test, and after that, the necessary adjustments to each one of the lessons was considered.

As I mentioned before, the first step (*First Cycle*) of implementation of the present pedagogical intervention was carrying out a Diagnostic Test based on the standardized test Saber 11° which constituted of 20 questions taking into account the seven parts which composed this test. After that, the corresponding feedback was held, the main goal of this feedback was that students recognized their failures specifically in reading comprehension sections which the lower results were obtained.

Afterwards, the first data collection instrument was applied to know perceptions and preferences regarding the implementation of gamified tools and platforms. Thus, these tools will allow students to strengthen their learning process in English, particularly by enhancing their reading comprehension processes. By this stage, the following results shown in figure 9 explain the gamified platforms with a higher percentage of preference.

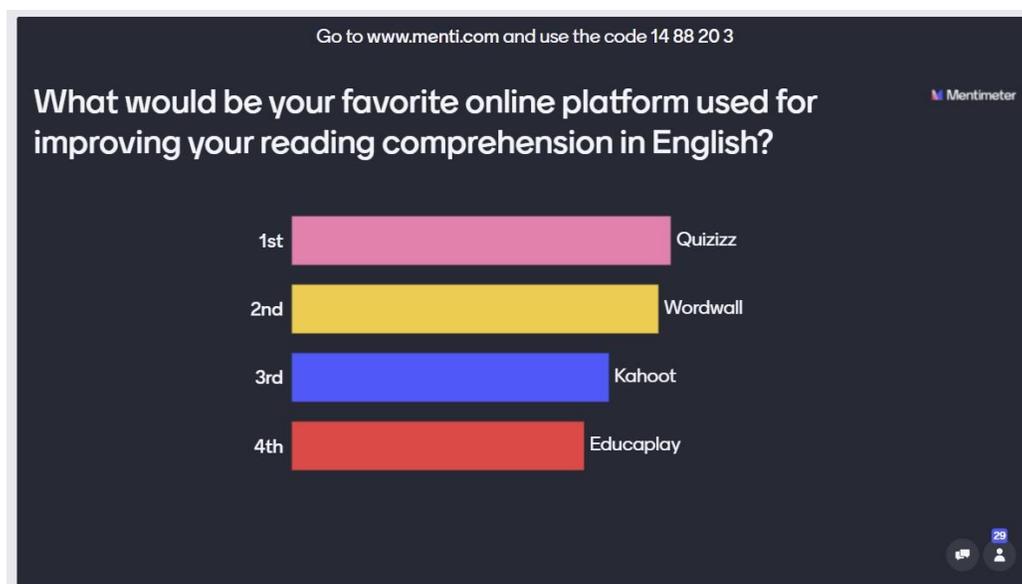
Figure 9.
Survey results question 4

Selecciona las herramientas online más significativas que ha implementado tu docente de inglés con el fin de mejorar tu aprendizaje en esta lengua extranjera.
23 respuestas



However, to validate this information, the teacher developed a voting (poll) exercise with the students using the *Mentimeter* application, asking them the following question *what would be their favorite online platform used for improving your reading comprehension in English?* The final results are shown in figure 10.

Figure 10.
Final results of gamified platforms chosen according to 1103 students' preferences.



Secondly, after the first cycle. The pedagogical intervention continues with the following cycles named: reading comprehension strategies introduction and enhancing reading skills 1, enhancing reading skills 2, and enhancing reading skills 3.

In the second cycle, the students were introduced to reading strategies to improve reading comprehension, those strategies are based on the reading skills proposed by Grellet (1981) and they are presented in the Theoretical Framework of this study. At this time, the first gamified tool was implemented through the Wordwall platform. It is important to highlight that all the activities developed during the pedagogical intervention were guided by an objective that embraced the Engagement and Motivation aspect, in words of Priyanti (2019) it allows to engage students' interests to improve the learning of a foreign language, in the case of this research enhancing reading comprehension, it allows teaching environments to become dynamic spaces.

In the third cycle, the students were guided to implement the reading strategies seen previously implementing a series of activities focused on the texts proposed for this intervention. In this way, these activities were developed in three important stages in the classes, as described below:

- ***Pre-Reading:*** activities that help students think about what they know about a topic and they may predict what they will read. In this intervention, the pre-reading stages were guided through introductory questions and vocabulary activities through Quizizz and Wordwall platforms.
- ***While- Reading:*** these are defined as activities that help students to focus on reading strategies /skills implemented at the time of reading to understand it better. During this stage, students developed exercises included in their textbooks or

exercises proposed by the teacher. Also, the use of gamified platforms Quizizz and Wordwall were carried out.

- ***Post- Reading:*** activities that help students understand texts through critically analyzing what they have read. Post- Reading activities were carried out through Quizizz and Wordwall exercises. And also was a stage in which the feedback played a significant role for the students since the students themselves verified their results on the platforms and it was guided by the teacher.

Table 6.
Implementation Stages

| GRADE: ELEVENTH | | TERM: THIRD | ³ DATE: FROM JULY 6TH TO SEPTEMBER 10 th | | |
|--|---|--|---|---|--|
| Cycle | Session | Objective | Learning Outcome | Topic | Methodology Procedure |
| Observing-Reflecting-Planning Diagnostic Test Feedback (First Session) | Reading Comprehension Diagnostic Test Feedback The teacher will provide students with the corresponding feedback of the Mock Test. Time: 80 mins Data Collection Instrument: Survey | To provide specific feedback to students regarding the diagnostic test. (Mock Test Saber 11 th Model) | The students will recognize failures in reading comprehension sections (Diagnostic Test) guided by the teacher. | Diagnostic Test Feedback | Introduction to all students regarding relevant aspects to be taken into account in the submission of the Saber 11th test, in English, starting with two introductory questions: What does the test evaluate? What is the structure of the test? A brief overview about what the test evaluates, the sections of the test and the type of questions to be developed. Taking into account the above, The teacher proceeds to develop with the students the corresponding feedback based on the Mock Test applied. |
| Planning- Acting- Observing READING STRATEGIES INTRODUCTION (Second Session) | Reading strategies for reading texts. The teacher will guide students to apply reading strategies inside a text. Time: 80 mins | To present some of the reading strategies for improving reading comprehension. Engagement and motivational Objective: To generate interest and effective learning experiences using online gamified platforms such as Quizizz and Wordwall and thereby improve the students' motivation levels. | The students will identify reading strategies to improve their reading comprehension. | Reading comprehension strategies GAMIFIED TOOL: Wordwall | Reading of the article "Smarter than Einstein" (English ID 3/ UNIT 4) applying the reading strategies presented by the teacher which are mentioned below: -Inference - Predicting -Previewing -Skimming -Scanning -Identifying main and secondary ideas -Deducing meaning of words Closure: Implementation of the activity "Reading Comprehension |

³ The dates in this form are based on the planning corresponding to the third academic term, according to the school's timeline.

| | | | | | |
|--|--|--|--|--|--|
| | | | | | Skills and Strategies” on the Wordwall platform. |
| <p>Acting-Observing-Reflecting ENHANCING READING SKILLS 1 (Third Session)</p> | <p>How much time do you spend reading? The teacher will guide the students to identify the main point or important information and also to differentiate the main ideas from supporting details. Time: 80 mins</p> | <p>To prepare the students to skim by asking them to recognize the key sentences of a passage.</p> <p>Engagement and motivational Objective: To generate interest and effective learning experiences using online gamified platforms such as Quizizz and Wordwall and thereby improve the students’ motivation levels.</p> | <p>The students will recognize the key sentences of a text are essential preparation for skimming.</p> | <p>Predicting Skimming Identifying the main point or important information in a text.</p> <p>GAMIFIED TOOL: Quizizz</p> | <p>Reading of a summary of Mary Shelley’s novel Frankenstein. Pre-reading: Opening questions: Do you like horror stories? What was the last horror film you saw? Did you like it? These will be answered interactively through the application Mentimeter. Reading about the life and work of the writer. While reading: Guided reading with students of the summary of the novel, identifying at the end of each short chapter the main idea, secondary ideas, and important information that allows an effective comprehension of the text. Post-reading: Development of a reading worksheet in which students will answer questions such as: Who are the main characters of the novel? What are the key aspects of the story? And personal opinion about the reading. Finally, students take a quiz on the Quizizz platform.</p> |
| <p>Acting-Observing-Reflecting ENHANCING READING SKILLS 2 (Fourth Session)</p> | <p>What do you want to know about Extreme Sports? The teacher will help the students to understand the writer’s intentions inside a text. Time: 80 mins Data Collection Instrument: Questionnaire Semi-structure interview</p> | <p>To recognize the aim of the author.</p> <p>Engagement and motivational Objective: To generate interest and effective learning experiences using online gamified platforms such as Quizizz and Wordwall and</p> | <p>The students will recognize the writer’s intention when interpreting a text.</p> | <p>Predicting Understanding the communicative value of the text and the sentences. Interpreting the text.</p> <p>GAMIFIED TOOLS: Quizizz Wordwall</p> | <p>Reading of the article "Doctors of Adventure" (English ID 3) Pre-Reading: Opening questions: What do you want to know about camping and extreme sports? Vocabulary review activity through Wordwall platform. While- reading: Through the implementation of exercises in Quizizz and Wordwall platforms, students will enhance their</p> |

| | | | | | |
|--|--|--|---|--|---|
| | | thereby improve the students' motivation levels. | | | inferential reading processes. Likewise, students will develop a reading worksheet, under the guidance of the teacher. Post-reading: Review and feedback on the reading worksheet. Afterwards, a closing activity will be carried out with the students using the Quizizz platform. |
| Acting-Observing-Reflecting ENHANCING READING SKILLS 3 (Fifth Session) | What are you watching these days? The teacher will help the students to understand the main information contained in the text. Time: 80 mins Data Collection Instrument: Semi-structure interview | To help the students to understand the main information contained in the text. Engagement and motivational Objective: To generate interest and effective learning experiences using online gamified platforms such as Quizizz and Wordwall and thereby improve the students' motivation levels. | The students will scan to locate specifically required information, selecting relevant extractions from a text. | Predicting Scanning to locate specifically required information. Selective extraction of relevant points from a text. GAMIFIED TOOLS: Quizizz Wordwall | Reading of the article "What' your favorite TV show ever?" (English ID 3) Pre-Reading: Opening questions: What do you know about Stranger Things? What genre is it? Wordwall activity: How Well Do You Really Know "Stranger Things"? While-Reading: Taking into account the vocabulary regarding TV shows/genres and Movies, students sort words into those categories through the Wordwall platform. In groups of four students, each read about a different show presented in the text. Then, they report back all they remember. Afterwards, they reread and answer some questions. Post-Reading: a closing activity "TV shows that never made it past the plot" will be carried out with the students using the Quizizz platform. Review and Feedback. |
| Acting-Observing-Reflecting ENHANCING READING SKILLS 4 | Which city would you most like to visit? The teacher will guide the students to recognize the function of a text. Time: 80 mins | To train the students to recognize the function of the text. | The students will understand the communicative function of a text. | Predicting. Understanding the communicative value of the text. | Reading of the text "Cities" (English ID 3) Pre-Reading: Students look at some photos concerning cities around the world. They answer the |

| | | | | | |
|-----------------|--|--|--|---|--|
| (Sixth Session) | Data Collection Instrument: Semi-structure interview | | | Understanding relations between parts of a text through the use of logical connectors. Understanding relations between parts of a text through reference. | questions “Do you recognize any of these cities? What else can you see?” While-Reading: Students read the text. Then, they guess which cities are being described completing the gaps inside them. Matching each sub-text to its type (WhatsApp chat, Vacation blog, guessing game, etc.) Post- Reading: To contextualize the vocabulary regarding Cities. The students will play a game on the Wordwall platform about familiar places in Bogotá. Matching the photo with the corresponding word. Review and Feedback. |
|-----------------|--|--|--|---|--|

Finally, the lesson plans were developed by the teacher-researcher based on the school methodology which served for this study implementation. The data analysis and findings of this research proposal are presented in the following chapters.

CHAPTER 5: DATA ANALYSIS AND FINDINGS

This chapter describes the process in which the data were analyzed to obtain the conclusions of this study. First, the data analysis process is described, taking into account the approach chosen for this research. Second, the emergent categories based on the findings that support the results obtained throughout this study are presented. Finally, all the information presented in this section gives an account of the reliability, validity, and triangulation of the data gathered throughout the development of the pedagogical intervention.

Data Analysis Approach

The approach used for data analysis within this study is Grounded Theory (GT) This theory, proposed by academics Glaser & Strauss (1967), consists of a methodology based on the collection and analysis of data in a systematic and empirical method. In other words, this analysis does not start from an initial theory; on the contrary, this theory demands an inductive process resulting in a new theoretical formulation about the object of study.

Likewise, this methodology is particularly interested in the development of this theoretical formulation supported by the data from the fieldwork, in the case of this research, through the instruments used in the different moments of the pedagogical intervention, is where the categories and subcategories emerge to provide evidence of the phenomenon studied throughout this research. As Hernández Carrera (2014) states:

Grounded Theory is implemented based on data gathering and through the analysis of the data, the emerging hypotheses, which relate to the different concepts, can be verified. This issue is present throughout the research, from the beginning to the end. It is therefore a matter of constant comparison (p. 192).

Moreover, this scholar mentions that GT uses the inductive analysis of qualitative data to construct a particular theory about the object of study. Of particular relevance is the process of coding the data to identify the categories, which can then be divided into subcategories and subdivided into data to identify categories, which can be further divided into subcategories and grouped into categories with common properties (Pg. 193).

In addition, Grounded Theory uses detailed procedures for analysis. Strauss and Corbin study, conducted in 1998 (as cited in Creswell, 2007), explains that GT procedures consist of three phases of coding-open, axial, and selective-as advanced. The grounded theory provides a procedure for developing categories of information (open coding), interconnecting the categories (axial coding), building a "story" that connects the categories (selective coding), and ending with a discursive set of theoretical propositions.

Taking into account the procedures mentioned above about the principles of Grounded Theory, these are briefly defined below:

Open coding consists of constantly reading the collected data. This is to create preliminary labels taking into account fragments of data that summarize what was observed. This summary may contain emerging issues that are repeated and may give rise to initial categories.

Axial coding consists of identifying the relationships between those codes obtained during open coding. This process allows the researcher to pinpoint the commonalities of data that can be presented as categories.

Selective coding, the latter reveals the central variables of those data that solidly explain the topic to be studied, thus generating consistent categories.

Procedures for Data Analysis

Once the information had been gathered, in the open coding phase, the researcher carefully reviewed all the information obtained from the instruments applied in this study (survey, semi-structured interviews, and questionnaire), thus identifying common themes that emerged in several of the observed fragments. This was recurrently observed in the interviews, an instrument that provided countless relevant information associated with the experience of the students during the development of the activities proposed in the intervention and how these contributed to the enhancement of reading comprehension skills. In this sense, Hernández Carrera (2014) mentions that it is crucial in the interpretation of data in the case of semi-structured interviews, that this be faithful to what the participants tell us since it is necessary to focus on what they say and how they say it.

For this reason, at the moment of reviewing the information obtained from these interviews, which were immediately transcribed, it was necessary to make an exhaustive reading of the interviews so as not to miss any significant data. In the case of the survey applied, its analysis was carried out based on the percentages obtained from the answers given by the students which were plotted in graphs, which will be presented as a support for the categories of analysis. In the same way, in the case of the questionnaire applied, the same procedure was carried out as in the survey only that at the end of it, an open question was formulated, to know through the students' voices if the gamified tools helped to enhance reading comprehension.

To carry out a data analysis process in a systematic and orderly manner requires discipline and consistency. Tesch (1987) cited by Seliger and Shohamy (2013) proposes a series of features when developing the analysis of qualitative data. First, one of the tools used throughout the process is comparison, looking for similarities and even differences, which play

an important role. Subsequently, when comparing and contrasting all the data, the data usually need to be transcribed, for example: in the case of the interviews conducted during the pedagogical intervention, as mentioned above, they were transcribed and reread, and then summarized into more accurate segments of information.

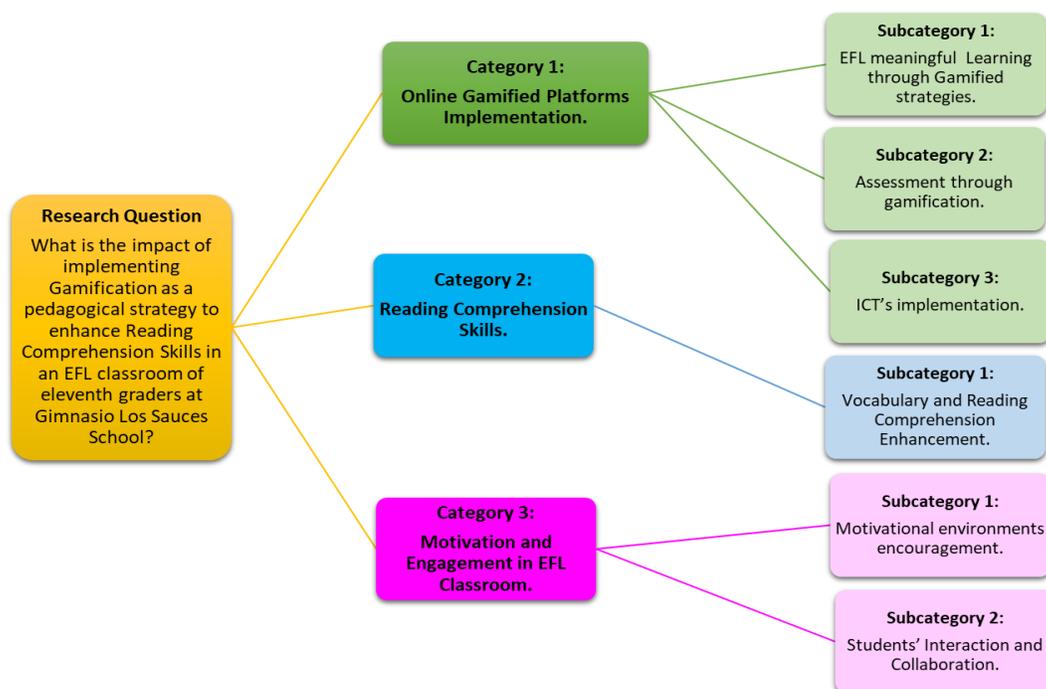
Subsequently, the information was organized and analyzed based on a matrix designed by the researcher (See Appendix H) to organize the segments of relevant information according to the emerging categories of the corresponding analysis. Thus, the use of colors was implemented to identify these emerging categories. For this reason, the use of colors is considered a technique to carry out axial coding, in other words, through colors those segments of similar information to each other were grouped. According to the aforementioned, the following colors were chosen for coding: blue color for Reading Comprehension, green color for Gamification (Gamified Online Platforms), and pink color related to Motivation and Engagement in the EFL classroom. These findings were highlighted taking into account key aspects mentioned in the theoretical framework and which are related to the research question *what is the impact of implementing Gamification as a pedagogical strategy to enhance Reading Comprehension Skills in an EFL classroom of eleventh graders at Gimnasio Los Sauces School?*

Finally, after establishing the categories and subcategories of analysis, these allowed the researcher to strengthen her triangulation process, so that it became an exercise that required returning to the data collection instruments proposed for this study, as well as to the theory presented in the theoretical framework (Chapter Two). In this way, Guion (2002) explains that the triangulation process implies the use of different sources of information to answer the study phenomenon.

Categories of the Analysis

Considering the research question previously mentioned, as well as the objective of this study which is to analyze the role of Gamification in the improvement of reading comprehension skills in eleventh-grade students in an EFL classroom, the following figure presents the categories and subcategories emerging from the previously described data analysis. Bearing this in mind, each category and its corresponding subcategories will be explained in detail during the next paragraphs.

Figure 11.
Categories and subcategories of the analysis



Category 1. Online Gamified Platforms Implementation.

Based on the identification of this core category of analysis and taking into account that one of the specific objectives of this study was to identify gamification as a pedagogical strategy

enhancing the reading comprehension skills of eleventh-grade students, it is necessary to focus on the importance of gamification as an educational strategy and its contributions to language learning. First, it is necessary to focus on the significance of gamification as an educational tool and its contributions to language learning. According to Birova (2013), a game is an essential activity that transforms learning. Games can be designed through technology, educational games, and playful exercises which help students develop their linguistic and cognitive skills. In addition, games promote diversity in the teaching process by promoting student motivation and generating participatory environments.

On the other hand, Gamification according to Werbach and Hunter (2012) is defined as the use of game elements, techniques, and mechanisms in non-playful contexts, in which diverse possibilities are opened to design new ways of transmitting knowledge. According to Albarracín Córdón (2021), Gamification as a pedagogical strategy is intended to motivate and encourage students in a new way of learning. For this reason, in the pedagogical intervention, gamified platforms such as Quizizz and WordWall were implemented, these were chosen by the students themselves and whose results were presented in Chapter Four.

Consequently, the subcategories related to this first category are *EFL Meaningful Learning through Gamified strategies*, *Assessment through Gamification*, and *ICT'S implementation*.

Subcategory 1: EFL meaningful Learning through Gamified strategies.

First, Gamification is understood by many scholars as an approach that can be used to improve the effectiveness of students' learning. This allows students to identify through the use of these platforms (Quizizz and Wordwall) a series of features that catch their attention and this is appropriated to their learning process. For this reason, in the first excerpt (See figure 12) it can

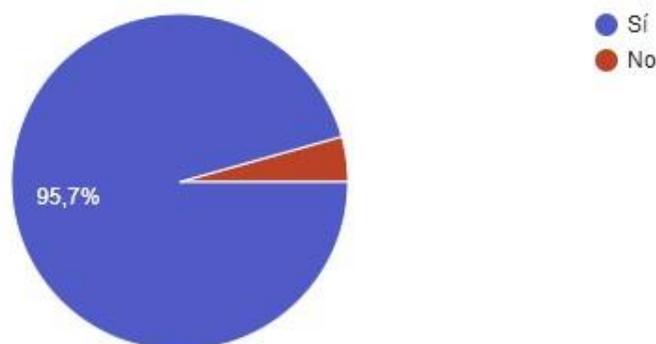
be seen that in one of the questions asked in the survey applied during the first phase of the intervention, 95.2% of the students answered affirmatively, considering that the tools applied by the teacher are effective in the learning of English.

Figure 12.

Survey excerpt. Question 4.

¿Consideras que las herramientas utilizadas por tu docente en clase son efectivas para aprender inglés?

23 respuestas



On the other hand, the role of Gamification in EFL learning contexts according to Kim et al., (2018) argues that this pedagogical strategy is considered a set of processes that are related to learning by applying game mechanics. Hence the importance of having used the Quizizz and Wordwall platforms, because through the activities proposed in these tools the students developed learning objectives, in this case improving their reading comprehension skills. "Game players can learn while they are playing the game and have achieved the objectives when they complete the missions in the game." (Kim, Lockee, Burton, & Song, 2018). The following excerpts (*semi-structured interviews and questionnaire*) are presented below to reinforce these arguments:

Student 1: "Pues...me parecieron plataformas muy interesantes que facilitan el aprendizaje (...)" [Sic]

“(...) contribute in a valuable way to learning and facilitate learning significantly.”

Student 2: “herramientas queee ayudan a adquirir un conocimiento nuevo de forma dinámica, de forma práctica.” [Sic]

"...the implementation and contribution of these tools for students are very important because they are handled practically..."

Student 3: “Y... profe, en el caso de las aplicaciones que utilizamos eh... definitivamente sí aportan de una manera grande a que nosotros aprendamos de una forma más eh... como decirte, mucho más creativa por decirlo así.” [Sic]

(Semi-structured interviews excerpt)

Student 6: "Yes, because interactively we can reinforce new words and activities in class."

Student 10: “Es una buena manera de aprendizaje y ayuda a comprender la temática.”

Student 18: "Yes, because it does it interactively and creatively and helps me understand the topic better."

Student 19: "This tool not only speeds up our understanding and response, but it's also a fun way to learn, encourages us to put into practice what we learned, and demonstrates the attention paid in class, besides it is an effective way to assess."

Student 22: “Si ya que pueden ser interactivos e interesantes para el aprendizaje en el aula y mejor la comprensión de los temas.” [Sic]

(Questionnaire open-ended question excerpts)

Another meaningful aspect for the students had to do with the application of certain game elements in the gamified platforms, such as podiums, badges, leaderboards, points, progress bars, and timers, which allowed them to carry their own learning pace and even challenge themselves both individually and collectively. According to the study conducted by Esquivel Gómez (2019), these elements or principles of Gamification provide students with a set of dynamics that allow them to have confidence when using gamified tools. Having in mind these reflections, the following excerpts are included:

Student 1: “Una de las cosas que yo encontraría, es que se puede jugar individualmente, es decir, que cada quien haga su ejercicio.”

“...el dominio del tiempo para no excederse mucho ni acelerarse...”

“E implementar las imágenes que... que es algo supremamente crucial en el... en el aprendizaje (pausa)” [Sic]

Student 2: “la opción de tiempo, es decir, no seeee, es un tiempo limitado, lo que hace que Ehhh... sea una agilidad mental para responder estar preguntas en inglés.” [Sic]

“genera la retroalimentación de cada una de las preguntas y el podio al final.” [Sic]

(Semi-structured interviews excerpt)

Student 24: "Yes, since through the game I was able to be clearer about the information provided in the reading."

Student 25: "Yes, because the game is an interactive way to comprehend the reading better".

(Questionnaire open-ended question excerpts)

Figure 13.

Leaderboards samples

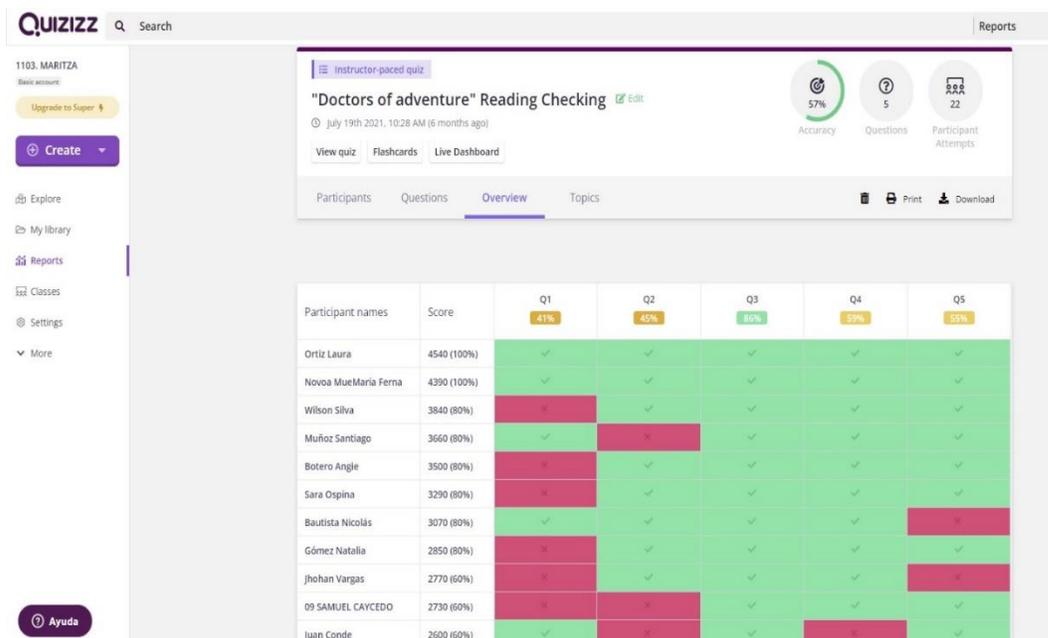
VOCABULARY RELATED TO CITIES
por Mocampo1

Tabla de clasificación

| Rango | Nombre y apellido | Puntuación | Hora |
|-------|-------------------|------------|------|
| 1.º | T | 10 | 33.8 |
| 2.º | Juan Guarín | 10 | 38.2 |
| 3.º | Santiago | 10 | 42.9 |
| 4.º | Muñoz | 10 | 47.9 |
| 5.º | Torres | 10 | 48.2 |
| 6.º | Juan borda | 10 | 52.3 |
| 7.º | Wilson Silva | 10 | 53.2 |
| 8.º | Karol Moreno | 10 | 59.2 |
| 9.º | Sara Ospina | 10 | 1:01 |
| 10.º | Nicolas Navarro | 10 | 1:04 |

Tabla de clasificación 2 20

| | | | |
|-----|-----------------|----|-------|
| 1.º | Muñoz | 20 | 2:51s |
| 2.º | Santiago Macias | 20 | 2:54s |
| 3.º | Laura Ortiz | 20 | 2:58s |
| 4.º | angie botero | 20 | 3:26s |
| 5.º | Laura Diaz | 20 | 3:42s |
| 6.º | Nayibt arias | 20 | 4:29s |
| 7.º | Luis Arevalo | 17 | 3:04s |
| 8.º | Forigua | 15 | 3:24s |



Subcategory 2: Assessment through Gamification.

This subcategory contains the participants' perceptions related to how Quizizz and Wordwall provide feedback to the activities developed throughout the pedagogical intervention. According to the aforementioned, one of the elements of gamification is feedback. Esquivel Gómez (2019) states that feedback allows students to be aware of their process. For this reason, within the findings found both in the interviews and also in the questionnaire, students found in these tools an indicator of their learning process, recognizing their failures and successes. This allowed the researcher to reflect on how assessment may be transformed and how, through Gamification, a formative type of assessment might be proposed, an innovative assessment that uses technology to transform thoughts and even behaviors to improve the teaching-learning processes in the EFL classroom. In view of the foregoing, the following excerpts are shared to support these arguments:

Student 1: "One of the contributions of these platforms is that it allows us to constantly evaluate ourselves and know where we are failing..."

"...permite evaluar el proceso y adaptarlo a lo que se quiere evaluar." [Sic]

"...evaluate the process to identify the weaknesses but at the same time the strengths..."

Student 2: “al igual en la retroalimentación todos estar dispuestos a aprender.”

Student 3: “digamos si juego en cualquiera de las dos aplicaciones Wordwall o en Quizizz, ellas al final me ponen como en un ranking eh... con respecto a mis otros compañeros, entonces estoy en nivel uno, en nivel dos, nivel tres, etc.” [Sic]

“...también retroalimenta la información si... si digamos me quedó algunas de las respuestas malas, pues la misma aplicación me va a decir en qué fallé y yo ya puedo digamos que enmendar esos errores para el próximo juego.” [Sic]

(Semi-structured interviews excerpt)

Student 15: “Me ayudo a identificar datos importantes que presentaba la lectura y a reconocer mis errores de comprensión frente a la misma.”

Student 19: “Esta herramienta no sólo agiliza nuestra comprensión y respuesta, también es una forma divertida de aprender, nos lleva a poner en práctica lo que aprendimos y demuestra la atención prestada en clase, además es una forma eficaz de evaluar.”

Student 20: “Me parece buena está actividad porque nos revisa lo que hemos trabajado durante la clase y podemos ver si estamos en lo correcto.”

(Questionnaire open-ended question excerpts)

On the other hand, in one of the closed questions of the questionnaire (see figure 14), 100% of the students surveyed showed that the implementation of these gamified tools improved their reading comprehension process in English, taking into account that the feedback was a fundamental aspect in the development of the proposed activities. Certainly, each of the students did not feel fear or discouragement, on the contrary, knowing their failures and successes, they felt more confident and aware of what they should improve in the future.

Figure 14.
Questionnaire Excerpt Question 7.

Did the implementation of the platforms used in class (Wordwall and Quizizz) allow me to improve my reading comprehension process in English?

34 respuestas



Subcategory 3: ICT's implementation.

One of the changes we have been facing with the arrival of the pandemic had to do with the insertion of ICT in our pedagogical practices. While it is true, the implementation of these resources had been carried out progressively. Nowadays, using different technological resources has become a requirement when it concerns didactics in EFL teaching. The implementation of ICT has become a trend. In this way, students and of course teachers could access a wide range of information through mobile devices, computers, laptops, etc. Priyanti (2019) describes this strategy called MALL (Mobile-Assisted Language Learning) which was created to promote active participation of students and involve them in the learning process.

Intending to gather the responses of the participants about whether they agreed that the teacher would implement these tools using their mobile devices and thus improve their results in learning English, particularly in improving their reading comprehension skills, according to the results of the survey (see figure 15) 100% of the students agreed that these platforms should be implemented in the classes. It is important to highlight that the students had already known about these platforms since they had already used them in other subjects. However, implementing them

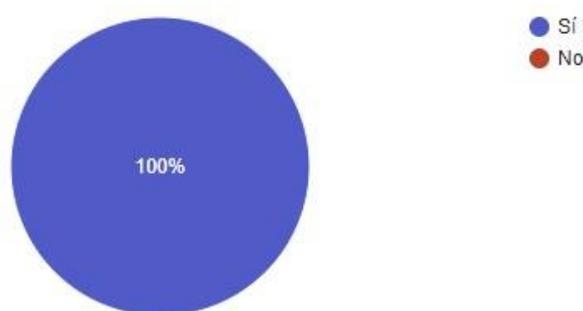
constantly in EFL classes allowed them to realize the benefits that these tools provide to improve their performance in reading comprehension.

Figure 15.

Survey Excerpt Question 5.

¿Estás de acuerdo en que, si tu docente hace uso de estrategias de aprendizaje lúdicas y motivadoras, tu obtendrás mejores resultados al aprender inglés?

23 respuestas



With this in mind, other findings were related to how the participants consider the use of technological tools. First of all, students consider that using these digital platforms such as Quizizz and Wordwall in class, allows not only teachers but also them as students to create interactive games making classes more dynamic, making them become proactive agents inside the EFL classroom. These platforms encourage the use of mobile and gamified learning in class as a teaching aid and serve supplementary material to encourage fun and independent out-of-class learning. Priyanti (2019) claims that implementing new strategies to engage students' interests to improve the learning of a foreign language allows teaching environments to become dynamic spaces. Considering this scholar's position, the following excerpts support the aforementioned:

Student 3: “también podemos utilizar incluso nuestros celulares, podemos darle un uso adecuado a eso celulares que también entrarían como una herramienta de trabajo para nosotros.” [Sic]

“Incluso pueden hacer alguna se pueden utilizar para diagnosticar el nivel de inglés de nosotros los estudiantes (...)” [Sic]

(Semi-structured interviews excerpt)

Student 12: "This app is useful for study because of its interactivity."

Student 16: “Yes, since it is a more interactive way, thus allowing us a clearer understanding of this.” [Sic]

(Questionnaire open-ended question excerpts)

As well, one of the participants considered that the use of these tools is not only important for enhancing specific aspects of language learning. As a relevant factor, in the following excerpts, it is evident that the implementation of these digital tools is useful to them for their academic purposes and professional development, and even they consider them important tools for their lives:

Student 3: “Ehhh...yo considero que estas herramientas son muy importantes... son (mmm) de hecho son necesarias por las nuevas modalidades de la educación.” [Sic]

“Entonces es un... son herramientas de aprendizaje importantísimas para la vida.” [Sic]

“Ehhh... profe, pues los aportes que nos dan las herramientas tecnológicas o en este caso las aplicaciones que manejamos esss... eIIII... digamos el manejo adecuado de las TIC’S y de todas las herramientas tecnológicas ehh... a nivel global.” [Sic]

(Semi-structured interviews excerpt)

Category 2: Reading Comprehension Skills.

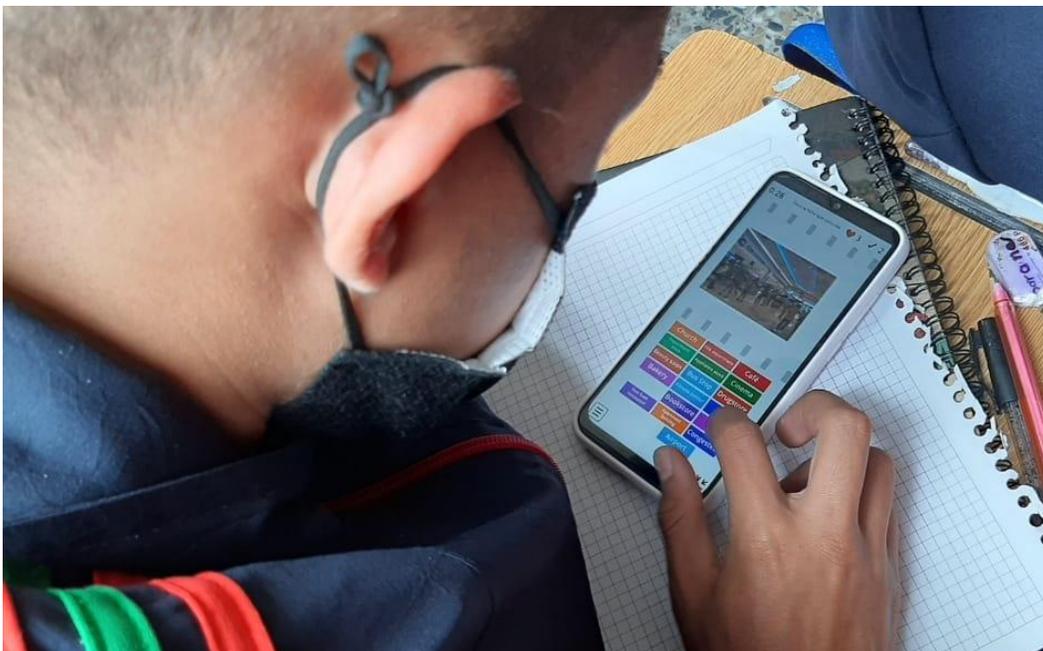
One of the objectives of this study was to analyze how gamified tools (Quizizz, Wordwall) contributed to the improvement of reading comprehension skills of eleventh-grade

students. To make this possible, the use of reading strategies throughout the pedagogical intervention was relevant. First, Buehl (2017) mentions that reading is a process that involves a strategic process of information thus achieving efficient comprehension. So, reading comprehension is defined as the ability to understand a text, analyze the information contained and interpret what the author of the text exposes. On the other hand, Fatmah Sewelem (2021) argues that improving reading comprehension positively affects other areas of language learning, such as vocabulary and grammar, since learners will be more familiar with grammatical structures, as well as their vocabulary level will increase significantly. Emphasizing this aspect, one of the learning areas that students reported to have improved throughout this research was vocabulary. For this purpose, the previously mentioned gamified platforms were used to design relationship exercises (Find the match) using images and images focused on their immediate context, in which students related the corresponding word to the right one. This had a positive impact on the acquisition of new vocabulary since through interactivity and its connection to their context, students felt more confident and remembered in the long term the meaning of the vocabulary seen when the texts were assigned to them.

Figure 16.
Gamified Platforms Implementation



Figure 17.
Gamified Platforms Implementation



Subcategory 1: Vocabulary and Reading Comprehension Enhancement.

Based on the reading skills proposed by Grellet (1981) which are mentioned in the theoretical framework (Chapter Two) during the design and implementation of the pedagogical intervention. Five reading comprehension workshops were developed with the students based on the textbook English ID 3 (Richmond) which was provided by the school since the beginning of the academic year. Additionally, the teacher-researcher used other reading materials as an additional resource, to provide students with different typologies of text and in which they implemented the reading strategies mentioned at the beginning of this section and were adapted as follows: Inference, Prediction, Previewing, Main Ideas, Skimming, Scanning, and Meaning of words (Vocabulary). In the following figures (18, 19, 20), it can be observed that there was a high percentage of effectiveness in the implementation of these strategies.

Figure 18.

Questionnaire Excerpt. Question 1

Before starting reading, I try to guess what the text will be about using reading strategies such as Predicting and Previewing.

34 respuestas

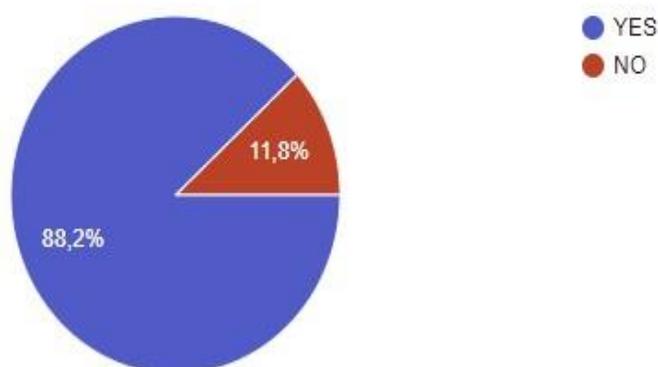
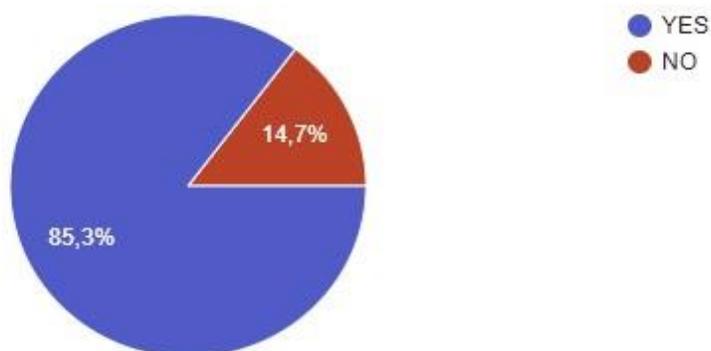


Figure 20.

Questionnaire Excerpt. Question 2.

While reading, I can identify the main point (ideas) or important information in a text.

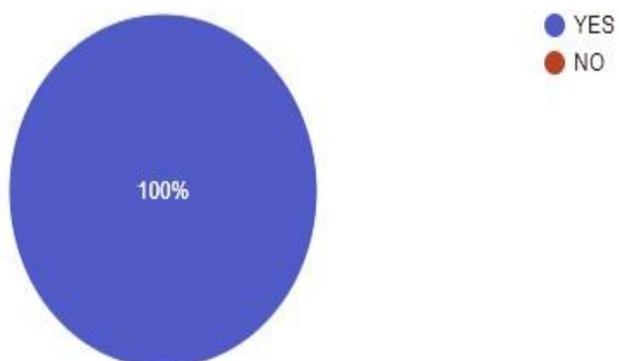
34 respuestas

**Figure 19.**

Questionnaire Excerpt. Question 3.

After the implementation of reading strategies such as Inference, Skimming, and Scanning, I find English reading comprehension simple.

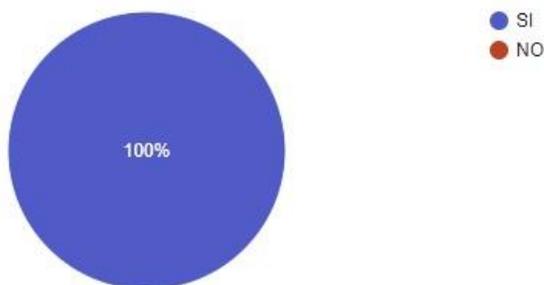
34 respuestas



Moreover, scholars such as Mei (2018), Priyanti (2019), Hasram, M. Khalid M, Maslawati, et al., (2020), and Nanda (2018) claim that digital platforms such as Quizizz and Wordwall contribute to learners' reading comprehension while learning funnily. This allowed the participants of this study to put into practice the reading skills (strategies) worked in the classes using their mobile devices, as a result, they increased their vocabulary, thus improving their reading comprehension. In the following figure, we see that 100% of the students claimed that they have learned new vocabulary through the use of these digital platforms.

Figure 21.
Questionnaire Excerpt. Question 4.

Did the online platforms applied in class allow me to learn new vocabulary in English?
34 respuestas



Thus, these results are also supported by the following extracts.

Student 1: “el trabajar estas plataformas ayuda demasiado a enriquecer demasiado el vocabulario. Y... esto conlleva a fortalecer la comprensión lectora (pasa) es decir que si yo tengo un bagaje amplio en vocabulario puedo comprender mejor lo que está ehh... tratándose en la lectura.”

“...poner en práctica el vocabulario y más en un texto. El que una palabra tenga el contexto adecuado, pues facilita la comprensión.”

Student 2: “Ehhh el entender los saberes, entender sobre todo vocabulario de forma práctica.”

“...el uso de estas herramientas que aportan de forma significativa a lo que es vocabulario, comprensión lectora, los estudiantes Ehh... de forma dinámica van reforzando cada uno de estos conocimientos básicos que ya tienen.” [Sic]

“...en el uso mediado, en el uso práctico de estas herramientas los estudiantes van adquiriendo conocimiento que ayuda para fortalecer cada una de las bases que ellos tienen en cuanto a vocabulario, en cuanto a comprensión lectora.” [Sic]

“...aplicar o tener en cuenta estas aplicaciones dinámicas para el aprendizaje del inglés resulta muy...muy...aporta mucho Ehh... en el conocimiento de los estudiantes.” [Sic]

“la diversidad de presentación de las preguntas en la aplicación. Esto hace que se tenga una mayor comprensión al momento, pues... de visualizarlas. También está Ehhh... la posibilidad de opción múltiple.” [Sic]

Student 3: “son fáciles de comprender ehh... porque ehh... digamos si hay una palabra que desconozco, la imagen me lleva aaa... a comprenderla o aaa... hacer un interpretación de la misma.” [Sic]

“...si pueden llegar a fortalecer esas capacidades para leer textos en inglés, porque uno va alimentando ese léxico en cuanto a las... en cuanto el vocabulario en cuanto al inglés.” [Sic]

“Entonces, digamos yo no sabía cómo se decía “cielo” pero ya si hay una imagen que dice... que está el cielo y al otro lado dice “sky” entonces ya sé que cielo es “sky” pues ya sé que cielos es “sky” y si está dentro del texto pues ya voy a saber que es.” [Sic]

(Semi-structured interviews excerpt)

Student 4: “Gracias a las palabras claves comprendí algunos datos de los diferentes programas de TV.”

Student 5: “Las palabras desconocidas trabajadas en clase ayudan mucho al momento de comprender los textos.”

Student 7: “In my opinion worked reading helps to have a better vocabulary as well as a better pronunciation.” [Sic]

Student 11: “Me ayudo bastante para practicar sobre lo leído en clases además de poder poner en práctica habilidades de lectura y comprensión.”

Student 13: “This game helps me understand and learn more vocabulary.”

Student 17: “It helped me to understand the subject because I learned new terms, their definitions and synonyms, understanding in what context they are treated.” [Sic]

Student 23: “Sí, ya que es una forma didáctica de recopilar y entender información, además es muy probable que el vocabulario usado de la lectura en esta herramienta quede grabado en mi memoria y me será muy útil.”

(Questionnaire open-ended question excerpts)

Category 3: Motivation and Engagement in EFL Classroom.

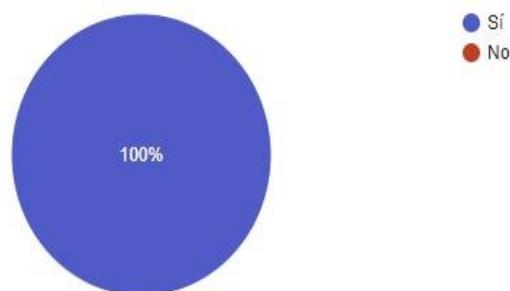
One of the specific objectives of this study is related to this category, which determines the importance of implementing Gamification as a motivational strategy in the EFL classroom. In addition, it is highlighted the impact achieved by the students regarding how Quizizz-Wordwall contributed significantly to their learning process and enhanced their reading skills. The analysis of the data showed that the students were much more motivated. In this way, learning became a fun and enriching experience, fostering collaborative work, confidence, active participation, and engagement in their classroom learning.

Hence, at the beginning of the pedagogical intervention and to previously know what the participants expected concerning the implementation of playful and motivating learning strategies in the EFL classroom. The survey previously mentioned in Chapter Three was implemented and its extracts have been presented throughout this chapter. It is evident that in one of the related questions, 100% of the students surveyed agreed that if the teacher-researcher uses digital platforms they will improve their performance in learning English. (See Figure 22)

Figure 22.
Survey Excerpt. Question 5.

¿Estás de acuerdo en que, si tu docente hace uso de estrategias de aprendizaje lúdicas y motivadoras tales como plataformas digitales, mejorarás tu desempeño en el aprendizaje del inglés?

23 respuestas



Subsequently, when applying the other data collection instruments (semi-structured interview and questionnaire) when the pedagogical intervention was carried out, it was demonstrated in the analysis that the motivational factor was present in most of the findings which were condensed in the following subcategories.

Subcategory 1: Motivational environments encouragement.

According to educational psychological studies, the importance of motivation as a dynamic factor in learning has been recognized. Iaremenko (2017) argues that motivation is a powerful agent in language learning. Hence, this aspect is characterized in two ways: intrinsic motivation and extrinsic motivation. Concerning this study, the participants felt intrinsically motivated, they were driven by the enjoyment of the activities carried out through the digital platforms. Thus, feeling positively motivated by the interest in learning, they were engaged in improving their reading comprehension processes. Another factor that was found about this type of motivation concerns a sense of confidence generated by having worked with these gamified tools, as we can see in the following excerpts:

Student 1: "...es algo dinámico y... que nos genera cierta confianza."

Student 2: "...la implementación y el aporte que da a los estudiantes es muy grato para cada uno de ellos..."

(Semi-structured interviews excerpt)

On the other hand, students' engagement was evidenced when they were emotionally and cognitively involved in the reading comprehension activities, translating into active participation. As mentioned by Iaremenko (2017) "without engagement, students do not work adequately". Therefore, by promoting motivational environments in the EFL classroom, the active

participation of a large number of learners is promoted and even those learners who do not participate are motivated to do it because they feel comfortable and confident at the same time they are learning. The following excerpt illustrates this:

Student 2: “incentivar la participación de los estudiantes, es decir Ehhh... en el salón de clases Ehhh.... hay chicos que participan y otros chicos que no. Pero en estas actividades todos los chicos participaban, todos estaban de forma muy atenta para la participación de cada una de las actividades en estas herramientas, entonces genera Ehhh.... participación activa.” [Sic]

(Semi-structured interviews excerpt)

Similarly, there is the case of a student who felt that playing with these digital platforms allowed him to measure his knowledge:

Student 3: “mmm si puedo jugar solo en las aplicaciones, entonces eso me lleva a medirme a mí mismo como estoy en... en mi conocimiento digamos del inglés.” [Sic]

(Semi-structured interviews excerpt)

Khalid M, Maslawati, et al., (2020) expressed in their research that students increased their motivation by being immersed in positive learning experiences provided by the implementation of digital platforms such as Wordwall, which this platform provides through game elements such as scores, and challenges an increase of intrinsic motivation which is promoted in gamified activities. Bearing those aspects in mind, creativity is considered in this research as a positive outcome which also evidences that through intrinsic motivation, students are purposeful and further develop their creativity. In the following excerpts, it was evident that students were motivated to create their activities in both Wordwall and Quizizz.

Student 3: “Hola teacher, pues bueno me parecieron creativas, me parecieron llamativas.”

“Porque tiene muchas opciones entonces tanto los profes ellos crean los juegos dentro de las aplicaciones pero nosotros como estudiantes también podemos ehh... hacer juegos. Es decir, nos lleva a proponer a crear aaaaa... hacer cosas nosotros mismos.”

“la creatividad, dos eh... bueno, la creatividad porque uno digamos, lo que te mencionaba anteriormente, que uno mismo puede crear diferentes juegos dentro de la aplicación o dentro de las aplicaciones.”

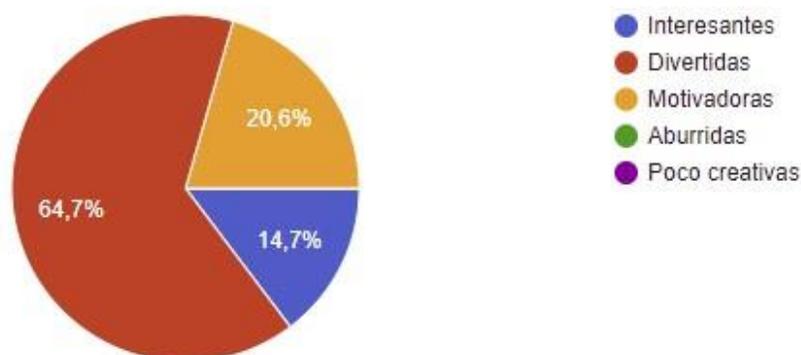
(Semi-structured interviews excerpt)

Finally, other findings of how students assessed the use of gamified platforms throughout the pedagogical intervention carried out, is shown in figure 23, 64.7% of students found these platforms funny, 20.6% consider these tools as motivating and 14.7% think that these digital platforms are interesting. Demonstrating once again that indeed, the implementation of gamified tools in the EFL classroom is considered as a pedagogical strategy that motivated students in their learning and also enhanced the reading comprehension of eleventh-grade students at Gimnasio Los Sauces School.

Figure 23.
Questionnaire Excerpt. Question 6.

I found the gamified tools (Wordwall and Quizizz) applied in the classroom activities:

34 respuestas



Subcategory 2: Students' Interaction and Collaboration.

Korkmaz & Öz (2019) conducted a study to improve EFL students' reading comprehension by studying the impact of implementing gamified platforms. The researchers suggest that effectively using educational games through these platforms cultivates students' cooperative work. With these arguments, the findings analyzed in this study showed that beyond individual competition, equality was generated in the participation of students so that they learned from each other. Birova (2013) mentions that this factor is considered an advantage of learning through games. The following excerpt is presented below:

Student 2: "...es el hecho de compartir y aprender en equipo."

"...en algunas ocasiones se daba respuesta en forma grupal, entonces, todos opinábamos, todos dábamos un punto de vista o damos la respuesta que se consideraba correcta haciendo un trabajo en equipo en el mismo."

"el hecho de compartir y... hacer trabajo en equipo."

Student 3: "se fortalece el trabajo cooperativo al momento de trabajar con otros compañeros."

(Semi-structured interviews excerpt)

To conclude, the last excerpts correspond to the findings related to the interaction generated by the students as a result of the collaborative work that was achieved thanks to the implementation of Quizizz and Wordwall as online game platforms. For this reason, Birova (2013) states that "the combination between an individual input of each partner and group activity (discussion, exchanging of opinions, expressing points of view)". Based on these arguments, it was evidenced in this study that students interacted with each other to discuss the answers to the exercises and even corrected each other.

Student 1: "Ehh... efectivamente, el tener objetivos en común con los compañeros, permite el interactuar con ellos." [Sic]

Student 2: “hace que los estudiantes, pues...puedan debatir y genere pues como un debate.”
[Sic]

Student 3: “podemos corregirnos entre nosotros mismos eh” [Sic]

(Semi-structured interviews excerpt)

Bearing these categories of analysis and findings in mind, the following chapter aims to present the conclusions of this research study, its implications, limitations, and recommendations for further research which emerged along with the development of the data analysis.

CHAPTER 6: CONCLUSIONS AND IMPLICATIONS

Conclusions

The main objective of this study was to analyze the role of Gamification, mainly through the use of online platforms such as Quizizz and Wordwall in improving the reading comprehension skills of eleventh-grade students in the EFL classroom. After implementing the different lessons that were part of the pedagogical intervention and carrying out the analysis of the data collected, the following conclusions are presented below:

- Firstly, the implementation of platforms such as Quizizz and Wordwall allowed students through the activities carried out to develop learning objectives that led them to improve their reading comprehension. Hence the importance that through the game elements found within these applications, students found a didactic tool that allowed them to recognize their failures and successes to continue strengthening their learning processes.
- Secondly, Feedback as an aspect of assessment was evident throughout the implementation of these gamified tools. As a result, students did not show feelings of discouragement; on the contrary, they evidenced that through the recognition of what they had to strengthen in their reading comprehension, they felt confident and engaged throughout the development of the lessons.
- Thirdly, the implementation of Gamification through ICT as a pedagogical strategy in the EFL classroom promoted the active participation of students, so that they felt motivated and intrinsically involved in the learning process. On the one hand, students stated that by using the gamified platforms (Quizizz and Wordwall) they

acquired new vocabulary contributing to the improvement of reading comprehension skills. On the other hand, the findings showed that students were much more motivated and learning became a fun experience, fostering collaborative work, trust, active participation in the EFL classroom, as mentioned above, and of course commitment to their learning.

- Fourthly, implementing Gamification as a motivational strategy in the EFL classroom, promotes environments of participation of the learners and even allows those learners who do not usually participate, to feel comfortable and confident at the same time that they learn by generating equality and learning from each other.
- Finally, another finding found as a result of the analysis, evidenced that through Gamification, creativity as an intrinsic motivating agent, students were called to create further activities in which through gamified platforms boost the classes. And even, they evidenced that through the implementation of these tools, they consider them useful for their university and professional life.

In conclusion, this research study revealed that the role of gamification through the implementation of online gamified tools such as Quizizz and Wordwall, allowed students to improve their reading comprehension by carrying out learning objectives for the benefit of the assertive application of reading comprehension skills worked in class so that they could achieve the necessary understanding of the texts addressed throughout the pedagogical intervention. On the other hand, students found in gamification a strategy in which they recognized their failures and successes to strengthen their learning, which shows that this type of gamified tools promote, through feedback, the confidence that students needed to continue improving in their learning processes. At the same time, within the EFL classroom, intrinsic motivation and active

participation environments were encouraged. As a result, other skills developed by the students emerged from these dynamics, such as teamwork, and therefore a high level of engagement from them was evidenced.

Pedagogical Implications

In regards to the pedagogical implication of this study, it is possible to mention:

- Promoting environments of active participation and interaction in the EFL classroom through the use of ICT and Gamification provides a wide range of possibilities for language teachers to enrich our pedagogical practices. For this reason, we must constantly bring ourselves up to date in the use, design, and implementation of these pedagogical strategies. We also need to offer our students the possibility of re-signifying the use of mobile devices, since through these resources new and innovative ways of learning a language may be carried out.
- Regarding the school in which this study was carried out, the implementation of gamified tools as a strategy to improve reading comprehension in eleventh-grade students contributed to percentage growth in the results of the Saber 11th test, showing that the pedagogical intervention implemented throughout this research had an impact on both the students and the academic community at the school Gimnasio Los Sauces.
- Concerning Gamification through ICT as a didactic strategy in the EFL classroom in the Colombian context, more research should continue to be generated. We should not forget that studies in this field are limited in our

country. So as language teachers we are called to implement gamification through various strategies to promote the development and strengthening of different skills. Especially those life competencies, which through the development of 21st- century skills provide students what they need to perform in real-life contexts.

Limitations of the study and recommendations

Among the limitations found, it was presented concerning the development of institutional activities that sometimes affected the time of implementation of the activities. In addition, during the time in which this study was carried out, eleventh-grade students were immersed in different trainings and conferences related to vocational and professional counseling. This generated movements in the schedule as well as in the timetables proposed for the development of the pedagogical intervention.

It is important to consider the context in which this proposal can be implemented, considering that the schools and even the students are not provided with technological devices, such as mobile phones and even no internet connection.

In accordance with the recommendations, I would like to suggest that this type of experience may also be carried out with students from different educational levels and even implementing other tools such as Kahoot!, Quizlet, Educaplay, among others. These can be adjusted to the needs of the students and, of course, the context. However, it should also be taken into account that Gamification is a strategy that can be adapted not only to the use of ICT tools but also to the design of proposals that include the game as a motivating agent in the teaching-learning of languages.

Further research

As a teacher-researcher, it would be interesting to develop research on how Gamification can be used to propose a formative type of assessment, an innovative assessment that implements technology intending to improve the teaching-learning processes within the EFL classroom.

Secondly, it would be meaningful to carry out research studies related to the implementation of gamified platforms to strengthen other aspects of language learning, such as grammar, listening, speaking, and writing skills.

Finally, studies related to the beliefs of both teachers and students about Gamification as a pedagogical strategy in the EFL classroom could be carried out.

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APPENDIXES

APPENDIX A. Enseñanza para la Comprensión principles.

| PEDAGOGICAL MODEL KEY ASPECTS (EpC) | |
|--|--|
| GENERATIVE TOPICS | These exploration topics have multiple connections to students' interests and experiences and can be learned in a variety of ways. These topics are fundamental to the discipline, as they engage both students and teachers and they are founded on earlier topics. |
| COMPREHENSION GOALS | The statements or questions that express what is most important to students over the term of a unit, or a course (Comprehension Goals), or over a long period, such as a school year. |
| COMPREHENSION OUTCOMES | These are activities that develop and demonstrate students' comprehension as well as implement their prior knowledge. |
| CONTINUOUS ASSESSMENT | Is the process of providing students with continuous feedback to improve their learning. |

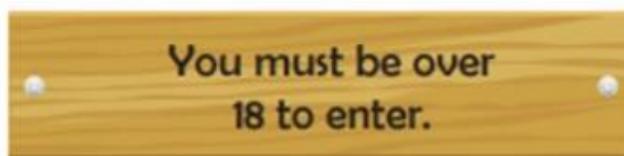
APPENDIX B. Diagnostic Test (Sample)

GIMNASIO LOS SAUCES
RAZONAR, VALORAR Y ACTUAR
PREGUNTAS SIMULACRO
INGLÉS
GRADO UNDÉCIMO

**PARTE 1**

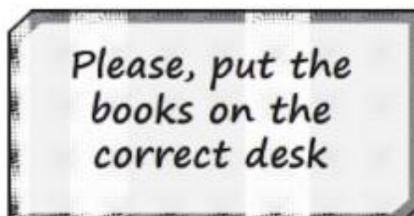
¿Dónde puede ver estos avisos? En las preguntas 1 - 6, marque A, B o C en su hoja de respuestas.

1.



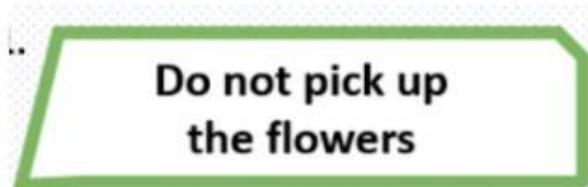
- A. In a pub.
- B. In a park.
- C. In a church.

2.

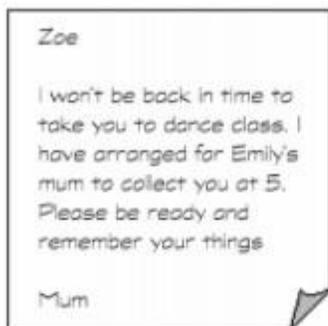


- A. in a school
- B. in a clothes shop
- C. in a toy store

3.



4.



What must Zoe do?

- A. Get ready for the dance class before Emily's mother arrives.
- B. Ask Emily's mother for a lift to the dance class.
- C. Collect her things for the dance class from Emily's mother.

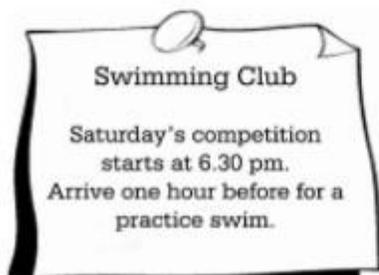
5.



What should Peter do?

- A. let Stefan know if he is delayed
- B. tell Stefan which film he wants to watch
- C. wait for Stefan inside the cinema

6.



- A. any
 - B. some
 - C. little
- 23.
- A. has
 - B. is
 - C. are

PARTE 5

Lea el texto y responda las preguntas. En las preguntas 24 - 28, marque A, B o C en su hoja de respuestas.

JAMES SALTER'S DAYS IN FILM

James Salter was a pilot in the United States Air Force. He abandoned the military profession in 1957 after the publication of his first novel, *The Hunters*. He is best known as a novelist, but during the sixties and seventies, he worked in film making. Salter made documentaries, wrote texts for films, and even was the director of a film called *Three*, starring Charlotte Rampling and Sam Waterston. In *Passionate Falsehoods*, which was adapted from Salter's book *Burning the Days*, published in *The New Yorker* in 1997, Salter tells the story of his life in film.

Salter's time in the film world is both good and bad. In Rome, he met directors and stars. In New York, he explored the city with Robert Redford and enjoyed being famous. Deborah Treisman and Michael Agger have talked about Salter. Nick Paumgarten in *The Last Book*, describes Salter's opinion about his film career: "Of sixteen texts for movies, only four were popular. There was money, attractive women, and entrance into rooms where there were stories more for the dinner table than for the page." Salter thought he was wasting his time. Perhaps he wasted his time in a larger artistic way, but it still makes for attractive reading. *The Last Book* is available to everyone in online stores.

24. James Salter is famous for
- A. his movies.
 - B. his plays.
 - C. his books.
25. *The Last Book* can be found
- A. in museums.
 - B. at a café.
 - C. on the web.
26. *Passionate Falsehoods* is
- A. a newspaper.
 - B. a play.
 - C. a movie.
27. Reading about James Salter's years in the cinema could be
- A. clever enough.
 - B. quite interesting.
 - C. just fair.
28. Salter had nice and difficult times in his
- A. acting years.
 - B. big screen work.

- C. visit to one city.

PARTE 6

Lea el texto y responda las preguntas. En las preguntas 29 - 32, marque A, B o C en su hoja de respuestas.

How did the Steam Engine change life?

To fully appreciate the impact of the steam engine, let us go back to the time before the steam engine, the 1600's. At that time, power could be obtained mainly from three sources: Wind. Wind power is free, and it does not involve complex machinery. The trouble with wind power is that it's not very constant, and can't be used anywhere except on extremely flat terrain. Hills, and even trees, can obstruct the wind. Animal. Beasts like the horse or the ox provided animal power. It was abundant and fuel was easy to get. The trouble with animal power is that it doesn't scale up very well. If you need two horsepower to move a wagon down a road, you tie two horses and there you go, but if you need two hundred horsepower to turn the machinery in a factory, you have a problem. Water. More correctly, water running downhill. Find a flow of water, build a water wheel, direct the flow on top, and you have power. Unlike animal power, it can be scaled up - just find a larger stream and build a larger water wheel. Unlike wind power, it was reliable. There was just one problem: water running downhill only existed in certain places, usually around hills or mountains. So if you wanted to get water power, you had to locate in the mountains. With the steam engine it was possible to run a factory anywhere a person chose to build it. It was possible to move a ship, power a locomotive, and pull hundreds of tons at high speed. Steam power not only ran the factories of the Industrial Revolution, it also speeded up and made more reliable large scale transportation.

Taken and adapted from: <http://ahra.myiploa.com/SteamHistory.htm>

29. According to the author, it is necessary to know the life before the steam engine invention
- in order to understand better the engine's influence in common life.
 - to know the advantages of other energy sources during 1600's.
 - All are correct.
30. Before the steam engine there was three main energy sources, but
- it was not possible to scale them up very well in 1600's.
 - they had some disadvantages that steam machine solved.
 - you had to locate in the mountains to use them well.
31. What energy source was both reliable and could be scaled up?
- Water.
 - Animals.
 - Wind.
32. According to the reading, the steam engine is important because
- the story of the steam engine is the story of modern invention.
 - the Industrial Revolution made more reliable transportation.
 - it contributed to the development of industry and transportation.

APPENDIX C. Informed Consent form

Bogotá D.C, _____

Colegio Gimnasio Los Sauces
Área de Inglés

Estimados estudiantes y padres de familia:

Como parte de mi formación profesional, me encuentro cursando la Maestría en Enseñanza de Lenguas Extranjeras en la Universidad Pedagógica Nacional, la cual precisa como requisito de grado un estudio de investigación enfocado en el aula de clase. Esta investigación pretende mejorar las habilidades de comprensión de lectura a través de la implementación de juegos/herramientas online con los estudiantes del grado undécimo (1103). El propósito es generar espacios que ayuden a fortalecer los procesos de comprensión lectora en inglés de los estudiantes, los cuales serán de utilidad no solo para el desarrollo de las clases sino servirán como herramienta de preparación para el examen SABER 11° e incluso para otros exámenes de certificación a nivel internacional.

En ánimo de atender a los aspectos éticos que implica este tipo de investigación, es importante resaltar que la identidad de los estudiantes permanecerá anónima en cualquier tipo de reporte de resultados que se genere al culminar el estudio (i. e. el documento final de tesis y posibles artículos en revistas académicas), además, la docente investigadora será la única con acceso a los datos y resultados que se obtengan a través de los instrumentos de recolección de datos. Los estudiantes decidirán voluntariamente ser parte de la investigación, sin embargo, harán parte de un proceso activo de enseñanza sobre procesos de lectura, por consiguiente se espera su participación en todas las actividades propuestas en el estudio pues estas hacen parte del plan estudios y planeación propias de la asignatura (Inglés).

En caso de dudas acerca del estudio y del rol del estudiante como participante puede contactarme en cualquier momento a través del correo msanabriah@upn.edu.co o por medio de agendamiento (Cibercolegios) a reunión virtual de acuerdo a mi horario de atención a padres por plataforma Google Meet. Por favor diligencie la sección de abajo con el fin de autorizar y tener conocimiento de la participación del estudiante en este estudio.

El siguiente espacio es proporcionado para que el padre de familia y el estudiante suministren los datos requeridos para autorizar su participación en la investigación.

Agradeciendo inmensamente su colaboración.

Cordialmente,

Maritza Sanabria Huertas

Lic. Español y Lenguas Extranjeras (Universidad Pedagógica Nacional)

Mg. (en curso) en Enseñanza de Lenguas Extranjeras (Universidad Pedagógica Nacional)

Yo, _____, con número de identificación _____ de _____, manifiesto que tengo conocimiento sobre el propósito y objetivo de la investigación y autorizo a mi hijo (a) _____, con número de identificación _____ de _____ en el presente estudio de investigación, previo conocimiento de sus implicaciones y del rol del estudiante como participante. He recibido copia de este documento.

Firma del acudiente
C.C _____

Firma del estudiante
T.I _____

Bogotá D.C, _____

Vicerrectora
Lic. Diana Rocío Rosas Segura
Colegio Gimnasio Los Sauces

Cordial saludo:

Por medio de la presente, me dirijo a usted con el fin de solicitarle autorización para realizar la intervención pedagógica de la investigación que estoy desarrollando en el marco de mis estudios de Maestría en Enseñanza de Lenguas Extranjeras de la Universidad Pedagógica Nacional, y la cual se titula *"ENHANCING ADOLESCENT ENGLISH LEARNERS' READING COMPREHENSION SKILLS THROUGH GAMIFICATION AT A PRIVATE SCHOOL IN BOGOTÁ"* la cual pretende mejorar las habilidades de comprensión de lectura a través de la implementación de juegos/herramientas online con los estudiantes del grado undécimo (1103). El propósito es generar espacios que ayuden a fortalecer los procesos de comprensión lectora en inglés de los estudiantes, los cuales serán de utilidad no solo para el desarrollo de las clases sino servirán como herramienta de preparación para el examen SABER 11° e incluso para otros exámenes de certificación a nivel internacional.

Por consiguiente, la implementación se llevará a cabo dentro de las clases de inglés teniendo en cuenta el plan de estudios a mi cargo, la planeación correspondiente al presente periodo académico y contará con las autorizaciones (consentimiento informado) de los padres de familia, los cuales serán enviados en tanto sea autorizado el desarrollo de la investigación por parte de las directivas de la institución.

A continuación se presentan las condiciones de la participación de los estudiantes del grado undécimo (1103):

- ✓ Para que los estudiantes puedan desarrollar los ejercicios y/o actividades online propuestas para esta investigación deben contar con el uso de su dispositivo celular únicamente al interior de las clases de inglés.
- ✓ La participación en fotos o videos de los estudiantes no tendrá repercusiones o consecuencias en sus actividades escolares, evaluaciones o calificaciones.
- ✓ La identidad de los estudiantes no será publicada, ni las imágenes registradas en fotos, ni los audios y videos. Estos sólo se usarán únicamente para propósitos específicos y como evidencia de la intervención pedagógica por parte de la docente investigadora.
- ✓ La docente investigadora garantizarán la protección de las imágenes y videos de los estudiantes, de acuerdo con la normatividad vigente, durante y posteriormente al proceso.

Sin otro en particular y agradeciéndole de ante mano su gentil colaboración, me despido.

Cordialmente,

Maritza Sanabria Huertas
Lic. Español y Lenguas Extranjeras (Universidad Pedagógica Nacional)
Mg. (en curso) en Enseñanza de Lenguas Extranjeras (Universidad Pedagógica Nacional)

APPENDIX D. Survey (Sample)

 ELEVENTH GRADERS STUDENT'S SURVEY     

[Preguntas](#) [Respuestas](#) **23** [Configuración](#)



ELEVENTH GRADERS STUDENT'S SURVEY

Lee cuidadosamente cada pregunta y sobretodo es importante tu honestidad al momento de responder a esta encuesta. Thank you very much!

GRADO:

1103

GÉNERO:

Masculino

Femenino

¿Qué herramientas online utiliza tu docente de inglés para el desarrollo de la clase?



ELEVENTH GRADERS STUDENT'S SURVEY



Preguntas Respuestas **23** Configuración

¿Qué herramientas online utiliza tu docente de inglés para el desarrollo de la clase?

Texto de respuesta larga

¿Consideras que las herramientas utilizadas por tu docente en clase son efectivas para aprender inglés?

Sí

No

¿Consideras que las herramientas didácticas (Quizizz y Wordwall) que implementó tu docente te han permitido mejorar tu aprendizaje del inglés?

Sí

No

Selecciona las herramientas online más significativas que ha implementado tu docente de inglés con el fin de mejorar tu aprendizaje en esta lengua extranjera.

Kahoot

Quizizz

Wordwall



APPENDIX E. Questionnaire (Sample)

 CUESTIONARIO (QUESTIONNAIRE) IMPROVING READING COMPREHENSION SKILLS THROUGH GAMIFICATION     

Preguntas Respuestas **34** Configuración

Sección 1 de 3

CUESTIONARIO (QUESTIONNAIRE) IMPROVING READING COMPREHENSION SKILLS THROUGH GAMIFICATION

Como parte de mi formación profesional, me encuentro cursando la Maestría en Enseñanza de Lenguas Extranjeras en la Universidad Pedagógica Nacional, la cual precisa como requisito de grado un estudio de investigación enfocado en el aula de clase. Esta investigación pretende mejorar las habilidades de comprensión de lectura a través de la implementación de juegos/herramientas online con los estudiantes del grado undécimo (1103).

NOMBRE DEL ESTUDIANTE: *

Texto de respuesta corta

GRADO: *

1103

GÉNERO: *

Masculino



Preguntas

Respuestas 34

Configuración

COMPRESIÓN DE LECTURA (READING COMPREHENSION)

Para responder estas preguntas debes tener en cuenta las lecturas que hemos desarrollado en nuestras clases de Inglés.

Before starting reading, I try to guess what the text will be about using reading strategies such * as Predicting and Previewing.

YES

NO

While reading, I can identify the main point (ideas) or important information in a text. *

YES

NO

After the implementation of reading strategies such as Inference, Skimming, and Scanning, I * find English reading comprehension simple.

YES

NO





Preguntas

Respuestas 34

Configuración

HERRAMIENTAS ONLINE (GAMIFICATION STRATEGIES)



Descripción (opcional)

Did the online platforms applied in class allow me to learn new vocabulary in English? *

SI

NO

Did the implementation of the platforms used in class (Wordwall and Quizizz) allow me to improve my reading comprehension process in English? *

SI

NO

I found the gamified tools (Wordwall and Quizizz) applied in the classroom activities: *

Interesantes

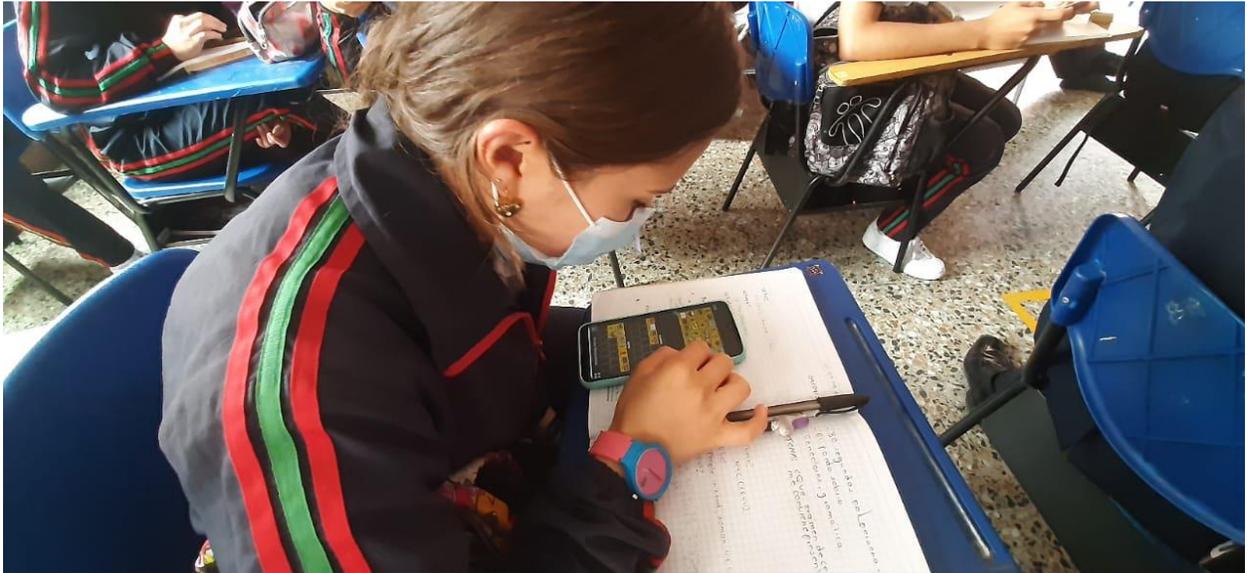
Divertidas

Motivadoras



APPENDIX F. Semi-structured Interview Questions.

1. ¿Cómo te parecieron las herramientas gamificadas que se implementaron en las clases de inglés?
2. ¿Qué opinas acerca de la implementación de estas plataformas gamificadas, piensas que estás aportan de manera significativa en el aprendizaje del inglés?
3. ¿Cuáles serían los aportes que consideras importantes en relación a las herramientas de gamificación utilizadas en las clases? ¿consideras que estas aportan en el aprendizaje de vocabulario y en el fortalecimiento de la comprensión lectora en inglés?
4. ¿Qué otros aspectos encontraste en relación a la implementación de herramientas de gamificación tales como Quizizz y Wordwall?
5. ¿Qué otras habilidades consideras que se desarrollaron a lo largo de la utilización de las plataformas Quizizz y Wordwall al interior de las clases?
6. ¿Qué dificultades consideras que encontraste al usar estas plataformas gamificadas (Quizizz, Wordwall) al momento de desarrollar ejercicios de comprensión lectora en inglés?



QUIZZZ Search Reports

1103. MARITZA Basic account Live quiz

Upgrade to Super

Create

Explore My library Reports Classes Settings More

September 30th 2021, 10:37 AM (4 months ago) 70% Accuracy 10 Questions 34 Participant Attempts

1. "TV shows that never made it past the plot" (Reading 11th) View quiz Flashcards Live Dashboard

Participants Questions Overview Topics Print Download

| Participant names | Score | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 |
|--------------------------|--------------|----|----|----|----|----|----|----|----|----|-----|
| Juan Conde | 11480 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Jhohan Vargas | 9720 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Z9 Silva Wilson | 9710 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| MANUEL RIAÑO (Sebasti... | 9070 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Eduard Orrego | 9050 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 02 Aguilón Juan | 9030 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Santiago Muñoz | 8770 (90%) | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Karol Moreno | 8540 (90%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✗ | ✗ | ✓ | ✓ |
| nathalia Diaz | 7840 (80%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✗ | ✗ | ✓ | ✓ |
| Daniela Rondón | 7450 (90%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✗ | ✓ |
| Ortiz Laura | 7350 (80%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✗ | ✗ | ✓ |
| Macías Santiago | 7210 (80%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✗ | ✗ | ✓ |

Ayuda

QUIZZZ Search Reports

1103. MARITZA Basic account 1. The setting of the story includes...

Upgrade to Super

Create

Explore My library Reports Classes Settings More

1. The setting of the story includes... Expand

- Geneva, France and Moscow. 7 participants 18%
- Ingolstadt, Switzerland and North Pole. 22 participants 58%
- Scotland, Ireland and Italy. 3 participants 8%
- France, northern ice and Moscow. 3 participants 8%
- Unattempted 3 participants 8%

2. According to the story we can infer that the author lived in a time of... Expand

- scientific advances, medicine in special. 32 participants 84%
- religion and faith. 1 participant 3%
- technology and information. 1 participant 3%
- understanding and mutual respect. 2 participants 5%
- Unattempted 2 participants 5%

3. Frankenstein is the name of... Expand

- The Castle. 0 participants 0%
- The Monster. 15 participants 39%
- The doctor who created the monster. 21 participants 55%
- The teacher of the doctor who created the monster. 0 participants 0%
- Unattempted 2 participants 5%

Ayuda

QUIZZZ Search Reports

1103. MARITZA Basic account 5. Frankenstein was written by...

Upgrade to Super

Create

Explore My library Reports Classes Settings More

5. Frankenstein was written by... Expand

- Mary Shelley in 1818. 28 participants 74%
- J.K. Rowling in 1818. 1 participant 3%
- Mary Shelley in 1918. 6 participants 16%
- Charles Dickens in 1918. 1 participant 3%
- Unattempted 2 participants 5%

6. The book leads to the fact that... Expand

- appearance doesn't interfere in the way people are treated. 11 participants 29%
- ugly people must be bad. 1 participant 3%
- good looking people are always good. 0 participants 0%
- human nature judgement is superficial. 23 participants 61%
- Unattempted 3 participants 8%

7. It is not a character in the story. Expand

- Victor Frankenstein 1 participant 3%
- Elizabeth Lavenza 5 participants 13%
- The Monster 1 participant 3%
- Percy Shelley 30 participants 79%
- Unattempted 1 participant 3%

Ayuda

Wordwall Create better lessons quicker Home Features Community My Activities My Results Create Activity Upgrade starlight4

0:16

TV SHOWS MOVIES

Submit Answers

VOCABULARY 1 TV SHOWS VS MOVIES by Starlight4

Switch template INTERACTIVES Group sort True or false Gameshow quiz Image quiz Maze chase Show all

Wordwall Create better lessons quicker Home Features Community My Activities My Results Create Activity Upgrade starlight4

0:08 Tap the matching tile

Amusement park Bank Airport Fire department Cinema Department store Congested Fitness center Beauty salon Café Apartment building Church Appliance store Bookstore Fast food restaurant Barber shop Drugstore Bakery Bus Stop City

Cities Vocabulary (Bogotá) by Starlight4

Switch template INTERACTIVES Tap the match Match up Quiz Gameshow quiz Maze chase Show all

Wordwall Create better lessons quicker Home Features Community My Activities My Results Create Activity Upgrade starlight4

0:00

Illness Hypothermia Struggling Diver Get sick Give up Climber Adventure Look after Go down Icy water Set off Equipment Skills Carry out Expedition

"Doctors of Adventure" Vocabulary Review by Starlight4

Switch template INTERACTIVES Find the match Match up Quiz Gameshow quiz Maze chase Show all

APPENDIX H. Matrix of Categories of Analysis (Sample)

MATRIX OF RELATIONSHIPS BETWEEN CATEGORIES OF ANALYSIS

SEMI-STRUCTURED INTERVIEWS

| Category | Subcategories | Student 1 | Student 2 | Student 3 |
|-------------------------------|--|--|---|---|
| Reading Comprehension Skills. | <p>Enhancement of Vocabulary</p> <p>Reading Comprehension (Contexto Aprendizaje del Inglés)</p> <p>Sin embargo, se recomienda fortalecer también gramática.</p> <p>Vocabulary and Reading Comprehension Enhancement.</p> | <p>"el trabajar estas plataformas ayuda demasiado a enriquecer demasiado el vocabulario. Y... esto conlleva a fortalecer la comprensión lectora (pausa) es decir que si yo tengo un bagaje amplio en vocabulario puedo comprender mejor lo que está eh... tratándose en la lectura."</p> <p>"...Y evidentemente, el trabajar estas plataformas ayuda demasiado a enriquecer demasiado el vocabulario. Y... esto conlleva a fortalecer la comprensión lectora (pausa) es decir que si yo tengo un bagaje amplio en vocabulario puedo comprender mejor lo que está eh... tratándose en la lectura."</p> <p>"...poner en práctica el vocabulario y más en un texto. El que una palabra tenga el contexto"</p> | <p>1. "Pues... son herramientas que facilitan la comprensión de saberes."</p> <p>2. "Ehhh el entender los saberes, entender sobre todo vocabulario de forma práctica."</p> <p>3. "... y que va a servir para el conocimiento y el aprendizaje del inglés."</p> <p>4. "...el uso de estas herramientas que aportan de forma significativa a lo que es vocabulario, comprensión lectora, los estudiantes Ehh... de forma dinámica van reforzando cada uno de estos conocimientos básicos que ya tienen."</p> <p>5. "...en el uso mediado, en el uso práctico de estas herramientas los estudiantes van adquiriendo conocimiento que ayuda para fortalecer cada una de las bases que ellos tienen en cuanto a vocabulario, en cuanto a comprensión lectora."</p> | <p>1. "son fáciles de comprender eh... porque eh... digamos si hay una palabra que desconozco, la imagen me lleva aaa... a comprenderla o aaa... hacer un interpretación de la misma."</p> <p>2. "... Si, si es importante implementarlas porque finalmente hace parte del conocimiento de la persona."</p> <p>3. "...si pueden llegar a fortalecer esas capacidades para leer textos en inglés, porque uno va alimentando ese léxico en cuanto a las... en cuanto el vocabulario en cuanto al inglés."</p> <p>4. "Entonces, digamos yo no sabía cómo se decía "cielo" pero ya si hay una imagen que dice... que está el cielo y al otro lado dice "sky" entonces ya sé que cielo es "sky" pues ya sé que cielos es "sky" y si está dentro del texto pues ya voy a saber que es."</p> |

| | | | | |
|--|--|---|---|---|
| | | | <p>12. "un punto a mejorar o una sugerencia para el uso de estas herramientas, que se ponga en práctica un poco más el aspecto gramatical."</p> <p>13. "como aspectos positivos de las herramientas utilizadas en clase, está la diversidad de presentación de las preguntas en la aplicación."</p> | |
| Online Gamified Platforms (Gamification) | <p>EFL meaningful Learning (Practice) ICT's implementation. Assessment. Gamification mechanics and features (Feedback, Time, rewards, leaderboards).</p> | <p>1. "Pues... me parecieron plataformas muy interesantes que facilitan el aprendizaje y así mismo evaluar lo que se aprendió o se comprendió."</p> <p>2. "... el evaluar el proceso"</p> <p>3. "...insertar imágenes y ser muy visuales, aportan de modo valioso al"</p> | <p>1. "herramientas queee ayudan a adquirir un conocimiento nuevo de forma dinámica, de forma práctica."</p> <p>2. "...la implementación y el aporte de estas herramientas para los estudiantes es muy significativo porque se maneja de forma"</p> | <p>1. "Ehhh... yo considero que estas herramientas son muy importantes... son (mmm) de hecho son necesarias por las nuevas modalidades de la educación."</p> <p>2. "Entonces es un... son herramientas de aprendizaje importantísimas para la vida"</p> <p>3. "Ehhh... profe, pues los"</p> |

MATRIX OF RELATIONSHIPS BETWEEN CATEGORIES OF ANALYSIS

OPEN-ENDED QUESTION (QUESTIONNAIRE)

Question: Taking into account the use of this tool (Quizizz) Did it help you to comprehend the reading worked in this class? (You can answer in English or Spanish)

| Category | Subcategories | Student's Number and Excerpt |
|-------------------------------|--|---|
| Reading Comprehension Skills. | Enhancement of Vocabulary | Student 4: "Gracias a las palabras claves comprendí algunos datos de los diferentes programas de TV." |
| | Reading Comprehension. (Contexto Aprendizaje del Inglés) Sin embargo, se recomienda fortalecer también gramática. | Student 5: "Las palabras desconocidas trabajadas en clase ayudan mucho al momento de comprender los textos." Student 7: "In my opinion worked reading helps to have a better vocabulary as well as a better pronunciation." Student 8: "Es bastante útil porque permite recordar de manera sencilla el vocabulario aprendido en clase." Student 9: "Yes, because it helps to apply all the knowledge of this topic." Student 11: "Me ayudo bastante para practicar sobre lo leído en clases además de poder poner en práctica habilidades de lectura y comprensión." Student 13: "This game helps me understand and learn more vocabulary." Student 17: "It helped me to understand the subject because I learned new terms, their definitions and synonyms, understanding in what context they are treated." |
| | Vocabulary and Reading | |

| | | |
|--|---|---|
| | Comprehension Enhancement. | Student 23: "Sí, ya que es una forma didáctica de recopilar y entender información, además es muy probable que el vocabulario usado de la lectura en esta herramienta quede grabado en mi memoria y me será muy útil." |
| Online Gamified Platforms (Gamification) | EFL meaningful Learning (Practice) ICT's implementation. Assessment. Gamification mechanics and features (Feedback, Time, rewards, leaderboards). | Student 6: "Sí, ya que de manera interactiva podemos reforzar las nuevas palabras y las actividades en clase." Student 10: "Es una buena manera de aprendizaje y ayuda a comprender la temática." Student 12: "Esta app es útil para el estudio por su interactividad." Student 14: "Sí, me ayudo a comprenderla de forma dinámica." Student 15: "Me ayudo a identificar datos importantes que presentaba la lectura y a reconocer mis errores de comprensión frente a la misma." Student 16: "Yes, since it is a more interactive way, thus allowing us a clearer understanding of this." Student 18: "Sí, ya que lo hace de una forma interactiva y creativa y me ayuda a entender mejor el tema." Student 19: "Esta herramienta no sólo agiliza nuestra comprensión y respuesta, también es una forma divertida de aprender, nos lleva a poner en práctica lo que aprendimos y demuestra la atención prestada en clase, además es una forma eficaz de evaluar." Student 20: "Me parece buena está actividad porque nos revisa lo que hemos trabajado durante la clase y podemos ver si estamos en lo correcto." Student 21: "Yes, because mention the different things that appear in the reading, doing the activity interactive and funny." |