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**GAMIFICATION AS A STRATEGY TO IMPROVE THE
READING SKILLS OF FOURTH-GRADE STUDENTS AT
ESCUELA DEL CARMEN DURING THE FIRST QUARTER OF
2023**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

SHELSY VALERIA GABUARDI BUSTAMANTE

**THESIS MENTOR: M.SC. CATALINA GUERRERO
TROYO**

SEDE: ARANJUEZ

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Abstract

The aim of this thesis was to answer the following question: how does the implementation of gamification increase the reading skills of Fourth-Grade students at Escuela del Carmen during the First Quarter of 2023? Therefore, the researcher worked with the fourth graders at Escuela el Carmen Escazu. Therefore, in order to achieve the goals of the investigation, the researcher carried out quantitative research, since the idea was to look for general results. Furthermore, these results were observed in the English classes. As a result, the researcher obtained answers regarding the opinion, and feelings of the fourth graders at Escuela del Carmen. Following this, the researcher found, with the help of many instruments, that the fourth graders were great groups, but with an extreme lack of reading skills. However, with the help of the application of gamification, the researcher and the teacher of the class, helped the students to improve a lot in a very short time, their reading skills. Therefore, the researcher found that indeed, gamified classes are a huge advantage in a classroom environment, in which not just students, but also teachers benefit from it.

Resumen

El objetivo de esta tesis era responder la siguiente pregunta: ¿De qué manera la implementación de la gamificación incrementa las habilidades lectoras de los estudiantes de Cuarto Grado de la Escuela del Carmen durante el Primer Trimestre de 2023? Por ello, la investigadora trabajó con los alumnos de cuarto grado de la Escuela el Carmen Escazú. Por lo tanto, para lograr los objetivos de la investigación, la investigadora trabajó con un enfoque cuantitativo, ya que la idea era buscar resultados generales. Además, estos resultados se observaron en las clases de inglés. Como resultado, la investigadora obtuvo resultados en cuanto a la opinión y sentimientos de los alumnos de cuarto grado de la Escuela del Carmen. A raíz de esto, el investigador encontró, con la ayuda de muchos instrumentos, que los alumnos de cuarto grado son grupos muy buenos, pero con una falta extrema de sus habilidades de lectura. Sin embargo, con la ayuda del uso de la gamificación, la investigadora y docente de la clase le ayudaron a los estudiantes a mejorar mucho en muy poco tiempo sus habilidades de lectura. Por lo tanto, el investigador descubrió que, de hecho, las clases gamificadas son de gran ayuda en un entorno de aula, en el que no solo los estudiantes sino también los maestros se benefician.

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Chapter I

Introductory Framework

This research aims to make readers aware of the problem Escuela del Carmen Primary School faces with its fourth-grade students in 2023. The problem is found to be the need for more reading skills. Having difficulties with reading skills is common in Costa Rica, and in many schools in the country, students have been dealing with this problem. Aguilar (2013), in his research, mentions, "general lack of reading behavior as part of the Costa Rican society is a great influencing aspect in the lack of reading behavior students faced and face nowadays" (p. 2). As a result, many teachers are making great efforts to fix the problem with many useful methods. However, in this case, this research aims to test the effectiveness of using gamification to help fourth-grade students during the first quarter of 2023. Gamification has been a great method. For this reason, many teachers worldwide have been using it to improve or help their students with subjects or topics they are struggling with. In this first chapter, readers will learn why fourth-grade students at Escuela del Carmen have reading deficiencies and how many researchers have used gamification to improve this problem.

1.1 Problem Statement

Languages are very popular nowadays. English is found within the most significant ones. Lane (2021) reports 370 million native English speakers. English is in the top three most spoken languages worldwide. Also, English is a language that helps people communicate worldwide. It also opens cultural, work, education abroad, and tourism doors. For instance, worldwide, many people are trying to learn English, which means people recognize the importance of learning a language abroad, in this case, English. Therefore, in Costa Rica, public schools aim to become

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bilinguals, and English is among the principles of languages to reach this goal. However, in some schools, achieving this goal has been challenging.

Learning English as a foreign language involves many aspects. One of the most important aspects is the four skills students have to work on. The four skills in English are listening, writing, speaking, and reading. All of them are crucial; thus, students must manage all of them to acquire knowledge of a foreign language. It is extremely important to succeed in all of these skills. Having this in mind, the key to reaching the goal in Costa Rica of acquiring English as a foreign language is to manage the four of them.

Currently, in Escuela del Carmen, the fourth graders students need some help with their reading skills. As well as presenting a need for more understanding of reading skills. Because of this, they present many troubles in classes, such as difficulties in becoming bilingual or at least get a high level of English. Some of these problems relate to practices or worksheets since they need help providing the correct answer. On the other hand, the native language of the students is Spanish; however, the target language to be used in the investigation will be English, and the skill to reach, as mentioned, is reading comprehension. Therefore, the purpose of this investigation is to contribute to helping fourth graders at Escuela del Carmen to overcome reading comprehension.

According to the proficiency levels projection for the English Curriculum of MEP (2016), fourth-grade students must manage an A2 level. Nevertheless, the fourth-grade students at Escuela del Carmen still need to achieve that level. This is because they are presenting the consequences of the Covid-19 pandemic. They need help with a strong reading skill deficit.

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Therefore, they need help accomplishing level A2 that MEP requires for fourth graders in their curriculum.

During the pandemic, most students spent their time playing video games or playing with their toys. Furthermore, when they were confronted with the reality of going back to school, their minds were focused on games since it was what they did the most for almost two years. As a result, they see the learning process as uninteresting or difficult because of their delay in education. Therefore, it was extremely frustrating for students to learn some topics, and when it comes to learning a foreign language, they need to see the meaning of learning a new language.

There is no doubt that these students are not motivated in the process of learning. For instance, the best way to motivate them is through something they enjoy and know how to do it perfectly. Victoria (2021) stated that "Playing games in the classroom increases overall motivation. By playing games, students become more motivated to learn, pay attention, and participate in set tasks" (pp. 4). Indeed, games can help the learning process, as they spent the last two years gaming. Let us face it. There are some subjects that cannot be games. This is why this investigation aims to help the fourth graders students at Escuela del Carmen through gamification. Most of the topics or subjects a teacher must work on to improve their students' reading comprehension skills could be more exciting to them. Therefore, the big question is, how does the implementation of gamification increase the reading skills of Fourth-Grade students at Escuela del Carmen during the First Quarter of 2023?

1.2 Objectives of the Investigation

1.2.1 General Objective

- To investigate the effect of gamification as a strategy to improve the lack of reading skills in fourth graders at Escuela del Carmen Elementary School during the I Quarter of 2023.

1.2.2 Specific Objectives

- To identify the reading difficulties in fourth graders at Escuela del Carmen Elementary School during the I Quarter of 2023
- To apply gamification to improve the lack of reading skills in fourth graders at Escuela del Carmen Elementary School during the I Quarter of 2023
- To evaluate the outcomes of using gamification to improve the reading skill of fourth graders at Escuela del Carmen Elementary School during the I Quarter of 2023

1.3 Justification

Due to the global pandemic in 2020, many students need to catch up in school. As a result, teachers have had to take measures to help their students improve in subjects they have been unable to do normally. Mainly, students need help to acquire a foreign language and get into it worse matters. They have not set up some fields in their native language, so it has become more difficult for English teachers to help them acquire a second language. Therefore, this investigation would help teachers figure out how to help the fourth-grader students in the elementary school Escuela del Carmen improve their reading skills since they are struggling in this area.

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Gamification has been a successful help in education. Blankman (2022) explained that "Gamification in education means that educators apply game design elements to an educational setting. The goal is usually to make learning more engaging" (pp. 6). As previously mentioned, gamification improves the process of learning by making it more engaging. One of the big reasons why children are facing a lack of reading is because of the lockdown. They spend much time playing video games or gaming and use less time to advance their studies. Therefore, children have great management in games, and there is no doubt that they are always interested when it comes to games. For instance, using games to help students in their learning process can be a wonderful idea.

There are many benefits to using gamification in education. According to Prados et al, (2021) using gamification has great results.

We conducted a quasi-experimental study with 85 fourth graders to evaluate the impact of a gamified platform on the student's reading comprehension and their attitudes toward reading. The results obtained revealed significant differences in favor of the experimental group concerning a more traditional approach regarding both reading comprehension and attitudes toward reading (pp. 1)

In the investigation, Prados et al. focused on reading skills showing the real benefits of using gamification. Moreover, this investigation can benefit the four-grade students at Escuela del Carmen. At the same time, gamification is a fantastic help around us in our day.

The purpose of this investigation is to help students through gamification. As previously mentioned, gamification is the application of games in subjects that are not games. Consequently, the point is to take the subjects students study with their teacher and make them into games.

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However, how to achieve this goal? It is especially important to explore some important aspects that enhance the topic. The first aspect is the neuroscience of gamification. It is true that it is already known why the students are struggling with the lack of understanding of reading, but is that all? To get to know what else is affecting, gamification is a great tool, as well as with games. People can also get to know their feelings and emotions, which is a powerful aspect of learning.

The second important aspect that enhances the topic of how to help children with gamification is a study by Buljan (2021). He found four strategies to use in gamification for learning. He first mentioned point systems based on their progress throughout the course or lesson. The second one is badged; the idea is to show that the students value the hard work and effort put into the task. The third one is leaderboards, which create a completion among students. With this, they will work harder to see there on top. The last strategy is challenging. This incorporates learning strategies like problem-solving. The students have to think outside the box to develop a solution. With these strategies in mind and more than would be applied, the idea is to benefit the fourth graders of the elementary school, Escuela del Carmen to improve their reading comprehension.

1.4 Antecedents

In order to delve into this research on how gamification will be used to improve the reading skills of fourth-grade students at the Escuela del Carmen, some documents with similar backgrounds that aim to enhance the topic will be presented. Before starting, it is important to review the meaning of gamification. It means that gamification involves everything relative to topics that are not games but are presented as games to facilitate people to understand a certain topic or even motivate people to achieve their goals differently than usual. The Investopedia team

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(2021) provides a brief explanation that says, "Gamification describes the incorporation of game-style incentives into everyday or non-game activities" (pp. 2).

The first time the word gamification was used was in 2002. Shannon (2022) mentioned, "Nick Pelling coins the term 'Gamification' to help us define the engagements and research that have and will continue to take place" (pp.16). Even though Pelling started the term of gamification, according to Chitroda (2015), it was not until 2010 that gamification set up,

Gamification began to really take off, largely due to a number of conferences and summits that featured speakers like Jesse Schell and Jane McGonigal, who virtualized the concept of gamification and got people to start thinking about the potential of gamification and its use in several aspects of our life (pp.12).

Therefore, it is already known how gamification started. However, this term was used to develop to be unwrapped in technological matters. Nevertheless, when it comes to education, gamification has a big impact too. Blankman (2022) talks about what gamification is in education "Gamification in education means that educators apply game design elements to an educational setting. The goal is usually to make learning more engaging" (pp.6). Even though one started gamification designed to improve in technological working place, there were other areas in which gamification made a huge impact, such as education.

In many countries, in schools, gamification has been a great help to help students improve in areas they are struggling with. This investigation is going to talk about how gamification helps in reading. For example, gamification was used in a public school in Peru to help students understand English texts. Laura De la Cruz et al. made a research article about it (2020). They started this because Peru is very challenging for the students to achieve a good level of learning.

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Therefore, they saw gamification as a tool to help their students. They developed three areas in which gamification can serve as an intervention, cognitive, emotional, and social. These three areas were indeed a great help for the students who were doing the investigation.

The cognitive area's idea is to transform student perspectives on learning. According to Laura De la Cruz et al. (as cited in Locke & Latham, 1990), "This, too, supports motivation and engagement" This is what they tried to accomplish with gamification in this area. In the emotional area, they found out that games help the students a lot because they invoke curiosity, frustration, and joy. In addition, optimism, and pride. When it comes to negative emotions, with the games, they get to transform those negative emotions into positive ones. Laura De la Cruz et al. (2020) state, "In schools, students realize that making mistakes is a chance to learn and improve and practice the language in many different contexts; by generating content using game-based learning on its learning" (pp.5). This second area was a huge success in the process. The last area was in a social context. In this area, Laura De la Cruz et al. conclude that it "gave successful results to the improvement of understanding texts in English as a second language facing regular and irregular verbs in simple past in a private school in Peru" (pp.7). Indeed, the research these teachers do on their students, using the three mentioned areas, was a big success.

On the other hand, another important research that can be considered is one the Technical University of Ambato in Ecuador also did. They worked with gamification as well. They noticed a problem in their high school students. They present a lack of comprehension when reading. This problem was getting worse and worse due to the pandemic in 2020. Therefore, they utilized four gamification elements to develop reading comprehension with this Silema et al. (2022) conclude:

The results obtained during the research were positive since it was possible to demonstrate the influence of gamification elements within the students' reading comprehension. The results obtained during the investigation were positive because it was possible to demonstrate the gamification elements' influence on the students' reading comprehension (pp.1).

These results contribute to this investigation. Since it shows how gamification is a great tool in education and its case to improve reading skills.

In Costa Rica, gamification is becoming very popular as well. The Centro de Instituto Proceedings of the II English Teaching Congress (2016) describes gamification as art and emphasizes the great tool it is, “ The art of gamifying the learning-teaching process is open to many possibilities, and it will be determined depending on the level of your learners, the age of your students, the course type or English program you are teaching, and the linguistic skills you want to work with” (p. 52). It is clear that gamification opens many opportunities and is very useful in many areas, especially when it comes to teaching or helping students improve in a certain skill. In addition, they concluded, "There are benefits embedded in this emergent perspective. For example, students' engagement and motivation increase due to the use of games. Moreover, learners increase their opportunities to acquire English fluently and accurately " (p. 57). There is no doubt that gamification improves students' learning process and helps teachers expand their teaching methods.

1.5 Scope

There are many goals to achieve in this investigation, and with the help of other investigations, it can be said that the goals the investigator wants to prove are:

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- The first goal is to get to know deeply why the students found difficult reading skills.
Indeed, it is already known that the Covid-19 pandemic is one of the main reasons, but what else is affecting them? Through the investigation and observation of the students, the goal is to find it out.
- The second goal is to help the students improve their reading skills. In addition, they get to realize the importance of having a second language acquisition.
- The third goal is to ensure students find the process fun and exciting while learning.
- A four-goal to achieve is to prove the effectiveness of gamification, which means to help them to improve in subjects that are not as fun and interesting but let them realize this process can be very thrilling.

Chapter II

Theoretical Framework

In this chapter, the reader will discover all the necessary information for the investigation. The researcher will provide many important aspects. Therefore, these aspects will be especially helpful in supporting the investigation. It is always important to support an investigation with theories, techniques, and methods that can be used to support the investigation. The important aspect that the search will discuss is related to Reading. In the case of Reading, aspects such as Reading comprehension, didactic classification of Reading, and Reading difficulties will be discussed.

In addition, in the second section, the searcher will be mentioned how to teach students who will have learning difficulties. Moreover, the role of language or English teacher and how is a non-native English teacher. Another section to consider is how the research pretends to help the problematics, which is with the use of gamification. Therefore, in this section, aspects such as what is gamification. What are the benefits teachers obtained by using gamification? Moreover, finally, how games can improve the learning motivation process will be discussed.

2.1 Reading Comprehension

Learning English as a second language acquisition is extremely important. In order to acquire English as a second language, learners must manage the four skills of English. The four skills are listening, speaking, writing, and reading. In the amazing process of learning English, students face several obstacles that make the process more challenging. In particular, in the four skills, when students are learning English, they always find difficulties in one of the four skills.

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For this investigation, the skill found to be a problem for the students is Reading skills. Therefore, the reader will discover important aspects of Reading comprehension difficulties in this section. First, it is important to analyze what Reading skill is. According to (Nantiesteban et al., 2021), Reading is how humans achieve intellectual, social, spiritual, and moral development. Thereby, Reading is particularly important in the process of learning. Reading can be defined as the center of the learning process, especially regarding language. Owing to the process of acquiring a second language acquisition, reading leads learners to understand many important aspects.

Reading incites us to analyze human behavior and evaluate positive or negative attitudes; it contributes to creating higher patterns of behavior and the formation of necessary convictions. Certainly, Reading is an essential part of learning a second language. Consequently, within the important aspects, Nantiesteban et al. (2021) help to expand the limits of experience.

The meaning of Reading is known already. Furthermore, it is important to go deeper and review the meaning of reading comprehension. It is the ability to understand deeply what the learner is reading. This is important since new words can be learned through excellent Reading when a person is learning a second language. To achieve this is essential to understand the context of Reading. If a person is reading a text and he or she does not understand the meaning of a word, by the context of the text, the reader can figure out the meaning. In short, this is crucial because, without dictionaries or translators, the reader will learn new words. In addition, reading comprehension is vital. A study by Perez (2016) explains that not having reading comprehension might lead to functional illiteracy. Therefore, it is important to acquire excellent reading comprehension. If learners do not try to improve their reading skills, it can greatly damage them. Besides this, it is crucial to analyze the didactic classification of Reading.

2.1.1 Didactic Classification of Reading

Reading is one of the most significant parts of learning in all contexts. Nantiesteban et al., (2021) express that Reading is the basis of the human being. Similarly, Reading opens a huge wide dimension of culture. When acquiring a new language, culture is completely significant. Since it leads the learner to know how people in a foreign language think, the learner must also release why people from a foreign language spoken in a certain way. It is crucial that the learner is interested in these matters of Reading. Considering why Reading is so vital, analyzing the classification of Reading is also a special key. Within the didactic classification of Reading, the reader can find a variety of readings (Nantiesteban et al., 2021) in their book mentioned at least ten readings. They are scanning, critical, skimming, cognitive, silent, oral, expressive, dramatized, choral, and creative Reading. It is fundamental to review all of them to realize how they all work in the reading process.

Scanning Reading can be defined as what the reader must do to find the specific information and what he or she wants to achieve. Moreover, Nantiesteban et al. (2021) explain the rest of the classifications. In addition, Nantiesteban mentioned other elements that can range from a simple revision to determine if students read a text with greater rigor to the critical analysis readings performed by a literary critic. Critical Reading is an action that the reader has to take, which involves determining the characteristics, ideas, and intentions. Then, skimming Reading is related to obtaining the semantic key. This classification works when the reader is under pressure. As a result, the reader can only read part of the lecture. So, they just read the first and last paragraphs and the main sentence of the middle texts.

On the other hand, there is the cognitive one or study reading. This one is qualified for the pleasure of Reading. Therefore, in this classification, the lectures are poems, comics, and novels,

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all related to the reader's likes. Following silent Reading is about the intellectual capacities of the individual. The idea is knowledge acquisition.

In the same way, oral Reading is the opposite of silent Reading. Moreover, according to Nantiesteban et al. (2021), expressive Reading is "the practice of this contributes to the improvement of the diction and intonation of the students." Indeed, this classification has the purpose of helping students.

The last two classifications will be mentioned. According to them, choral Reading is essential to achieve the appropriate rhythm and vocal harmony similar to sung choruses. Alternatively, dramatized Reading contributes to the skills of oral and expressive Reading. Creative Reading is the last classification that will be mentioned. However, it is not the least important. On the contrary, it is the one that helps students to learn how to write (Nantiesteban et al. 2021).

In conclusion, these classifications are major in the didactics of Reading. Nevertheless, sometimes it is significant not just to know about the didactic classification of Reading. In the process of learning, some students will show some reading difficulties. Indeed, Reading difficulties should be taken into consideration as well.

2.1.2 Reading Difficulties

Until now, the reader must know how crucial Reading is in learning a second language. However, some difficulties are fundamental to studying when it comes to Reading. The reader will discover those difficulties in continuing this investigation in this section. Beginning, let's mention what is found in the study by Casado et al. (2022), they mentioned two major components interact during reading activity. First, they discussed decoding, including

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phonological skills that provide reading precision and fluency. These two skills allow access to the meaning of written words. Second, they mentioned the general understanding of the language. This second point allows access to the representation of a sentence or speech. Casado et al. (2022) explain that two components (decoding and general language comprehension) are related dynamically and evolutionarily to reading comprehension. In brief, they discussed the importance of two components relative to reading comprehension. However, their investigation continues discussing the more serious reading difficulties relative to dyslexia.

Dyslexia is key in this part of the investigation. Since it is the main difficulty in reading comprehension. Nantiesteban et al. (2021) describe dyslexia as an etymologically indicated; dis- of difficulty and -Lexia of Reading the letter. Therefore, it means difficulty decoding or re-decoding letters and words, that is to say, in Reading. This is an acquired definition of dyslexia that helps the reader learn about this learning difficulty. Dyslexia must have a clinical follow-up.

Nonetheless, are the teachers in their classrooms who have to work on how these students will receive help? The help of the teachers must be completely related to educational matters. However, the teachers must try to show patience in this process with their students. Students with dyslexia are very talented. In other areas, their mind develops better. They are always interested in music, art, creating, theater, etcetera. In contrast, they find literature tough since they need letter clarification. Casado et al. (as cited in Serniclaes, 2011) explained that people with dyslexia discriminate between sounds of the language and the different ways of pronouncing the sounds or allophones. They said, "A lack of mastery of the indirect pathway causes phonological dyslexia. The person finds it extraordinarily difficult to use the indirect route with new or infrequent words and often makes minor or serious phonological errors when reading them" (p.25). The major

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problem is that students with dyslexia are confused about words and sounds. As a result of this, they need help reading.

No doubt, having students with dyslexia becomes a big challenge for teachers. Due to this, teachers must change the explanation, tasks, and materials for students with dyslexia. However, achieving this is possible for the teachers. Dyslexia students are students that can grow up as professionals in the same way as their other classmates. Although, they need help to fulfill some goals with their learning difficulties. Therefore, this is when the role of the teacher becomes crucial, with the help of adaptations in the curriculum. Following this, let us analyze deeply more details about the learning difficulties of dyslexia.

Furthermore, dyslexia is not just a word that defines a learning difficulty. Many studies about dyslexia have concluded how big this concept is. For example, there are types of dyslexia that describe the development of this learning difficulty. At least two types are going to be discussed. Evolutionary and developmental. For a teacher knowing all the aspects relative to dyslexia can be a great help.

The main evolutionary dyslexia can be found in phonological and superficial developmental dyslexia. First, phonological dyslexia, according to Ramos et al. (as cited in Puente, 2002), is defined as the inability to make effective use of the phonological or indirect reading procedure, which requires connections between the visual analysis system and the phoneme level. Therefore, this dyslexia happens because the students do not have the sub-lexical route, so they cannot read pseudowords. In order to get this clear, pseudowords as is a fake word—that is, a string of letters that resembles a real word (in terms of its orthographic and phonological structure) but does not exist in the language (Nordquist, 2018). Owing to this,

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phonological evolutionary dyslexia affect the acquisition and development of lexical reading procedures.

Another evolutionary dyslexia is superficial developmental dyslexia. A study by Ramos et al. (2022) explains dyslexia as incredibly common in the English language. Due to the irregular words in English, these words can be read just in the lexical-semantic. Dyslexia deals with students having difficulties reading words as a whole. Thereby, the student begins to say several words that are not correct until the correct one is said. In this way, they access the word's meaning but do not know it. This is because of the need for lexical semantics they have. In brief, evolutionary dyslexia greatly affects the reading process since phonemes are within the main areas of Reading.

Alternatively, profound dyslexia can be found as a mix of the previously mentioned. However, this one is like a set of symptoms normally relative to semantics reading errors. The main disorder of this type of dyslexia is the visual lexicon. Ramos et al. (as cited in Coltheart, 1980) stated that profound dyslexia result from the literature in an intact right cerebral hemisphere, which would take over the functions of a massively damaged left hemisphere.

There are studies of at least three types of profound dyslexia. Ramos et al. (2022) discussed the three in their book. To begin with, dyslexia is acquired deep and central by entry. This first type, according to them, is mostly relative to the visual lexicon. They are following the deep central acquired dyslexia. This second type is relative to the difficulties of understanding words visually and auditorily, mostly when they are present visually and auditorily.

Moreover, another type acquires deep central dyslexia by the exit. This third type is located in the connection of the semantic system with the phonological lexicon itself. It means

students can understand the words but read them wrong aloud. To conclude, this section is noticed how important it is to know the types of dyslexia, especially for teachers that have to deal with students with reading difficulties. Therefore, it is essential to study as teachers how to teach students with learning difficulties.

2.2.1 Teaching Students with Learning Difficulties

Reading difficulties are a real issue that students and teachers must face in the learning process. As previously mentioned, some students are diagnosed with dyslexia, which is the main reason students present Reading difficulty. Nonetheless, having a diagnosed learning disorder is not the only reason students can present reading difficulties. Another reason is the poor or low teaching by teachers. Therefore, it is tremendously important for a teacher to learn how to acquire reading teaching for their students. The students can indeed present other Reading difficulties. However, most of the time goes by hand, because of their lack of comprehension. When a student starts reading, teachers must help them in the process since there are some strategies to help them acquire good reading comprehension. Thereby, good bases will let the students with reading difficulties get to enjoy reading.

Some studies help teachers in the process of helping students. According to Klingner et al. (2015), "Students with learning disabilities are often the poorest readers. They demonstrate multiple problems associated with low comprehension, including poor decoding, fluency, and comprehension" (p. 4). Consequently, for teachers, this may become a challenge. Having students with learning disabilities is not easy. However, Klingner et al. (2015) mentioned four ways teachers can help their students improve reading comprehension. The first one is the use of documented strategies to effectively promote reading comprehension. The second and third points she mentioned were how to design instructions that integrate effective direct and approach

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instruction principles. An effective way is that teachers provide modeling, support, guide instruction, practice, attributional feedback, and opportunities to practice across text types. The last point is constantly checking the student's progress and making the necessary adjustments.

Teachers need to update their teaching methods constantly. Following this, teachers must be aware of the efficacy of different approaches. For this reason, this section will focus on the different approaches. To begin with, phonemic awareness is the main approach to analyze. From almost the beginning of their learning to read, children should be introduced to the fundamental idea that multiple spellings can represent individual sounds, and those unique spellings can represent multiple sounds (Such, 2021). This is not just a key to teaching Reading but a difficult aspect to achieve. However, the student must manage this well in order to have a good reading.

A way to help students manage phonological awareness is to teach them from the actual begging. A good start is knowing that segmenting and blending will help since these two are essential to learning to read. Then, one of the challenges of teaching children to read written languages with phonemes as the basis of their code is that they must learn to identify phonemes in words (Such, 2021). This is why starting to clarify the meaning of segmenting and blending for students is a good start. Nonetheless, not just the meaning but how to apply it before entering the teaching subject of reading large texts.

Following this, segments can be defined as breaking words or separating words into individual sounds. Besides knowing the meaning, mentioning how to teach it is important. Cultivating Literacy (2020), "When teaching the child how to segment, begin by modeling how words are made up of individual sounds (phonemes) and that these sounds can be broken apart." (Para. 5). Therefore, it is important to start with easy words. For example, in animal vocabulary,

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so in the word dog, the teacher teaches phoneme by phoneme to show the correct sounds. As a result, in practice, it will sound like /d/, /o/, and/. Then, blending is contrary to segmenting. It is how to join phonemes to form a word. The Cultivating Literacy (2020), "When teaching a child how to blend, start with sounds and ask the child to blend the sounds to create a word" (pp. 4). A good approach the teacher must take into consideration. Similarly, it is important to start with easy words. In short, phonemic awareness is an approach stronger relative to helping students with Reading.

Another approach is sight words. In short, sight words are often high-frequency and sometimes labeled difficult to words, which appears greatly in written and spoken English. In addition, sight words are about repeating and constantly repeating the same word. Moreover, another approach is regular and irregular words. For this approach of regular and irregular is important to have in mind the approach of sight words. Since both of these approaches go by hand, by this means, regular and irregular words work through sight words. Due to some words being irregular, it is just memorizing them, and the common words are false. These approaches become a huge help for teachers when teaching Reading. Indeed, taking them into consideration will be helpful in the process. Considering this section, the reader might know how to work with students with learning difficulties. However, it is also important to analyze the role of a good teacher.

2.2.2 The Role of a Language Teacher

In the process of learning, teachers take the central position. This might sound obvious; however, it is not. In learning, many aspects are involved, such as the student's efforts, the support of the relatives, or even the support the school provides dedication. Nevertheless, this research will discuss why the teacher's role is within the principal reasons of education.

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Therefore, how is important for a teacher to work hard to become a great teacher. How can a teacher be sure if he/she is a good teacher? First, think about what is important. A teacher has to take into consideration the needs of their students. Especially when it comes to teaching another language, learning another language is one of the most challenging subjects in school. Many students have expressed their feelings regarding the subject. Owing to this, many said it is hard to understand, they feel embarrassed when practicing in public, and many even express disappointment with themselves. Therefore, the role of the teacher in this aspect is crucial. They must discover how to change their students' feelings and make them positive.

As previously mentioned, the teacher must prioritize their student's needs. As Hernandez et al. (2018) mentioned in their book, the idea is that teachers consider what the students are asking for. In all the classrooms, teachers will find different backgrounds, feelings, emotions, and so on in their students. Consequently, the first step for a good teacher is to demonstrate an interest in their students. Another aspect is how teachers manage what they learn throughout their careers. Language teachers learned simultaneous elements in their pedagogy. Cognitive authority and personal and professional performance are based on ethical and moral values (Hernandez et al., 2018). Teachers need to learn these elements for themselves. Likewise, they are constantly learning to be great teachers for their students.

Continuing, teachers can be confident in their knowledge. They must demonstrate to their students; they are the ones that manage the class. As well as demonstrate confidence themselves and apply that confidence in the class. To achieve this, teachers need to continue preparing for the classes. Hernandez et al. (2018) clarify the importance for teachers to master strategies, techniques, and skills. As a result, the ones who benefit from this preparation of teachers are the

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students. Certainly, teachers need to prepare daily. Newton et al. (2018) have at least ten strategies teachers should do to improve. These ten strategies are extremely helpful.

To begin with, they mentioned how important a teacher is to create a good environment. It is going to be crucial. This environment will be relative to their student's goals. In order to achieve this, the teacher first needs to know what their students' goals are. Therefore, this is connected with being a present teacher who is not there to teach English but to help them grow up.

In addition, teachers must create successful classrooms. To get this, the teacher must work hard to give students tasks in which they get to compare test outcomes and reflect on what they did well and on what they need to work on. Moreover, increase the challenge in their student's minds so that they will grow their skills. To achieve this, teachers can match students when assigned tasks. In all these strategies is important to give students the time to grow. Not all of them have the same facilities, and it is important to consider that (Newton et al., 2018). Indeed, these strategies will be a great help in teaching.

Similarly, teachers must let students provide feedback to them. This might be challenging since they are their students. However, by doing this, teachers can learn which aspects they must improve regarding their students' opinions. It is not going to be an open-opinion lesson for judging the teacher. Nonetheless, the teacher can develop diverse strategies to learn how they feel in the classes and with the topics.

Besides all the previously mentioned, changing people's minds about an English teacher is crucial. It is common to believe that an English teacher's role is less than teaching other subjects. However, this is not true (Newton et al., 2018), especially in countries whose main language is

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not English. It is not a secret that knowing English or even becoming bilingual will open many professional doors for the future of their students. Therefore, English should be treated as an equal subject in schools.

In the same way, English teachers are the ones teaching the classes. Likewise, when parents start to believe in these common thoughts about English teachers without knowing, they are lowering their children's expectations of the subject. As a result, from the very beginning, these students start the process demotivated. Consequently, it is important to change their parent's minds about it. To achieve this, English teachers must work hard and demonstrate that this is untrue. Indeed, this must be taken into consideration as part of the role of a good teacher.

Moreover, teachers must work hard to motivate their classrooms. To achieve this, an important aspect they can put into practice is putting themselves in the position of a language learner rather than a language teacher. Before becoming a teacher, more specifically, English teachers, at some point, were students. Many of them grow up knowing English, and they must acquire knowledge in teaching. However, many English teachers grew as non-native English speakers. Therefore, before entering the teaching major, they had first to learn English as a second language acquisition.

Most non-native English speakers describe the process as frustrating or stressful when learning English. A further reason they express is that the teachers could have been a better help in the process, for many of these non-native English teachers were challenging. Some teachers were preoccupied with providing the subject in class and accomplishing the school's curriculum. As a result, the class could have been more exciting and motivating, but some students lost interest and dropped out.

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For this reason, teachers have to work hard not to become one of their previous teachers mentioned. They must think about their process and avoid making the same mistakes. They need to return to the past and think about what processes made them uncomfortable, so they do not do the same (Hernandez et al., 2018). To achieve this goal, the teacher has to be close to every student in the classroom and get to know their feelings and goals, as previously mentioned. For example, the teacher needs to know if the student is interested in learning English or if she or he is just in the class as part of the school program. If it is the case, the teacher has to figure out how to engage him or her in the process.

Therefore, in this part, the teacher's role is to learn how to achieve motivation in the classroom. An extremely important aspect, as Abad et al. (2021) mentioned, they make clear how motivation goes hand with learning a language. Therefore, to achieve it, the teacher has to build well-planned classes. Since they are together, motivation and well-planned classes work together. As is important in this investigation, all this information works with teaching reading skills. Some studies have shown how Reading had and is a limited instrumental role in the classroom. This is directly tied to accomplishing academic assignments (Abad et al., 2021). Indeed, the teacher must work hard on it.

Alternatively, as part of the teacher's experience, it relates to the process of living in the class. Abad et al. (as mentioned in Davies, 2015) mentioned how necessary it is for teachers and readers to understand critical thinking. Since it is necessarily a disciplined process that goes beyond didactic exercises, this didactic process is optional for the lecture context. Therefore, the role of a good teacher in this part is to work hard on the skills as well—especially Reading skills. Moreover, a good teacher investigates how to continue improving their methods. Wyse et al. (2018) mentioned some principles and theories about how teachers have to teach English,

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especially in primary school. Indeed, this is exceptionally significant. Since students from the begging must acquire good information, teachers must provide excellent bases for the following steps of their learning process.

Likewise, some of the principles mentioned are important to analyze. The first principle is that the teacher has to study what the students can do. In primary school, some students can be prepared for the subject studied. Even this results from the good jobs the parents have done in their houses. On the contrary, some students need to learn more because their parents are disengaged with the process or struggle to understand some subjects (Wyse et al., 2018). Therefore, the teacher needs to realize the types of students they are working on.

Other principles are that teachers must give the students the experience of using language. For some students, English classes are the only chance to practice English. Therefore, they must speak a foreign language in the classes. A further principle is the importance of exploring English in a real situation rather than being out of context. The classroom or the English lesson will become a space to practice in real situations. Therefore, the teacher really should try to apply this as a must. The last principle is relative to the previous aspects mentioned. How teachers must get to know their students feelings in the class. (Wyse et al., 2018). In short, these principles will help the teacher.

The theories mentioned in this section are key to the investigation. The teacher should learn or get to know six theories. Then, teachers must keep updating since language is constantly changing. In short, these theories are relative to considering why humans use language. They do it mostly for social reasons.

Moreover, language is a cultural phenomenon, and the important connection between language and power is real. Finally, language is systematically organized, and sometimes the meaning of language depends on negotiation (Wyse et al., 2018). To sum up, these theories let teachers know how important their role in a student's life is.

All this information is significant. Nowadays, people know about the importance of acquiring a second language acquisition. Therefore, many parents try to provide their children with a decent education. For parents, finding a good teacher for their children is very important. Since many can call themselves teachers, but are they really good teachers? Or do they know the language and want to pretend to be teachers? To provide a good education to those children, teachers must give what parents expect. In brief, to acquire this, a teacher must follow the information above to become a good teacher. This is crucial since only sometimes learning English as important as it is nowadays.

The book *Teaching English, Language, and Literacy* discusses how teaching English has progressed through the years. The book mentioned aspects such as how at the beginning of the journey, teachers were not even paid for giving the classes to the students. In addition, English as a subject at the beginning of the journey was just grammar. Reading and writing were seen as separate subjects. Continuing in their book, they talk about how Progressive education in English was through the years (Wyse et al., 2018). Certainly, English education was only sometimes as good as it is now.

Likewise, the book talks about how it was not until 1870 that Primary Education could be conveniently praised. Moreover, it mentioned how poor education was back then. At least in the United Kingdom, the teaching was in the hands of the voluntary sector, such as Church schools and Factory schools. This was disturbing because the curriculum was extremely limited. For

example, writing means copying or dictation. Oral work involved the children learning by heart from the Book of Common Prayer. (Wyse et al., 2018). Indeed, English education was difficult and could have been better. However, over the years, this has been changing. In this section, the searcher reviews many important aspects. These aspects were relative to the role of a good teacher. In addition, the reader includes some aspects about non-native English teachers within the section.

In some cases, non-native English teachers are not treated as equal teachers to native ones. Even some students believe it is better to have a native English teacher. However, this is not true; in the following section, this will be clarified.

2.2.3 Non-Native English Teacher

English is among the most important languages around the world. Therefore, English is a language that is being taught as a second language. If English is being taught as a second language acquisition in many countries, notably, English is not a native language in those countries. Therefore, the majority of the teachers are not native English speakers. This has become a controversial topic in some countries. Thus, there are many searches regarding this topic. Costa Rica is a non-native English country where English is among the schools' main goals. In Costa Rica, exit the controversial topic of a non-native English speaker is a better teacher than the native one.

Consequently, Zúñiga et al. (2021) stated that a non-native English teacher is as good as a native English teacher. Moreover, they mentioned aspects where every teacher can develop the subject better. However, in all cases, both teachers are excellent in the field. According to Zúñiga et al. (as cited in Moussu, 2008), native English teachers will be better teachers in contexts of

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English as a foreign language due to their unique cultural knowledge, while non-native English teachers will be better teachers in contexts of English as a second language, having in consideration their experience multicultural. Indeed, in Costa Rica, non-native English teachers can provide an excellent education and teach English as a second language.

Until now, the researcher has covered many important aspects of the investigation. Certainly, this information is crucial. For example, to acquire a second language, the learner must manage the four skills, speaking, reading, writing, and listening. However, as previously mentioned, Reading is very important since they all go together. Rather, to engage with others, the learner needs to understand or manage reading skills fully.

Therefore, it is clear that this skill needs to be understood. In addition, this last section explains the value of being in the role of a good teacher. Likewise, a non-native English teacher can be as wonderful as a native one. Nonetheless, as mentioned, some issues make the learner unable to handle the reading skill due to external issues. A possible solution for these issues is mentioned in the following section.

2.3.1 Gamification as a Strategy in Education

In the process of teaching, teachers face different situations in the classroom. Among the most common situations is that students present different problems when learning. As a result, teachers, over time, have had to figure out how to solve these problems. In recent years, teachers have found a method very effective for educational problems and distractions. This efficient method is called gamification.

Gamification, as mentioned, is highly efficient. Besides, learning about gamification is greatly interesting. Gamification was born to use game elements and designs in non-games

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contexts (Chitrodra, 2015). However, this term or method was initially made for something other than education. The term was first mentioned in 2002. The father of the term is Nick Pelling. He is a computer programmer and historical investigative journalist. He is also known as a pioneer in understanding the power of game mechanics. Vargas (2019) started the term for business and technological matters.

Likewise, the term gamification is new. As previously mentioned, it was Nick Pelling the one who bought it in 2002. However, it was not until 2010 that the term began in business. Moreover, it was not until this year that people saw gamification as a useful tool or method for business. However, the term gamification was for technological business. People in many professional fields started to take the term for their businesses. This is what happened with education. The professor learned about gamification and how effective it was. Therefore, they start using gamification in their teaching methods.

Teachers and professors started to use gamification as an efficient method for their classes. As previously mentioned, many educators need help with their classrooms. Teachers will have many students with different interests, backgrounds, and engagement in the classroom environment. Owing to this, teachers have tried various interventions that adapt to every student (Kim, 2017). As part of these adaptations, teachers must consider their student's emotions. The meaning of gamification indeed goes hand in hand with the game. However, it is not exactly something related to it. In educational matters, gamification is not just fun and enjoyment. As Kim (2017) mentioned, it is an instructional approach. This approach is used to enhance the effectiveness of instruction on students learning. They are taking this into consideration. Teachers should remember that gamification can help their students in many ways.

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Two aspects that professors and teachers struggle to get sometimes. To begin with, gamification increases motivation and engagement. In addition, gamification enhances students learning performance and academic achievements. Moreover, students can have instant feedback on their errors. Above all aspects, gamification promotes collaboration skills (Kim, 2017). In brief, gamification has become a great help. Certainly, gamification came to facilitate much professional life. Suppose the reader makes a deep investigation or analysis of the meaning of gamification. It has complete sense due to what gamification means. Ordás (2018) includes a definition of gamification. He made a logical explanation; it is not a secret that all people enjoy the idea of an entertainment environment. Most of the time, this term is related to games. Therefore, all people, mostly students, enjoy playing and likewise, thinking about it, on a regular day in school, what students like the most is breaking time. Therefore, as Ordás (2018) said, gamification started with introducing game elements into everyday environments.

They are introducing elements of games into everyday environments. It is important to clarify that gamification is not the use of games. Gamification in learning or teaching explains subjects that are not games but are presented as games. What is the difference? Bond (2017), in his book, includes a chapter explaining game definitions. In this chapter, he includes many explanations from other authors who accurately explain the word 'game.' In brief, they all mentioned that the meaning of a game is a series of interesting decisions or a voluntary attempt to overcome unnecessary obstacles. Therefore, games are casual. In addition, games are sometimes what people do without any preparation.

On the other hand, gamification is not a game. When professors use gamification, they follow the rules, plan the activities, do all necessary to make it formal, and acquire for their students. On the contrary, games come from casual to reality. Therefore, when teachers apply

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gamification to their classes, they are not playing. Because what teachers apply usually has a complete background of preparation. As a result, students learn through activities that look like games but are not games.

2.3.2 Theory in Motivation about Gamification

2.3.2.1 Learning Approaches within Retention and Gamification

In this theory, the information is based on intrinsic and Extrinsic motivation. Before explaining this theory, it is important to make a brief explanation of these two motivations—first, Intrinsic motivation. According to Bernazzani (2021), "Intrinsic motivation involves doing something because it is personally rewarding to you. Extrinsic motivation involves doing something because you want to earn a reward or avoid punishment" (pp.2). Therefore, this motivation is relative to avoiding scolding or the motion to win something. On the other hand, there is extrinsic motivation. Bernazzi (2021) states, "When you are extrinsically motivated, your behavior is motivated by an external factor pushing you to do something in hopes of earning a reward -- or avoiding a less-than-positive outcome. (pp. 5). Extrinsic motivation, thus, is more relative to discipline.

Let us discuss how gamification can work with these two concepts. When it says gamification can work with them, it is a process. In this process, other factors must be considered to raise the motivation and engagement factor of the learner. Therefore, the idea is to work on using games and gamification to stimulate students' participation in tasks. Using gamification, the idea is to engage students in problem-solving and competitions (Costello, 2020). The results of doing this have been more effective than using other methods. Furthermore, another theory is situated on motivational affordance.

2.3.2.2 Situated Motivational Affordance

This theory shows how the game maintains the motivational levels of the learner. Besides, the idea of the theory is how to improvise the students'/individual learning by inducing motivation and engagement. Costello (as cited in Kappen et al., 2013) stated that through this theory of 'Motivational Affordance' and including gamification, a teacher could influence their student's human behaviors by choosing the right experience while mapping gaming design principles. As a result, applying these theories to learners will core values to enhance their capabilities. Likewise, depending on the task, a teacher will improve communication channels, supportive networks, and acceptance from others within the communication (Costello, 2020).

Furthermore, applying these theories will improve the fun and enjoyment of the student when learning. This led to the use of gamification, offering challenges and rewards and, at the same time, providing feedback to the student. Likewise, self-determination is another theory that will be discussed.

2.3.2.3 Self-Determination Theory

This theory is based on motivation, specifically supporting our natural intrinsic tendencies. Therefore, applying gamification according to this theory is efficient. They are due to gamification, enabling students to get feedback on their decisions. Similarly, Costello (as cited in Jakovljevic et al., 2013) stated how effective gamification is. They agree with how positive an impact gamification provides to students. In addition, they believe gamification also improves memory and motivation and breaks down barriers. Indeed, with the support of these theories, the reader can conclude that gamification is a truly efficient method teachers can use to improve their classrooms. Therefore, for this research, the researcher will use the gamification method to improve reading skills in the classroom.

Chapter III

Methodological Framework

The third chapter is crucial in the investigation. The researcher will add much valuable information in this section of the research. In addition, this chapter will outline some techniques and strategies that will develop the investigation better and facilitate the reader getting to know some necessary aspects of the research. Thereby, the reader will find out what this investigation's research approach and design are. In the research design, the researcher will mention two research designs, descriptive and action research.

Moreover, it is going to be discovered what the information sources will be. To achieve this, the primary, secondary, and tertiary sources of the investigation will be mentioned. In addition, the analysis categories of the investigation will be known. Finally, the collection data process and data analysis. This will be the last point to be reviewed in this chapter.

3.1 Research Approach

All research work needs an approach in order to carry it out. When doing an investigation project, the researcher can work with three approaches, quantitative, qualitative, and the one that includes both approaches. In order to acquire an investigation project, the reader must work with them. In the research projects is optional to work with all of them. It will depend on the topic or idea of the investigation, but how can a researcher get to know which one is better for he/she investigation? Certainly, it is important to investigate each approach to know which is best suited to the investigation.

Therefore, what is quantitative research? This research is relative to an objective investigation. Besides, according to Bhandari (2022), "Quantitative research is the process of

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collecting and analyzing numerical data. It can find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations" (pp. 1). Similarly, this approach is used for economics, mathematics, chemistry, etc. Since it is based on numbers and more objective opinions, on the other hand, qualitative research is the opposite of quantitative one. The qualitative investigation is relative to a subject investigation. In addition, as Bhandari (2022) said, "Qualitative research is used to understand how people experience the world. While there are many approaches to qualitative research, they tend to be flexible and focus on retaining rich meaning when interpreting data" (pp. 5). This is the reason why the qualitative differs from the quantitative one. Likewise, the qualitative approach is inductive, which goes from the particular to the general.

Moreover, through these routes, researchers have facilitated research projects. Thus, making them more productive. In the qualitative route, a sector that benefits from this aid is the teachers. Through it, they investigate a student's position and interests (Hernandez & Mendoza, 2018). Therefore, for this research project, the approach that will be used is qualitative research.

Therefore, for this investigation project, the approach is qualitative. Since the investigator will look for general results, eventually, this result will be by observing a class. In addition, get to know the population to be worked on through activities. The researcher is not interested in numbers but in the opinions and feelings of the population studied for the investigation.

3.2 Research Design

The reader will discover how the problem statement will be resolved in this section. Therefore, the research design is crucial for this research project. According to Hernandez et al.

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(2014), research design is the section of the work that designs a plan or strategy to answer the investigation's problem statement. In this investigation, the researcher will work with two types of research: descriptive and action.

3.2.1 Descriptive Research

The descriptive research method is used to describe the characteristics of a population, as the name says. According to McCombes (2022), "Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when, and how questions, but not why questions" (pp.1). This method is crucial for the investigation. Thereby, using this method will answer many questions about our problem statement. In addition, this method is known for being a type of quantitative research. This is key for the investigation since it is important to understand what, where, when, and how the problems of the research population are. As a result, the researcher will acquire knowledge of the reading problems in Escuela del Carmen by answering those Wh questions.

3.2.2 Action Research

Action research takes teachers into the practices or actions of the research project. The University of Bristol (as cited in McNiff, 2013) explained that action research is "a method of systematic inquiry that teachers undertake as researchers of their practice" (pp. 1). Therefore, this method is to help teachers or researchers to reach solutions in an investigation. This solution goes hand in hand with the researcher's actions, as this investigation is based on fourth-grader students at Escuela del Carmen. In addition, the researcher will take the position of a teacher when applying the technique proposal to settle the problem the students present.

3.3 Information Sources

In a research project is greatly important to support the investigation with a range of information sources. Therefore, this section will provide acquired information for the investigation. In order to achieve it, the researcher will use three sources. The primary source, the secondary source, and the tertiary source.

3.3.1 Primary Sources

The first source to be mentioned is the primary source. On the website Scribbr, Streefkerk (2022) gives a meaning for primary sources, " provide raw information and first-hand evidence. Examples include interview transcripts, statistical data, and works of art. A primary source gives you direct access to the subject of your research" (pp.1). Consequently, the primary source will help the investigation with information from interviews, newspapers, magazines, etc. All relatives with direct access to or evidence of the reading problems of the Fourth graders' students at Escuela del Carmen. Moreover, the primary source is very helpful. Since if the researcher suspects the problem of the investigation affected them in the past, he or she needs primary sources produced at the time by participants or witnesses (Streefkerk, 2022). In contrast, if the researcher focuses on the present, the primary source can be either qualitative or quantitative. Therefore, the researcher will bring information from interviews, surveys, or questionnaires.

3.3.2 Secondary Sources

The secondary source to be mentioned is the secondary source. According to Streefkerk (2022), "Secondary sources provide second-hand information and commentary from other researchers. Examples include journal articles, reviews, and academic books. A secondary source describes, interprets, or synthesizes primary sources" (pp. 2). In brief, the secondary source is as

important as the primary one. Therefore, having the primary sources, the secondary will describe, interpret, evaluate, or analyze information from the primary one.

3.3.3 Tertiary information

The tertiary sources are the last source to be mentioned. According to Ryan (2022), "A tertiary source, also called a reference work, is a source that gives an overview of information gathered from primary and secondary sources but does not provide original interpretations or analysis" (pp. 1). Therefore, these tertiary sources do not necessarily need an author. Thereby, there are dictionaries, encyclopedias, databases, and bibliographies within the tertiary sources. Likewise, they collect, index, and provide an overview of primary and secondary sources (Ryan, 2022). In this research, tertiary sources will help the investigation by finding background information. However, these sources are only sometimes cited in academic writing. To summarize, primary, secondary, and tertiary sources go by hand since one supports the other. Indeed, these sources will reinforce this research project.

3.4 Analysis Categories

This section will define the analysis categories of the research investigation. Thanks to these definitions, the elements of the instruments are elaborated with greater precision. The two definitions will be reading and gamification.

3.4.1 Reading

Reading definition can be defined as the following. The reading skill or activity of getting information from books, or the activity of getting information or entertainment from books, magazines, etc. (Cambridge Dictionary, 2022). In addition, the word reading is defined as a noun.

3.4.2 Gamification

Gamification definition can be defined as the following. The practice of making activities more like games in order to make them more interesting or enjoyable (Cambridge Dictionary,2022). In addition, the word reading is defined as a noun. It is important to be clear that gamification can be used to teach those subjects that are not games and present them in classrooms as games.

3.4.3 Reading Difficulties

Reading difficulties, according to Sutton (2022), can be defined as "Reading difficulty is defined from a normative perspective (i.e., how a child performs in reading compared with peers or educational expectations). The reading difficulty has several causes, one of which is a reading disability." (pp. 6). Moreover, reading difficulties are one of the main problems students face nowadays in the classroom environment.

3.5 Data Collection Instruments

A great way to fulfill the objectives of this investigation is by the data collection instruments. The Editorial Team (2022) recognized the importance of the data collection instruments. They explained, "Data collection tools are important because they can organize the results of your research." (pp.3). Therefore, for this research project, the investigator will work with a series of instruments to help achieve the investigation's goals.

For this investigation, the instruments to be used will first be an observation checklist followed by a pre-task. The observation checklist is a crucial instrument in this investigation. Reviewing what an observation checklist is, it can be understood why. Using this type of instrument will give the investigator an overview of what wants to be observed. As a result, it

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will guide the observer during the observation since an observation checklist is a list or set of questions that assist the researcher in the specific aspect being observed.

Get to know if the classroom has what is expected in an English class. Therefore, the observation checklist aims to get to know the real issue in the classroom. In addition, to clarify why the students struggle with the reading skill. Moreover, the observation checklist will be a huge support for the investigator because, from this instrument, it will be easier to realize how to work with the students in the following lesson to achieve the research goal. The observation checklist will be applied at the beginning of the investigation as well as at the end. The idea of applying it at the end is to determine whether the method used in the investigation gave the expected results.

Besides, the researcher is going to provide the students with a pre-task. Applying a pre-task to the students will let the researcher know what their strengths and weakness of the students are. Eventually, the researcher will have the opportunity to work with students in areas they are dealing with regarding reading skills.

Another instrument to be used is gamification. One of the goals of this research project is to help the fourth graders students of Escuela del Carmen in their reading skills through gamification. The use of gamification will apply when working directly with the students. The idea is to alter the reading activities the students are working with and apply gamification to those activities. Therefore, those reading activities will look like games when they are not actual games.

In the end, the investigator will apply another task, which will be a post-task. This will lead the researcher to know if gamification helped the students. In addition, as previously

mentioned, another observation checklist is to check student changes. Indeed, these instruments will be extremely aid in this investigation project.

3.5.1 Observation Checklist

First impressions are always important. That is why the researcher will take a look before starting to work with the fourth graders. It is crucial to observe the group. However, it is precisely important to do it neatly. The researcher will take an observation checklist, which means a list of important aspects to know beforehand.

This observation checklist will contain characteristics such as how students retell a story. In addition, it is difficult for the students to explain what they are reading, like identifying characters, settings, the story's background, etcetera. Moreover, if the students can recall specific facts from the story. Likewise, skimming, summarizing, and identifying the main ideas in the text.

Besides, the researcher will include some students' personal qualities in the list. These qualities are going to be crucial in the investigation. Owing to this observation checklist, the researcher will learn how the students feel in general in and in the classroom. Similarly, these aspects are how the students feel in the class. How often do the students lose concentration in class? How comfortable do they feel with reading, and if they are better in other roles in the class or not? Finally, if they get along between them, this last point is significant. Cause of the use of gamification, students must work together multiple times, and it is essential to know if they already do or must learn it.

3.5.2 Final Observation

The last tool to be used is to observe the class again. To achieve this, the researcher will use the help of the same observation checklist used at the beginning. This is to conclude whether there were changes in their reading skills. In addition to checking which points change and which ones do not.

3.5.3 Pre-Task

The tool of the Pre-Task is going to be used in this investigation project. The reason why the investigator chooses this tool is to get to know how the students are dealing with their reading skills while working on it. Moreover, this tool helps to identify potential site hazards and implement appropriate mitigation tactics. Therefore, using a text, the researcher will provide the students with a reading comprehension text. Likewise, the students must work with this reading comprehension, which will contain six questions regarding the text.

Besides, the researcher will work with the students on reading comprehension on the first day with them. For this reason, it is called a pre-task since it is applied before working with gamification instruments. Indeed, this tool will be an enormous help for this investigation project.

3.5.4 Activities in Between regarding the use of Gamification

In this investigation project, the idea is to improve the fourth graders' students of Escuela el Carmen with their reading skills. Since they need help with this skill. Therefore, the researcher will apply the fourth graders' gamification in their classes to achieve this goal. In order to accomplish this, the researcher will work with the help of a Puzzle and a Hidden Treasure. Moreover, it is important to mention that the researcher will work with just two gamification activities because of the need for more time provided by the school.

3.5.4.1 Puzzle

Children always play with puzzles; therefore, they see them as games. For this investigation project, the idea of the puzzle is to help students identify and learn text sequences when reading. Thereby, the researcher will work on building a puzzle for the students. Initially, the researcher will teach the students a sequence in a text through a PowerPoint presentation. At this point, the class will be a normal class. However, the researcher will make sure the students understand the sequence in a text using the puzzle. That moment is when the investigator will start to gamify the class.

Therefore, the puzzle will work like a tool in this investigation project. The puzzle will contain a text the students must learn according to the curriculum. Every puzzle piece will contain a part of the text within the corresponding sequence, such as first, second, third, etcetera. The group will be divided into five groups. Each group will have its puzzle. They will have ten minutes to complete the task.

The idea is that the students forced themselves to read the pieces of the puzzle in order to complete it. The group to finish the task first will have a prize. Additionally, there will be second and third place, and the last group to finish will have to read the text aloud. Although the class is to learn sequences in a text, a topic that is taught formally and not as funny, it can be a different way. With the puzzle, the students can learn it enjoyably and funnily through gamification.

3.5.4.2 Hidden Treasure

Another activity of gamification to work with the students is Hidden Treasure. This activity involves engaging the students' interest to read more in the classroom. The researcher

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will tell a history to students. After that, some vocabulary regarding the text will be explained to the students. Following this, the class will be divided into two groups.

Once the group is divided, the researcher will provide a map of each group. The map shows the classroom where they are. On the map, the students will find clues about where the parts of the treasure are. Each part of the treasure contains is a part of the text they previously learned. Moreover, on the board, there will be two sheets in blanks. In those sheets, they have to place the parts of the text they have found. In the end, they have to organize the text correctly.

The first place will have a prize, and the second place has to read the text. Therefore, with this activity, the students will be forced to read the text to win the prize. The amount of time to complete the task is 20 minutes. The clues will be placed in the classroom by the researcher during the break.

3.5.5 post-task.

The post-task tool assists in the investigation to know if the students improved their reading skills. Therefore, for this activity, the students will listen to a story. Eventually, while the tale is being told, the students must draw it. The story to be told is new to them. Consequently, they will listen to know words. The point is that they draw whatever they understand. Moreover, while the story is being told, when using vocabulary such as hat, shoes, glasses, and so on, the investigator will touch those objects in its body to show the students what they are talking about.

After that, the researcher will explain the tale to them, such as the new vocabulary. Following, the students have to draw again. This time they will understand what the story is about. In addition, they recall how much of the text they understood the first time they listened to

the story. In the end, when the researcher compares the drawing, it can be known whether the students truly understand.

3.6 Collection data process and data analysis

The researcher will go to the school, la Escuela el Carmen Escazú. The first instrument to be applied is the observation checklist. To apply it, the researcher will talk to the English teacher in charge of the fourth graders to let her observe the class as the first step in this investigation project. Once the observation is done, the researcher will start working with them.

First, the researcher will learn the student's strengths and weaknesses regarding reading skills by employing the pre-task. Moreover, the instruments of gamification will be a wonderful support. Beginning with the puzzle, the researcher will teach the students the sequence in a text through a PowerPoint presentation. After that, she will recall a sequence in a text by playing with a puzzle with the students. The students will receive a prize for working on the puzzle.

Likewise, the researcher will work with the students on a hidden treasure. This activity involves engaging the students' interest to read more in the classroom. Therefore, the group will be divided into two groups. Every group will receive a map with clues. They have to find out the clues in order to complete a text.

Moreover, the investigator would apply a post-task to find out if the previous activities helped the students improve their reading skills. This post task consists of telling history to the students and that they draw what they understand from the text. Finally, the investigation will make a final observation checklist with the same rubric used at the beginning of the investigation to make sure there were changes or not through the use of gamification on the students.

Chapter IV

Data Analysis

This chapter consists of the data analysis of the investigation project. To begin with, it is crucial to define what data analysis is. According to the University van Pretoria (2023), "Data analysis is the most crucial part of any research. Data analysis summarizes collected data. It involves the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships, or trends. " (pp.1). Therefore, in this section, the researcher will develop the results obtained by applying the instruments to the fourth graders students.

4.1 Analysis and Interpretation of the Results

The analysis and interpretation of results will provide all the data gathered when the different instruments were applied during the experimental phase will be analyzed. This would lead the investigation to a conclusion if the instruments applied were a solution or not to the problem the fourth graders have. Therefore, the data of each instrument will be mentioned and analyzed in this chapter.

4.1.1 Observation Check List Part 1

In this investigation project, the researcher applied an observation checklist as a first instrument. The idea of the observation checklist as the first instrument was to get to know the students deeply with a guide of aspects that they wanted to be observed before working directly with them. The researcher performed with two groups. The first group to be worked on was 4-1, and the second was 4-2. The aspects included in the observation checklist were fifteen items. These items were evaluated through three columns, always, sometimes, and never. The results gathered when the researcher applied it were the following. First, for this research project, the

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skill to be worked on is a reading skill. Therefore, the main aspects of being observed in the observation checklist regarded the reading skills of the fourth graders students.

With this in mind, the first aspect of being reviewed is if students could recall a story they have read. The results of this first item were from 4-2 'never' and from 4-1 'sometimes'. Group 4-2 struggled a lot with this aspect. To be precise, in the class observed, the teacher asked the students to continue working on the activities they did not finish in the last classes. The unfinished activities were regarding a reading comprehension text. The students did not remember what the text was about; they had to read it again with the teacher, and even having read it again, they battled a lot to remember that they had already read it.

On the other hand, groups 4-1 did remember the text. However, the students need more comprehension of the text. Therefore, the teacher had to remind the students of the previous class to achieve the goals of the class observed by the researcher.

In addition, the students were observed through their skills in reading. For example, the researcher noticed that groups 4-2 struggled more with aspects such as being able to explain the problem of a story. As well as identifying characters in a text. They showed many difficulties in this area since they expressed multiple times to the teacher that they did not understand what they were doing. On the other hand, the 4-1 was likely noticed that they felt more confident in the class. Some of them even finished the task in the first twenty minutes, which was a great time since they had forty minutes to do it.

Moreover, another aspect observed as if the students could identify the setting of a story. In this observed item, the researcher could conclude that the students need to manage this aspect especially well. Therefore, the researcher ratings 'never' in the observation checklist for both

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groups. Three students out of fifteen understand the story's setting in 4-1, and in the other group, 4-2, two students out of sixteen. It is important to define 'understand'; when the researcher observed the class, it was noticed that the students got to the conclusion of the story's setting because they understood two or four words. Therefore, they had a guess the settings of the story. However, it was noticed that they did get to the story's setting, but not through the correct way to do it. They get to the story's setting and are still determining if they were getting those results.

A further item was whether the students could connect to the story. In this aspect, both groups had different results. Group 4-2 was rated as 'never'. They truly wrestle with reading skills. Therefore, most of the time, they needed guidance in the class regarding reading, so it was difficult for the researchers to notice if some students were connecting to the story. It always seemed as if they needed to be connected to the story. As a result, they obtain 'never' in the observation checklist.

In contrast, groups 4-1 obtained a rating of 'sometimes'. 'In this case, some of the students connected to the story. At least four students showed interest in the story, the rest were working on the activities, but they needed to be more interested than the others.

Similarly, it was observed that the students recalled specific facts from the story. Both groups were scored as 'sometimes' in this item. Even though they needed help in the beginning to achieve the class's goals regarding the text, they were doing much better during the class. During the various tasks, they worked, recalling specific facts from the story. In the same way, the investigator added to the observation checklist that the students could use skimming to locate information. In this case, both groups were qualified as 'never'. Multiple times, they asked for help to complete the task, and they have yet to show any ability to skim the text so that they

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could complete the task. Therefore, the researcher concluded that both groups had to be qualified as 'never.'

The same as if the student can apply background knowledge to the text and succinctly summarize a passage that he or she has read. The students were rated as 'never .'It is important to mention that it was complicated for the researchers to qualify these two items. The task they were running on needed to show more of the student's skills in these aspects. However, the least the researcher could notice can say they could have managed these aspects better.

On the other hand, when it comes to observing if the students can identify the main idea of a passage and supporting details for the main idea, the researcher placed the x in the chart 'sometimes .'As previously mentioned, some of the students get to understand some words of the text. Therefore, with the help of those words, they concluded the main idea of some passages of the story. As well as identifying details for the main idea. Considering this, the researcher concluded they could be rated as 'sometimes .'However, with the time it was provided for the investigator of this investigation project by the school's principal, it is challenging to truly know if they identify the main ideas through knowing some words or by having a real knowledge of the text.

In addition to observing the reading skills, the researcher found it important to add some personal items to the observation checklist. Owing, it was important to get to know these details to work in the future with them with gamification activities. Knowing these details, the researcher was able to build activities that were more attached to their needs. Therefore, the items added to the observation checklist about personal data were how the students feel in the English

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class—the concentration of the students. The students have strengths in other skills. Students get along with other students and the teacher.

How the students feel in the English class. This point was an important point to be observed. The researcher realized that the students in both groups felt comfortable in the English class. Therefore, in the observation checklist, the researcher placed 'always' at this point. Although the students felt well in the English class, they may feel better about the language. Even though the teacher of the class uses English all the time, the students seem not to understand some words, and when they understand, they are used to answering in Spanish. As a result, the students are comfortable with the class because the classroom has a great environment.

The concentration of the students. In this aspect, the researchers noticed a difference between both groups. Group 4-2 were ranged as 'sometimes.' This group was excellent; however, they needed more concentration in the class. Besides this, they get to complete the tasks. On the contrary, in the class observed in groups 4-1, the students showed themselves concentrated during the class. As a result, they finish the tasks earlier than the other group.

Even though for this investigation project, the skill to be observed is the reading skill, it was important to observe if they have strengths in other skills. Knowledge on this point is very important since the researcher can come to know whether to combine skills or not. From this aspect, both groups get a score of 'always,' as well in that students get along with other students and the teacher. In these two points, the students were great. It was observed that students have strengths in other skills. Indeed, reading skill is the skill in which they struggle the most.

Moreover, the researcher could observe both groups get along between them. This was truly helpful since the gamification activities must be worked between them. In addition, it was noticed that they enjoy the class with their teacher.

Figure 1

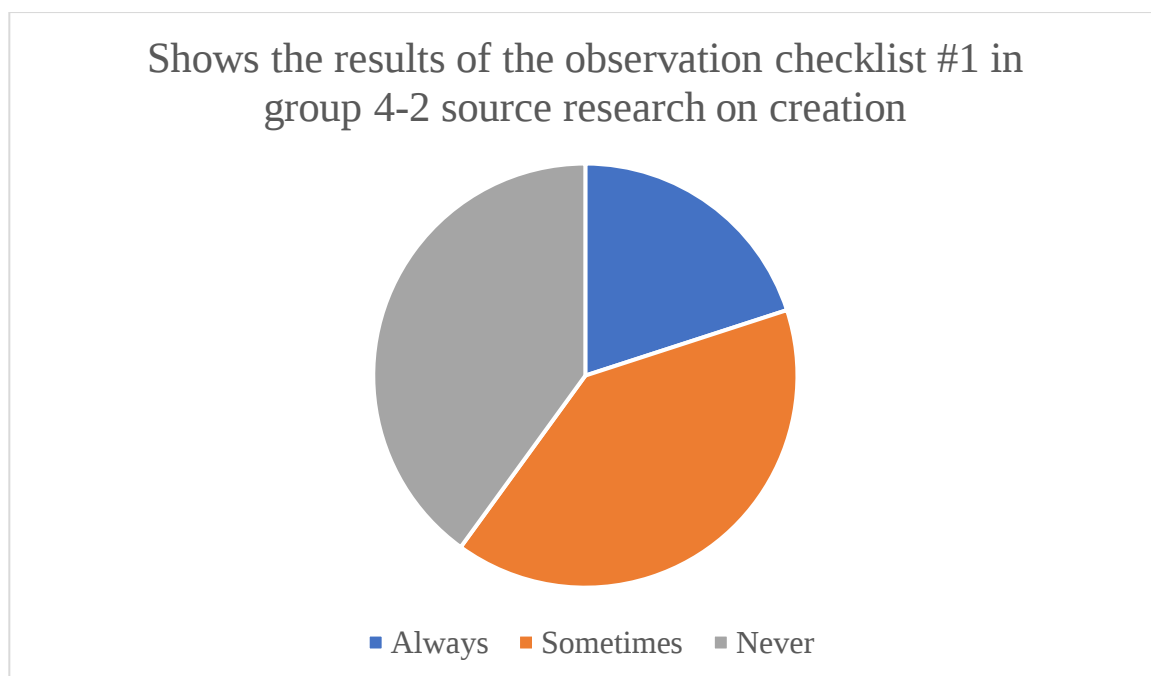


Figure 1 observation checklist 1 group 4-2. Source: Researcher's creation.

Figure one shows the observation checklist results from 1 in group 4-2. In group 4-2, the researcher worked with sixteen students. This group was great. However, it can be found that this group needs help with reading skills. Therefore, figure #1 shows the researcher's results when applying the observation checklist #1 to the fourth graders. It is important to remember that the researcher placed three columns in this observation checklist. In the column labeled as 'always' identified with the color blue in the figure, the 4-2 obtain three points. These three points were placed in the following aspects observed, how the students feel in the English class, whether they have strengths in other skills, and whether they get along with other students and the teacher.

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From all the aspects observed, they were excellent in just the three points mentioned. In addition, the column labeled 'Sometimes' identified with the color oranges in the figure, contained six points and a column labeled 'never'."Sometimes scores point such as students can explain the story's problem and identify characters. In addition, they sometimes recall specific facts from the story. Moreover, they sometimes can identify the main idea in the passage and supporting details. The concentration of the students gets a 'sometimes' as well.

On the other hand, score if students can retell a story. They always need to identify aspects such as the story's settings and background. As well as summarizing and connecting themselves to the story. This leads the researcher to get to the conclusion of how good or bad the students are. As a result, the figure shows that the students did have real problems with their reading skills since many of the points were placed in the column 'sometimes' and 'never.' This means six items out of fifteen are placed in columns 'sometimes,' the same as column 'never'.' On the other hand, of the points observed, three out of fifteen are placed in column 'always.'

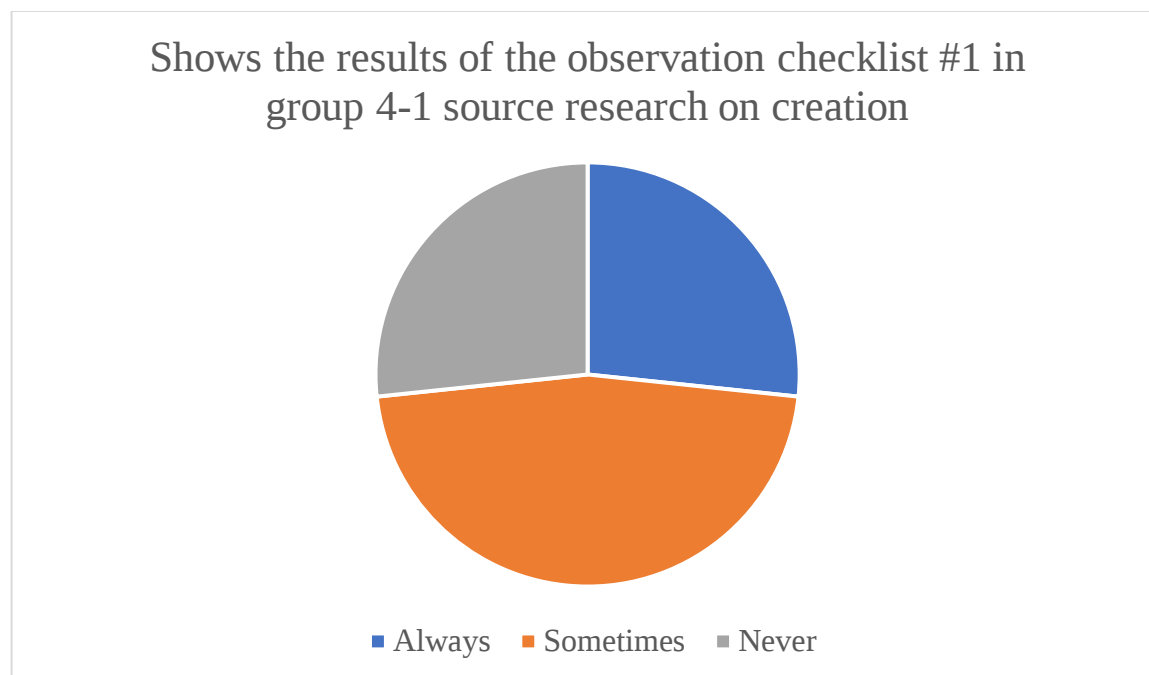
Figure 2

Figure 2 observation checklist 1 group 4-1. Source: Researcher's creation.

Figure number 2 shows the results of the observation checklist 1 in group 4-1. In groups 4-1, the researcher found fifteen students. It can be found that this group battles with reading skills. In figure number 2, 'always' is identified with the color blue. 'Sometimes' with the color oranges, and 'never' with the color grey. Taking into consideration, 'always,' 'sometimes,' and 'never' are the names of the columns observed by the researchers in which the scores were made. The observation checklist was made with fifteen items. Of these fifteen points, four points were placed in 'always.' This means they were always good in how they felt in the English class, concentration, strengths in other skills, and getting along with their classmates and teacher.

Moreover, as was noticed in the chart, the column also never got four points. Therefore, they never get to identify the setting of a story, skim to locate information, and apply background

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knowledge to the text. Moreover, they always need to summarize a passage. On the other hand, seven items out of fifteen are placed in the column labeled as ' '. Thereby, they sometimes retell a story or can explain the problems of a story. In addition, they sometimes identify characters in a text, connect themselves to the story, and recall specific facts. Finally, they sometimes identify the main idea of a passage and supporting details for the main idea. These results help the investigator a lot with the investigation project since they will be considered when working with the students in order to help them improve their reading skills.

Figure 3

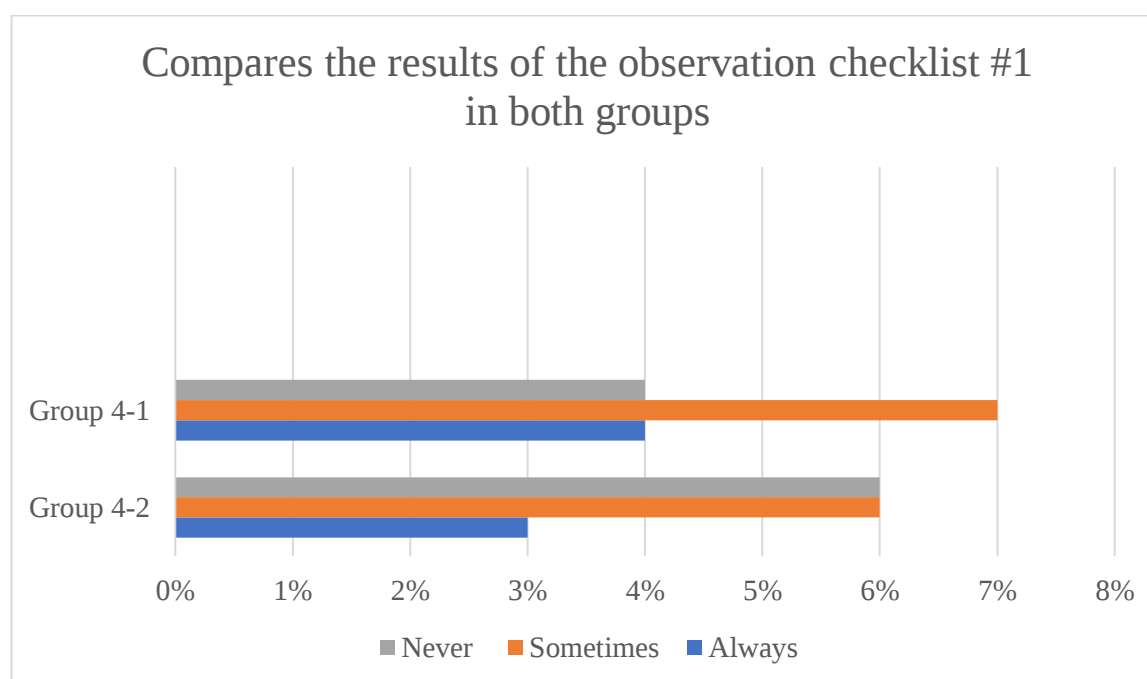


Figure 3 shows the results of observation checklist #1 in both groups—source: Researcher's creation.

Figure number three compares the results of observation checklist number 1 in both groups. This figure lets the researcher know which groups struggled the most with the aspects

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observed. Therefore, it is going to be analyzed the results between the groups. Group 4-1 with the color grey means column 'never' has a percentage of 4%. On the contrary, group 4-2 with the grey color column 'never' has a percentage of 6%. As noticed, group 4-2 gets two more points in the column 'never.' The points that differ from the figure are that they never retell a story they have read and connect themselves to it. As mentioned, they get 'never' by identifying the story's settings, skimming to locate information, applying background knowledge to the story, and summarizing a passage they read.

Moreover, in group 4-1 with the color orange, column 'sometimes' has a 7%, qualifying aspects such as sometimes retelling a story, explaining the problem of a story, and identifying characters in a text. In addition, they sometimes connect to the story. Sometimes recall specific facts and identify the main idea of a passage. Additionally, sometimes the students identify the main idea of a passage and identify supporting details. On the other hand, group 4-2 gets 6% of the points observed, 1% less than 4-1. The points that differ from the figure are the concentration of the students and retelling a story they have read. This leads to the conclusion that group 4-2 has more points in column 'sometimes.'

Finally, the color blue, which identified column 'always' for group 4-1, obtained a 4%. On the contrary, group 4-1 gets 3%. Both groups obtained an always in the points, how students felt in English classes, having strengths in other skills, and getting along with others. The different point is the student's concentration, just group 4-1 gets an always in this point. It is important to remember that the names of the columns previously mentioned are the ones the researcher used to qualify the fourth graders in the observed points. Even though these results show that 4-2 is not at the same level as 4-1, both groups were very similar in the classroom and are excellent groups that need much help to improve their reading skills.

4.1.2 Observation Checklist part 2

The last instrument to be applied to the students was an observation checklist. In this case, the researcher applied an observation checklist at the end to determine if the students made changes after working on gamification activities with them. In this section, those results are going to be talked about. It is important to mention that the observation checklist applied for was the same initially. The researcher believed observing the same items was better than observing others. This is because, from the observation checklist part one, how to work with the students can be realized. Therefore, when this observation checklist was applied, the researcher had already worked with the students. Thereby observing the same items, more accurate results can be obtained.

The observation checklist from 4-2 part 2 had the following results. The students can now recall a story. In the class observed, the teacher asked the students to name facts from the last class. As a result, with little effort, the students told the teacher aspects such as what the text was about. For the first time, they can still explain the problem of a story. In the observation checklist, the researcher did not place 'always' because they did not show an improvement at this point. They continued doing it in the same way.

On the other hand, the students now obtain an 'always' if students can identify characters in a text. In the class in which students worked with gamification activities, they learned a text about the weather. In the following class, they knew how to identify characters in that text, and in the new subjects, they better identify some aspects, such as the characters. Same as with the story's setting, in the beginning, students did not even know the meaning of the 'setting of the

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story.'However, in the class observed at the end, they knew how to identify the story's setting. Some even raised their hands to tell the teacher some important story aspects.

Similarly, the aspect of the students connecting themselves to the story was observed. Group 4-2 did not show a change in this aspect. In both observations, the researcher noticed they always need to connect that way with history. However, as previously mentioned, the students did show a change in recalling specific facts from the story. For this observation, they obtained 'always' in this point. Furthermore, they continued with a 'never' regarding being able to use skimming to locate information since they have yet to show any changes. The same as with being able to apply background knowledge to a text, they did not show changes.

On the other hand, the students improved in identifying a passage's main idea and supporting details for the main idea. For this point, in the class observed by the researcher, it was noticed that the students now can identify the main idea or supporting details when carefully helping them to understand it. Furthermore, for the second observation, the students get an 'always' in how they feel in the English class. They improve their concentration. They continued doing an excellent job of having strength in others' skills and getting along with other classmates and the teacher.

The observation checklist from 4-1 part 2 had the following results. In the first observation checklist, this group was ranged with 'sometimes' regarding being able to retell a story they have read, but for the second observation, the researcher could notice that they truly improved; therefore, in this observation, they get an 'always'. 'They knew the story previously learned. In addition, regarding explaining the problem of a story, they still get 'sometimes'. 'They understand the story but keep showing the same action about this aspect as the first time.

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On the other hand, they improve in identifying characters in a text. Even though they were pretty good in this aspect the first time, they got better with the help of the gamification activities. Therefore, groups 4-1 were scored as 'always' in this case. Now they know how to identify all the characters. This is the same case as with the setting of the story. In the first observation, they truly struggled with this aspect, but in the second one, they expressed that they realized which was the story's setting

Sadly, the students could have improved by connecting themselves to the story. This might be because of the subject seen in the story. It was about the weather. Therefore, they could see it as something not personal, similarly, with skimming to locate information and apply background knowledge to the text. They could have improved in this aspect. However, this might happen because they need previous knowledge about these aspects. Therefore, when the researcher observed, some of the things they said sounded like they got these aspects right, but they needed to work on that.

On the other hand, the researcher noticed, they manage how to summarize a passage they read. Since by applying the gamification activities, they remembered some of the steps to achieve the activities, so they did summarize what the passage was about. Moreover, they did much better the second time when identifying the main idea of a passage. In contrast to identifying supporting details for the main idea given that, they continued with a score of 'sometimes'. In the end, the last points to be observed are regarding personal facts, which they keep doing great as the first time. Indeed, it was an excellent group to work on.

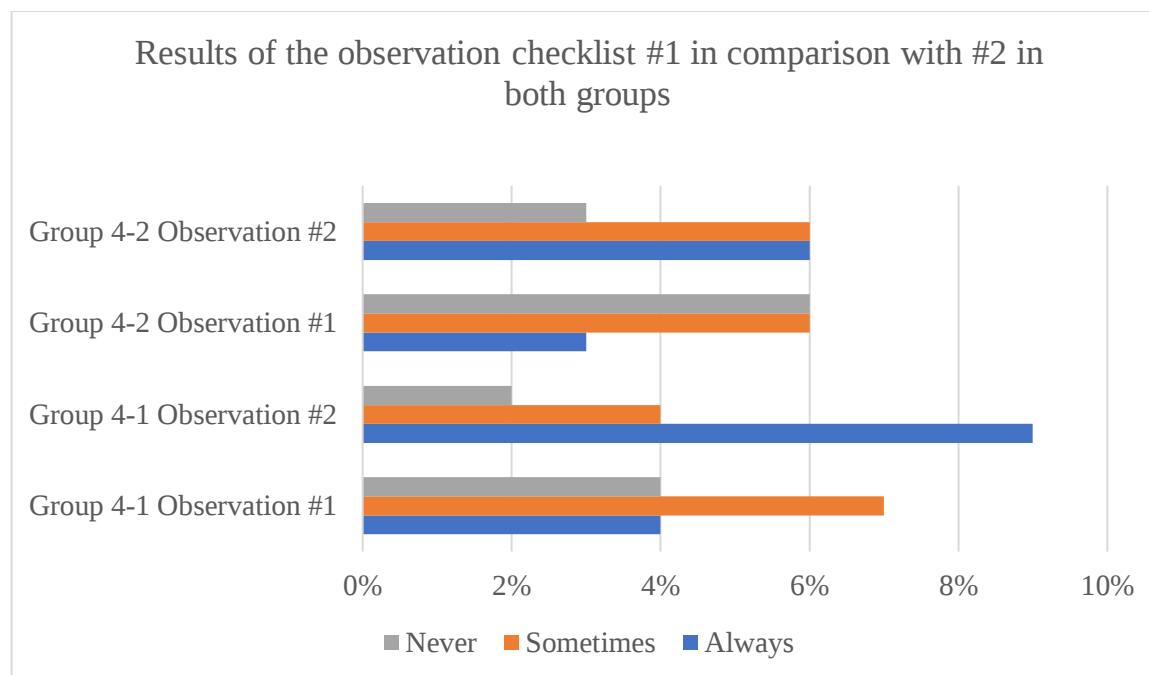
Figure 4

Figure 4 results of the observation checklist compared to 2 in both groups—source: Researcher's creation.

Figure number 4 results of the observation checklist compared to 2 in both groups. Therefore, by making a deep analysis of the results, the researcher can come to the conclusion, they truly improve their reading skills. It is noticed that groups 4-2 improve a lot since the column that ranges the points as they never do it, low 3%, and increase in the column 'always' with 3% more. Columns 'sometimes' are still the same. These points that they get to improve were retelling a story. Now they sometimes get to achieve it. Now, they 'always' get to be able to identify characters and settings in a story. 'Sometimes' get to summarize a passage they had read, and they achieve an 'always' in-class concentration.

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On the other hand, group 4-1 improves a lot as well. The column that ranges the points as they never do is low at 2%, and the column 'always' increases by 4% more than the first time. Column 'sometimes' increases by 3% more. The points that differ from the first observation checklist with the second one is that now they 'always' retell a story they had read and identify the story's characters and settings. In addition, now they 'always' recall specific facts from a story. Students now 'sometimes' summarize a passage and 'always' identify the main idea. In both groups, the great results of applying gamification are noticeable.

4.1.3 Pre-task

Another instrument applied was a pre-task. With the help of this instrument, the researcher worked with the students for the first time. The researchers provided the students with a comprehension text with six questions they had to answer. They worked on this task for around forty minutes because they truly found it difficult to understand what the task was about. On multiple occasions, the students raised their hands to ask what they must do, although the task had already been explained. Once the researcher went desk by desk to explain student per student the task, some completed some questions. On the other hand, other students could not complete the task, not because they needed help understanding the instruction, but because they needed to understand vocabulary or find a technique to work on it.

Therefore, some of them obtained per not answer the questions or wrote an incorrect answer. When the researcher realized the observation checklist, it was noticed that they needed to be working better on their reading skill. However, when working with them on the comprehension of text, the researcher could notice they needed help with this skill. Besides this, some of them told the researchers they did not know how to read in Spanish. However, many students understood the task when the researcher helped them individually. Thereby, it was

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noticed that it was not that they did not know how to read but that it was a matter of not trying to understand and work on the task. Certainly, they need to be more engaged to improve in this aspect. With this in mind, the pre-task results for both groups are the following.

Figure 5

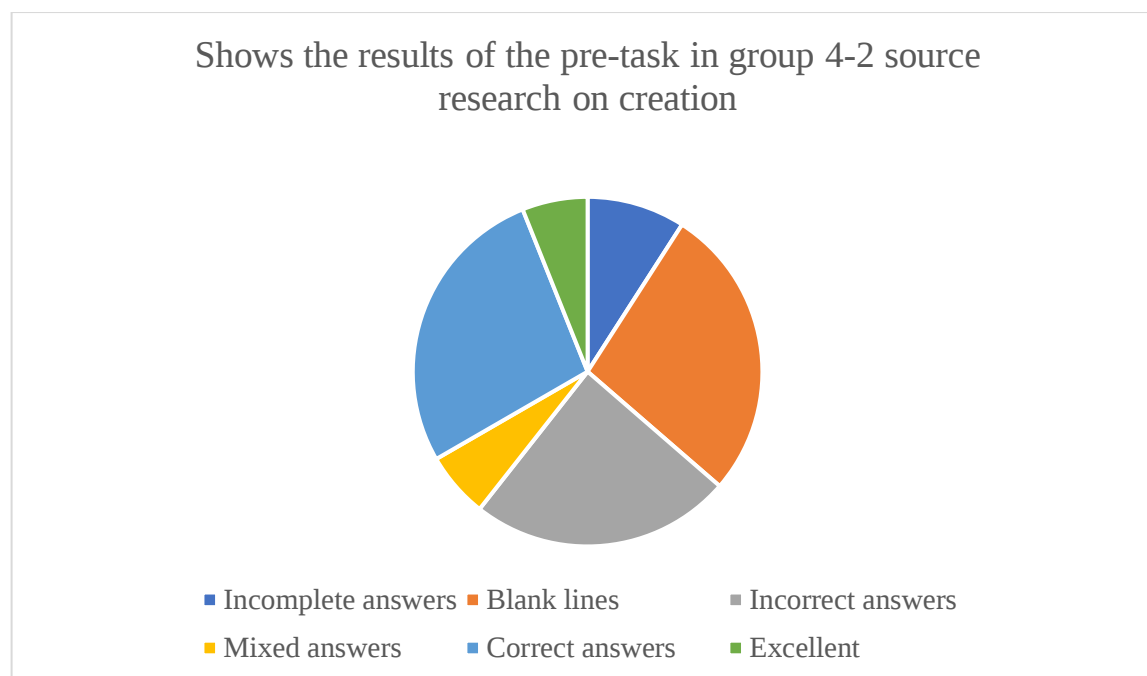


Figure 5 results of the pre-task in group 4-2. Source: Researcher's creation.

Figure number 5 shows the results of the pre-task in group 4-2. In this group, the task was applied to sixteen students. The following results can be found in a deep analysis of the answers the students make in this task. First, is important to mention the results are going to be mentioned in general, and per student. Therefore, it can be found that three students need more answers. Moreover, nine students with answers are blank, meaning they do not write an answer. Similarly, it was found eight students with incorrect answers. Besides this two students mixed the answers which means they provide a correct answer, but they still needed to provide it for the correct

question. However, nine students got nine answers correct, and two had excellent scores. The results were a huge help for the researcher to get an idea of how to work with them.

Figure 6

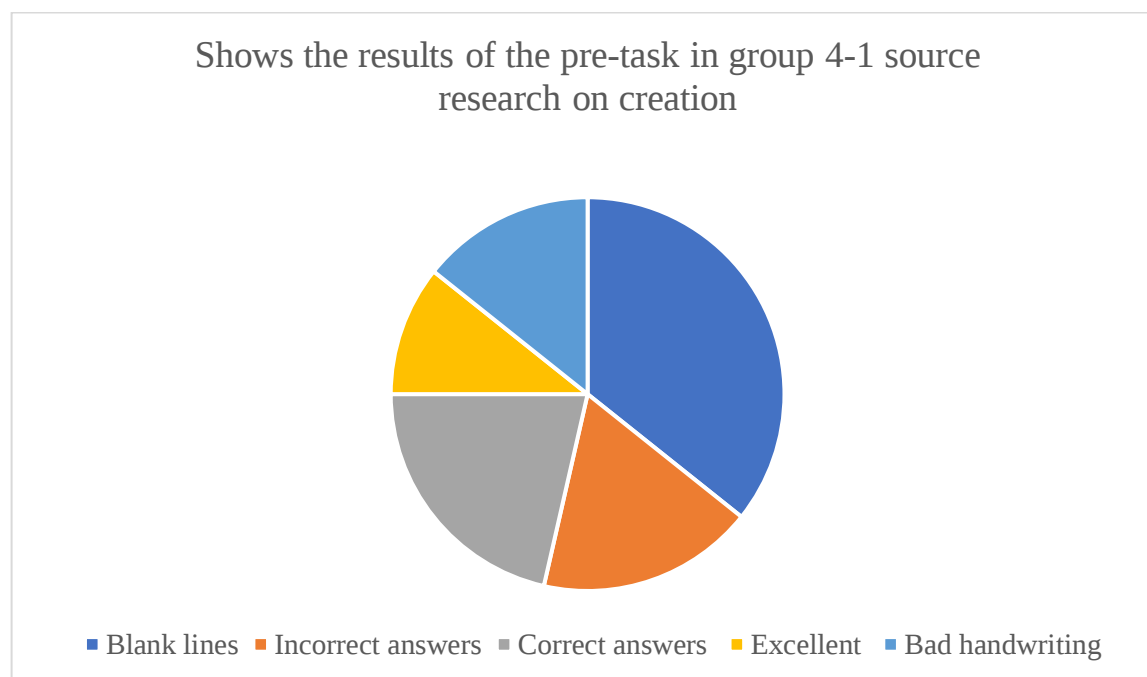


Figure 6 results of the pre-task in group 4-1. Source: Researcher's creation.

Figure number 6 shows the results of the pre-task in group 4-1. In this group, the task was applied to fifteen students. The following results can be found in a deep analysis of the answers the students make in this task. First, it is important to mention that the results will be mentioned in general and per student. Therefore, the results are that it can be found that all students have complete answers. Moreover, ten students with answers are blank, meaning they do not write an answer. Similarly, it was found that five students with incorrect answers. Besides these, six students got correct answers, and three had excellent scores. In this section, the researcher noticed four students had badly handwritten. One of them had correct answers, which means they

knew how to identify the answers in the text, but the answers could be better handwritten.

Therefore, those answers were not counted as good ones.

Figure 7

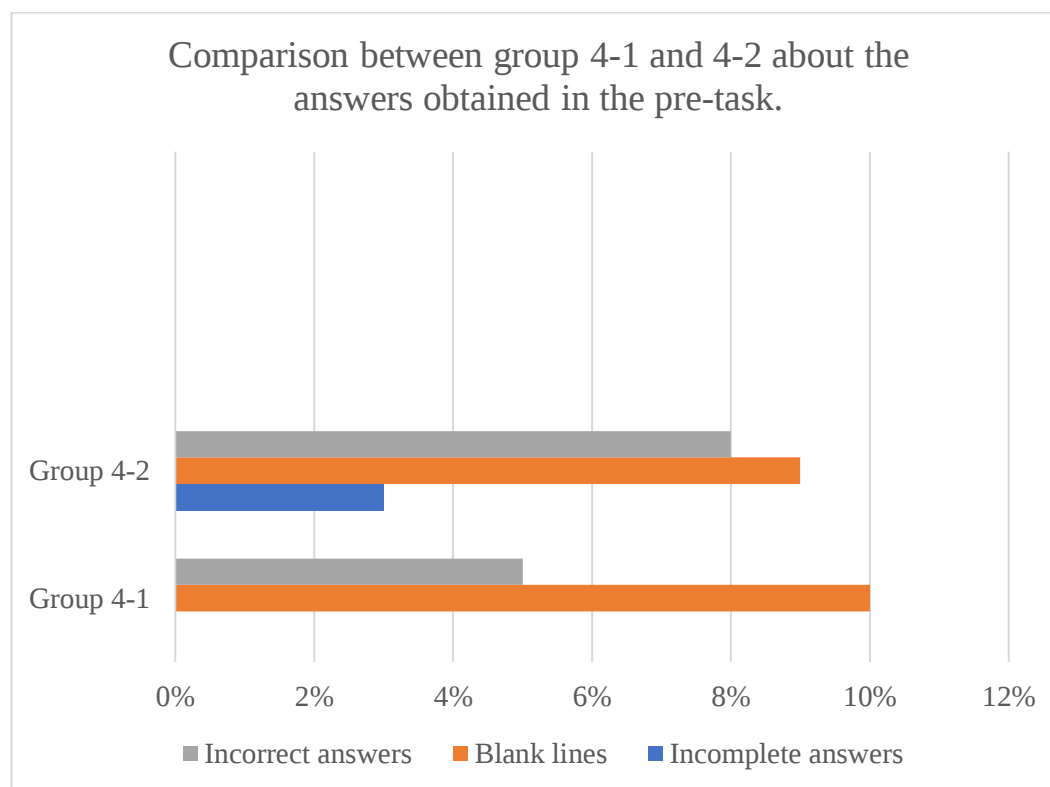


Figure 7 compares the results between groups 4-1 and 4-2—source: Researcher's creation.

Comparison between group 4-1 and 4-2 about the answers obtained in the pre-task. In the figure, grey is defined as incorrect answers obtained by the students in both groups. Group 4-2 has a percentage of 8. Group 4-1 has a percentage of 5. This leads to the conclusion that group 4-2 got 3% more wrong answers. On the other hand, the color orange shows the questions the students did not answer. Group 4-2 gets 9 percent. In contrast, group 4-1 gets 10 percent. In this case, groups 4-1 had more students who still needed to answer some questions. Moreover, figure

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7 demonstrates that 3% of the students in group 4-1 try to complete the task, however, their answers need to be completed. Therefore, those answers cannot be counted as correct answers.

Figure 8

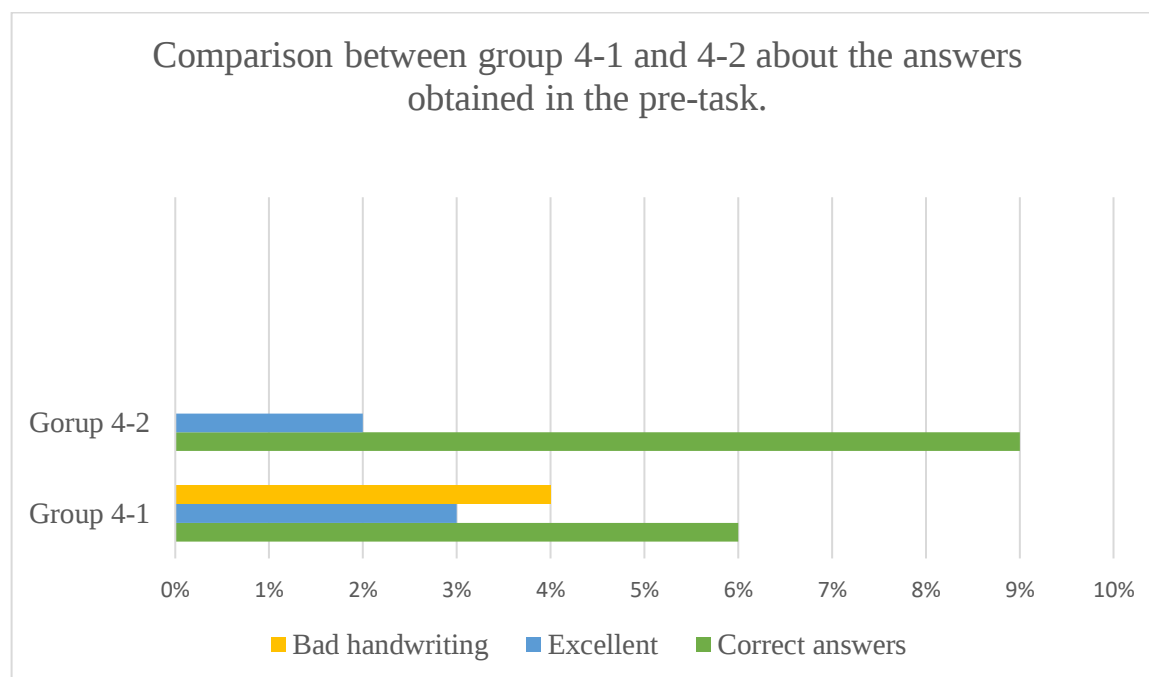


Figure 8 compares the results between groups 4-1 and 4-2—source: Researcher's creation.

Comparison between group 4-1 and 4-2 about the answers obtained in the pre-task. In the figure, yellow defines the students who present bad handwriting in the task. As is noticed, groups 4-1 had a percentage of 4% of the students. Furthermore, 2 percent of the students in groups 4-2 have excellent answers. The color blue represents this aspect. Analyzing the figure, at this point, group 4-1 gets 1% more than 4-2. Finally, the color green shows the correct answers students have. Group 4-2 have 3% more correct answers than group 4-1. Indeed, these results show that both groups are very similar. It is noticed that the strengths found in one group are not the same

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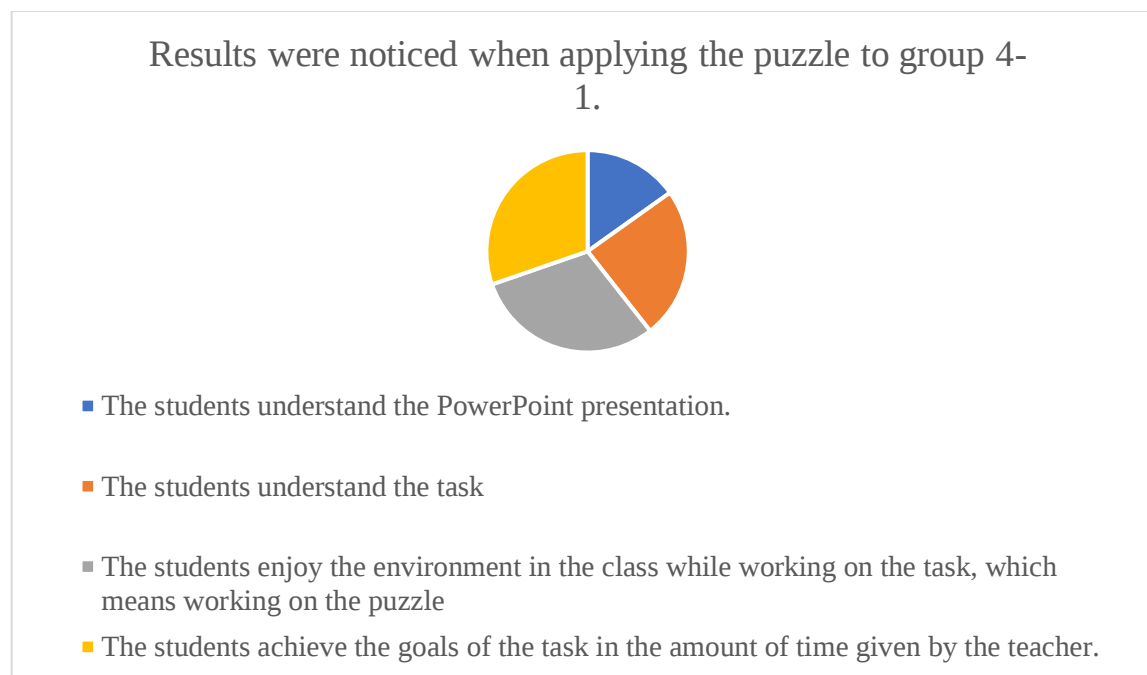
as those in the other group, the same as the weaknesses they presented. However, both groups worked hard on the task.

4.1.4 Gamification activities

In this investigation project, the proposal to improve the reading skill of the fourth graders in la Escuela el Carmen uses gamification in the classroom. In order to achieve the goal of applying gamification to the students, the researcher worked on two activities. The idea of the first activity was to teach them to identify sequences in a text with the help of a puzzle. The idea of the second activity was to engage the students in reading a text with the help of playing a hidden treasure with them. Therefore, the data analysis of these two activities will be discussed.

4.1.4.1 Puzzle

At the beginning of the activity, the researcher projected a PowerPoint presentation on the board. Therefore, teaching the students the subject to be worked on before starting the gamification activity was important. The PowerPoint taught the students how to identify sequences in a text when reading. Moreover, it was important to analyze if the students understood the task's instructions. Since it was important to understand the rules before playing, especially because in this activity, the students that finished first would win a prize. Thereby, the investigator of the investigation tried to analyze if the students were enjoying the environment in the class. This aspect is important to be analyzed since gamification activities consist of work in an enjoyable environment. Similarly, get to know if the students achieve the task goal in the amount of time given for the activity. The first time the researcher observed the classes, it was noticed that they struggled with time when realizing the task.

Figure 9

*Group 4-1. Figure 9 shows the results obtained when applying the puzzle to the students—
source: Researcher's creation.*

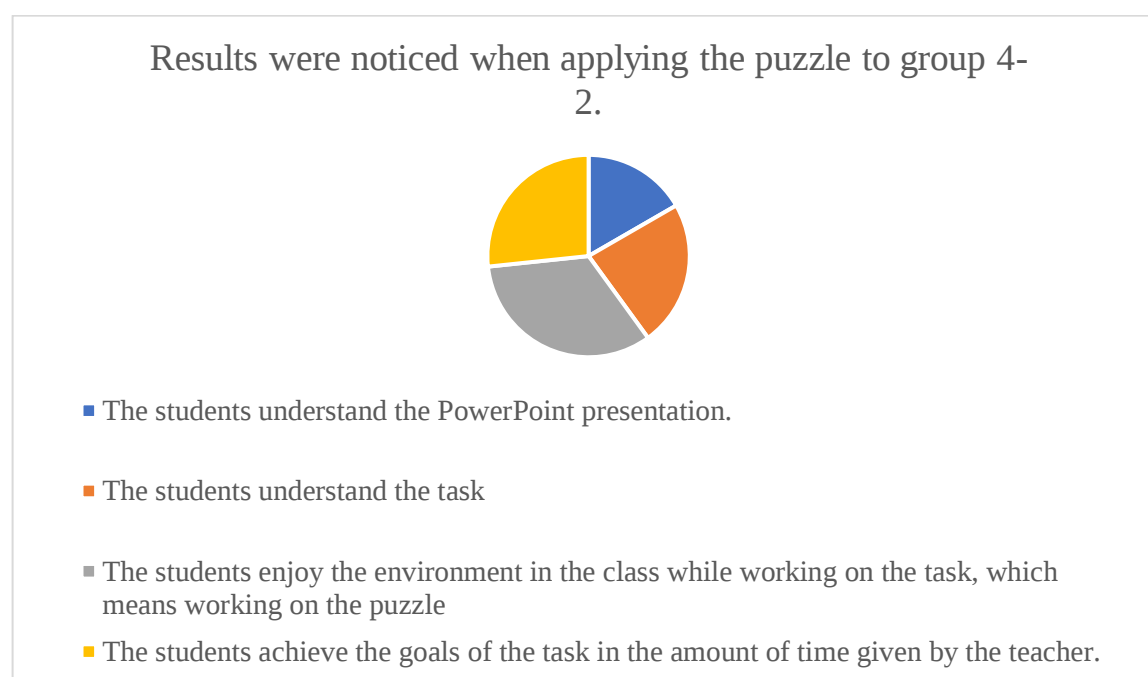
Figure 9 shows the results of the aspects expected by the researcher in group 4-1. The students understand PowerPoint presentations. For this aspect, the researcher can rate it with a five. This qualification is because the students pay attention all the time. However, when playing with the puzzle, they need more understanding of some connectors that indicate text sequences. As a result, the subject has to be explained one more time.

Moreover, 'the students understand the task' is another point to be achieved. For this aspect, they get an eight because even though they understood the task, it was noticed that some of them completed the puzzle by following the pieces rather than reading the sequence. Similarly, the students enjoy the environment in the class while working on the task, which means working

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on the puzzle. They enjoy working with the puzzle, and many seem interested in reading the pieces to assemble the puzzle. For this aspect, they got a ten. The same for the students to achieve the goals of the task in the amount of time given by the teacher, they got a ten. They had ten minutes to complete it, and some realized it was eight minutes.

Figure 10



Group 4-2. Figure 10 shows the results obtained when applying the puzzle to the students—

source: Researcher's creation.

Figure 10 shows the results of the aspects the researcher expected in groups 4-2. The students understand PowerPoint presentations. For this aspect, the researcher can rate it with a five. The same as with the 4-1; they were always paying attention. However, when playing with the puzzle, they need more understanding of some connectors that indicate text sequences. As a result, the subject has to be explained one more time.

Moreover, 'the students understand the task' is another point to be achieved. For this aspect, they get a seven, the same as 4-1. Some complete the puzzle by following the pieces and not reading the sequence.

Similarly, the students enjoy the environment in the class while working on the task, which means working on the puzzle. For this aspect, they got a ten. They enjoy working with the puzzle, and many seem interested in reading the pieces to assemble the puzzle. The same for the students to achieve the goals of the task in the amount of time given by the teacher, they got an 8. They take ten minutes to complete it, but they last around fifteen minutes. The researcher can conclude that both groups react well to the puzzle by analyzing the results.

4.1.4.2 Hidden Treasure

Figure 11

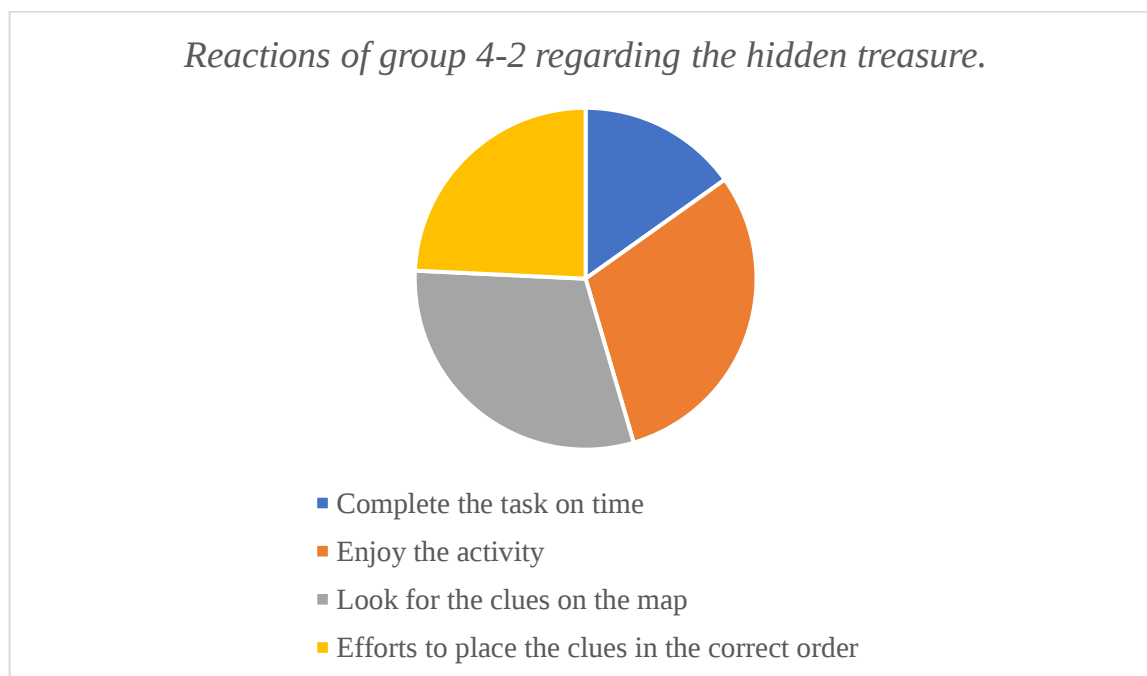


Figure 11 shows the reactions of group 4-2 regarding the hidden treasure—source: Researcher's creation.

Figure 11 shows the reactions of group 4-2 regarding the hidden treasure. Complete the task on time. The students obtained a five in this aspect. The students were given twenty minutes to complete the task. However, they completed it in the last forty minutes. This was probably because the groups did not follow the rules at the beginning of the task. Therefore, they did not know how to look for clues at the beginning. In the end, they talked between them and found a solution to find the clues.

Moreover, the students got a ten for 'enjoyed the activity. Some of them even expressed to the researcher that they enjoyed the activity and were grateful because of that. The best part was that they worked as a group. Therefore, they got a ten on 'look for the clues on the map Ultimately.' This group gets an eight on 'making efforts to place the clues in the correct order because of the following. The clues contained parts of the text. As they were finding the clues, they had to read them and place them in the correct order. They got an eight because they did complete the task. However, they struggled a lot when doing it, and when the text was shown on the board, they got at least one or two wrong. The good aspect was that they read the text and immediately went to fix it.

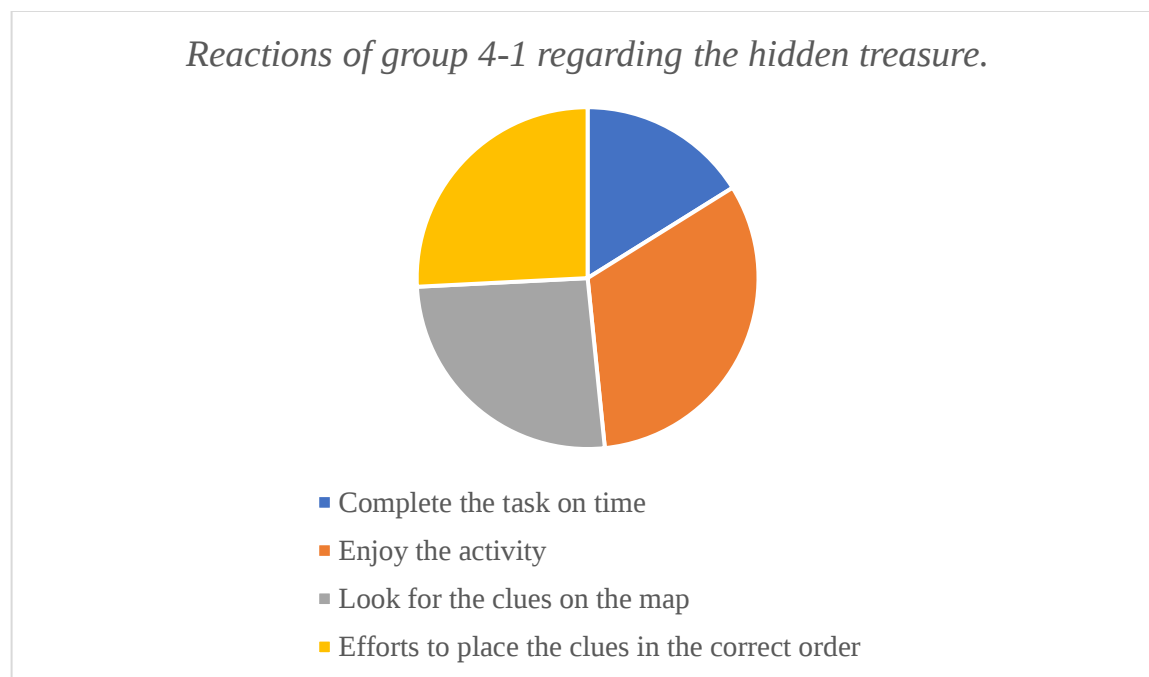
Figure 12

Figure 12 shows the reactions of group 4-1 regarding the hidden treasure—source: Researcher's creation.

Figure 12 shows the reactions of group 4-2 regarding the hidden treasure. Complete the task on time. The students obtained a five in this aspect. The students lasted forty minutes since they did not find some clues, even though they had the help of the map to look for the clues.

Moreover, the students got a ten in 'enjoyed the activity.' Some of them even expressed to the researcher that they really enjoyed the activity and were grateful because of that as well as the other group. The best part was that they worked as a group. Therefore, they got an eight on 'look for the clues on the map. 'They struggled to find some of the clues because they were not looking at the map, making the group last longer than they expected in the task. Ultimately, this group gets an eight in 'making efforts to place the clues in the correct order because of the following.

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As they spend a lot of time looking for clues, when they get to have all the clues, they place them in the order they are finding them. However, when the researcher asked them to read it and place the clues correctly, they made a real effort to achieve the correct order.

4.1.5 post-task

The idea of the post-task was for the researcher to realize whether there were changes in the groups. The post-task consisted of telling a story to the students, and while telling the story, they had to draw the information gathered. After that, the story was explained to the students. Thereby, they had to draw again, but this time with a better knowledge of the meaning of the text. The results obtained for this task are shown in the following figures.

Figure 13

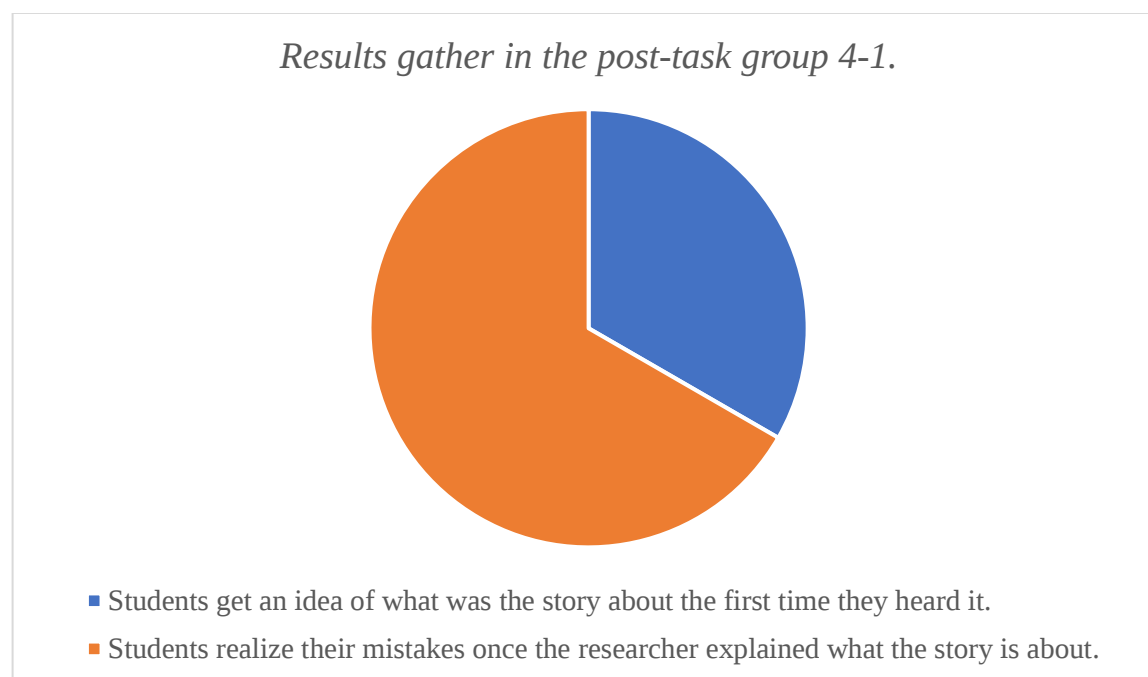


Figure 13 shows the results in the post-task group 4-1—source: Researcher's creation.

Figure thirteen seems to be the results obtained by the researcher when applying the post-task. Students get an idea of the story the first time they hear it. For this point, students get 4 percent because, when telling the story, some of them were lost. However, when the researcher reminded the students to focus on the story, they drew at least one or two drawings with much effort. The second aspect was that students realized their mistakes once the researcher explained the story. In this case, they get 8 percent. Once the researcher explained important aspects of the text, and some of the meanings, the students drew again. This time, they made three or four more drawings. Some of the expresses knew what to draw the first time. However, they needed to figure it out. Therefore, they decide to wait to draw until being sure.

Figure 14

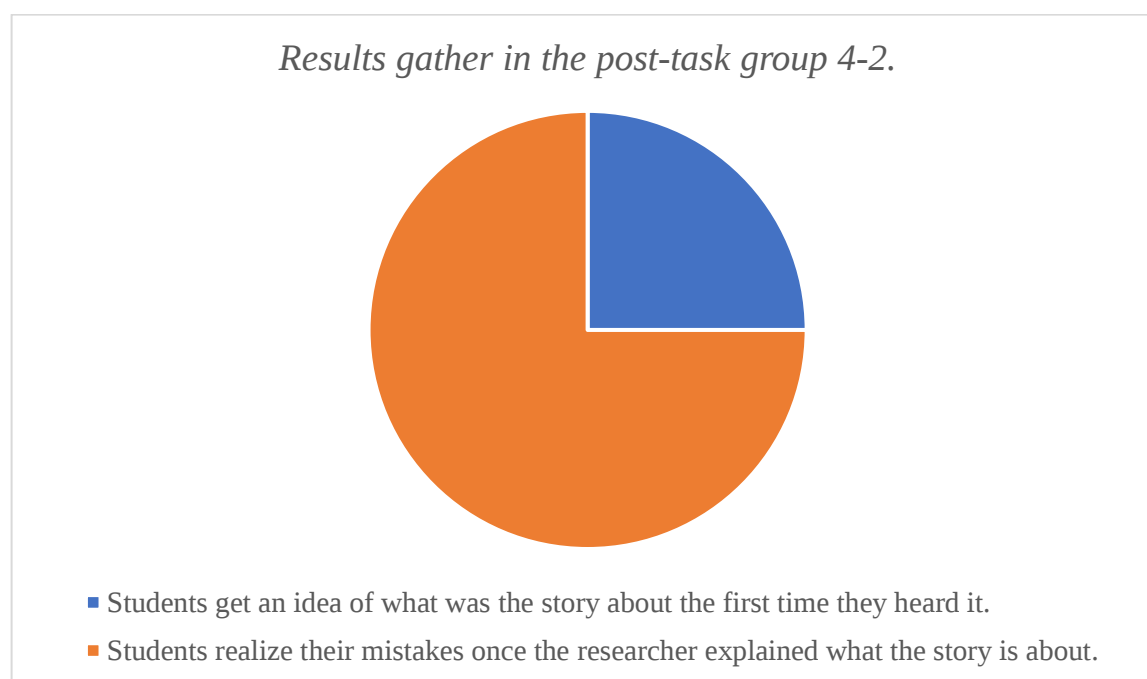


Figure #14 shows the results in the post-task group 4-2—source: Researcher's creation.

Figure fourteen shows the researcher's results when applying the post-task to groups 4-2. Students get an idea of what was the story about the first time they heard it. For this point, students get 4 percent because the same as 4-1 when telling the story, some of them were lost. However, when the researcher reminded the students to focus on the story, they drew some drawings with much effort. The second aspect was that students realized their mistakes once the researcher explained the story. In this case, they get 10 percent. Once the researcher explained important aspects of the text, and some of the meanings, the students drew again. This time, they drew many drawings regarding the text.

In short, this chapter of the investigation project shows the data analysis of the instruments applied. With much effort and analyzing the figures, the researcher realized the students did show some changes. Even though the time to apply the instruments and worked with the students was little, the students improved their reading skills in the following classes. This leads to the conclusion that gamification is a great tool to work on with students. Although in order to apply gamification to the class, the teacher needs to work a lot on the activities, the results show is applied gamification to the students is worth it. In such little time, the students found themselves more comfortable and engaged in the class regarding their reading skills. Therefore, it is a dream to believe in the results obtained by working daily with them using gamification.

Chapter V

Conclusions and Recommendations

This chapter leads this investigation project to an end. Therefore, this chapter talks about the conclusions and recommendations of the investigation. According to Herrity (2023), "A conclusion, on the other hand, addresses the "so what" by clarifying the point of the essay and offering the reader a solution, question or insight into the subject matter that reiterates why they should care." Doubtless, conclusions are extremely important in an investigation project since they can help draw conclusions based on the data analysis already made. In addition, the recommendations are crucial as well. George (2022) stated, "you conduct your research and analyze the data you collected, perhaps there are ideas or results that do not quite fit the scope of your research topic. Alternatively, maybe your results suggest that there are further implications of your results or the causal relationships between previously studied variables than covered in extant research." As noticed, the recommendation should be mentioned in an investigation project. Therefore, for this chapter, the recommendations will be mentioned, as well.

5.1 Conclusions

In this part of the investigation, the researcher will provide the conclusions to each objective based on the research statement. In addition, these conclusions will be given based on the theory stipulated in Chapter II. Moreover, it is going to be mentioned what was found through the different instruments applied in this investigation project.

5.1.1 To identify the reading difficulties in fourth graders at Escuela del Carmen Elementary School during the I Quarter of 2023

Around the world, difficulties in learning have always been present in all aspects. Therefore, there have always been people with the great intention of helping students who present difficulties in learning through investigation projects. This is the case of this investigation project, which is to help the fourth-grader students at Escuela del Carmen. To achieve the goal of helping the fourth grader students, the researcher followed a series of aspects to get it. The first to be achieved was to identify the reading difficulties that the students had.

Consequently, the researcher worked with some instruments that helped her to identify the reading difficulties. As the first instrument, the instructor applied an observation checklist. The observation included fifteen items that wanted to be observed. Through this observation checklist, the researcher discovered which aspects the students battled with regarding their reading skills. The researcher concluded that both groups observed had many problems regarding this skill.

For example, the researcher concluded that students struggled with aspects such as retelling a story they had read. In addition, they needed to learn concepts such as skimming a text, finding the story's setting, or identifying the history's background. Another disadvantage they had regarding this skill was that they needed to learn how to summarize a passage they had read, and they never connected themselves to the story. All of these aspects regarding reading skills are extremely important to improve the learning of a new language. As mentioned in Chapter 2, Pérez's (2016), he explains that the fact of not having reading comprehension skill well develop might lead to functional illiteracy. Therefore, it is important to acquire excellent

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reading comprehension. If learners do not try to improve their reading skills, it can greatly damage their learning. Indeed, this was what was happening to these students.

Moreover, identifying aspects directly connected with reading skills was not the only characteristic observed. In addition, the researcher looked at qualities such as the student's behavior in English classes, the concentration of the students, and if they get along with others. A very important aspect observed as if the students were having problems with other skills or just un reading. As a result of these aspects observed, the researcher came to the following conclusions.

The student's behavior regarding English classes was all right. They seemed happy in these classes. They did not hesitate when asked to work or asked to achieve goals. However, many of them struggled to complete tasks. They had good behavior despite the struggles they faced. This was a relief for the researcher since, as previously mentioned, reading incites to analyze human behavior and evaluate positive or negative attitudes; it contributes to creating higher patterns of behavior and the formation of necessary convictions. There is no doubt that the conclusions of this point observed were important points to know before continuing with the investigation.

Moreover, the researcher needed to observe if the students happened to be concentrated in the classes or not. This was extremely important because, as previously mentioned, the teacher must prioritize their student's needs. As Hernandez et al. (2018) mentioned, the idea is that teachers consider what the students are asking for. In all the classrooms, teachers will find different backgrounds, feelings, emotions, and so on in their students. As a result, the researcher can conclude that the concentration of the students was not a problem when working with them,

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keeping in mind that they are kids. In the end, with the last aspect observed, the researcher concluded that they did get along with others. Both groups were great in this respect. The environment in the class was excellent, especially between classmates, and no less important with the teacher.

5.1.2 To apply gamification to improve the lack of reading skills in fourth graders at Escuela del Carmen Elementary School during the I Quarter of 2023

The use of gamification is becoming more popular these days, and it is a great tool to use to help students to improve daily. Therefore, the researcher of this investigation decided to apply gamification as a strategy to help the fourth graders. Thereby, gamification was used as an instrument in this investigation. As a result, the researcher obtained awesome results. It is important to remember that the use of gamification has many backgrounds, but this investigation was crucial for understanding what gamification meant in an educational environment. As previously mentioned, gamification has been a successful help in education. Blankman (2022) explained that "Gamification in education means that educators apply game design elements to an educational setting. The goal is usually to make learning more engaging" (pp. 6).

Undoubtedly, providing students with a more engaging environment is extremely important. Especially because students faced a global pandemic that stopped their studies. Indeed, many schools worked hard to continue with classes and the school's curriculum. However, it was different. The students connected to classes and completed tasks but needed to be truly learning.

That happened with the fourth-grader students in la Escuela del Carmen. When they came back to school, their reading skills were poor. Many expressed that they were not even able to read in Spanish, which is incredibly worrying at their age. Therefore, taking into consideration

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their backgrounds, it is essential to take a look at what was their strength and how to use them in order to improve their reading skills. As a result, what was found by the researcher is that they were great at playing. In addition, it is exceptionally interesting when become to recreational activities. Therefore, the teacher has to adapt their language classes into engaging ones. As mentioned in Chapter II, language teachers learned simultaneous elements in their pedagogy. Cognitive authority and personal and professional performance are based on ethical and moral values (Hernández et al., 2018). Considering this, the researcher concluded that this is real, and students did improve their reading skills when applying this theory.

In order to achieve this theory, gamification was applied when the students had to learn sequences in a text and comprehension in history. Therefore, when they were taught how to identify sequences in a text. The researcher worked on doing a puzzle. The puzzle contains a text with a sequence. Thereby, the researcher first taught sequence in a PowerPoint presentation. At this time, the researcher concluded that the students were bored since they thought it would be a regular class.

Moreover, their faces completely changed when the researcher told the students that the practice would be playing with a puzzle. Now they were engaged with the class, and when they were trying to complete the puzzle, they tried to read the pieces of the puzzle and identify the sequence of every piece. Indeed, with this first activity, the researcher determined the immediate changes in the use of gamification in a short time.

Similarly, the researcher made a hidden treasure for the students. The idea of this activity was to force the students to read in order to win a game. Consequently, the activity was for the students to look for the treasures, following clues previously hidden by the researcher. In

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addition, they were given a map that simulated the classroom. This map helped them find all the clues. The treasure was part of a text. Therefore, when they had all their treasures, they had to place them in the correct order. At first, the researcher helped them identify some aspects they could read to know where to place them.

Moreover, the text was shown on the board, so they must read it to complete the task. It was incredibly wonderful to watch the students playing with this activity. They were reading to complete the task. This result led to the conclusion that the use of gamification was a great instrument to use.

5.1.3 To evaluate the outcomes of using gamification to improve the reading skill of fourth graders at Escuela del Carmen Elementary School during the I Quarter of 2023

Until now, it is extremely clear that gamification is a real help in educational matters. Therefore, evaluating the outcomes of using gamification is important for this investigation. In short, in chapter II of this investigation, the researcher explained what gamification is and its importance of it. Even though gamification is a great tool, a language teacher's role is crucial. As mentioned, teachers need to continue preparing for the classes. Hernández et al. (2018) clarified the importance for teachers to master strategies, techniques, and skills. As a result, the ones who benefit from this preparation of teachers are the students. Certainly, teachers need to prepare daily.

The researcher concludes that gamification did have outcomes in improving reading skills by applying two important instruments. A post-task and a final observation checklist with the same aspect observed at the beginning. Therefore, with the post-task, the researcher concluded

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that the fourth graders worked better with gamification without noticing it. They learned while playing. The post-task was about telling a story. The researcher told a story, and the students had to draw whatever they understood. A second time, the researcher not only told the story again but explained to the students what the story was about. Therefore, they had to draw again, but this time with complete knowledge of the facts.

This post-task helped the researcher understand how much they understood by comparing the drawings. The results were expected, and the students enjoyed a lot to draw. This was a viewpoint noticed by the researcher. Therefore, when they are told they would learn a story through drawing, they force themselves to understand to make the correct drawings. In addition, with the second observation checklist, the researcher concludes that students improve their reading when they use gamification in a classroom environment.

5.2 Restatement of the Research Question

In this investigation, it is crucial to answer this question since it is the essence. How does the implementation of gamification increase the reading skills of Fourth-Grade students at Escuela del Carmen during the First Quarter of 2023? This question is crucial to be answered in this investigation project since it is the foundation of everything. A direct and short answer to this question is that the implementation of gamification did increase the reading skills of the fourth graders at Escuela del Carmen. However, it is vital to analyze this answer deeply. Why can the researcher be so sure the use of gamification helped? Due to the great response the fourth graders had when they applied for the activities.

The researcher not only applied gamification as an instrument, but she also applied a variety of instruments that helped her to find out the students responses in the habitual classes. Therefore, it was simpler to realize changes in the group or not. The fourth graders are excellent

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groups, students who engage with the learning process, compared to other groups. Moreover, students got along with others, which lets the researcher work with them better and achieve all the activities this investigation proposed.

As a result of applying two activities involving gamification, the students developed their reading skills a lot. Despite the short time the researcher had to work with them, the improvement of the groups was not going to be outstanding, but at least it was noticeable. The students forced themselves to read in order to complete the tasks. To sum up, gamification is an excellent tool to improve the students reading skills.

5.4 Recommendations

Considering some important aspects before working with students when applying gamification in the English classes is essential. If a teacher wants to modify and gamify their classes, it is important to be aware of every situation. To start with, the teacher should modify the curriculum of the class. When working on the curriculum, it is better if teachers add some activities besides the ones to be applied. Therefore, the time for one activity can be forty minutes; however, students can finish the task in twenty minutes. Since it is impressive how students respond to activities using gamification, they work quickly. This might change. Although this investigation, the researcher worked with two groups, both responding excellently to class time management. There were will groups that responded differently to the activities.

When they respond well to the activities, they finish quickly; therefore, the teacher must have a 'plan b' if this happens. In this way, the group will keep the concentration of the class. However, with the activities in a plan B, the students will be concentrated on the classes, and in order to finish all what has been included in the plan, they will probably need more time to

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develop the activities. Moreover, it is important to point that out that gamification entails much effort from the teacher, efforts regarding time, money, and enthusiasm.

In addition, gamification in a classroom environment is wonderful; therefore, it is important to remember that gamification is the use of games in a non-game topic; consequently, it is important to apply gamification correctly, and let the students know that they are learning while playing and that as a result, learning becomes enjoyable. Employing gamification in every class is indeed a challenging task. However, as in the case of this investigation, applying gamification once or two times per lesson plan was more than helpful. Indeed, the results of using gamification are marvelous.

Remember, gamification is the use of games in a non-games topic. Therefore, it is crucial to be aware of gamified classes. Moreover, when gamifying a class, it is essential to do it correctly. It is important to do it correctly and not make students believe they are playing instead of learning because both aspects go by hand. Therefore, in every class where gamification is used, always remind the students that they are learning specially and enjoyably, and not just playing.

Finally, for this investigation project, the researcher focused on improving reading skills using gamification. As this amazing tool seems to be so helpful, it can be used for teaching other language skills too, that is listening, writing, or even speaking skills. The use of gamification can be adapted to all four skills that teachers must work on in a class. When teachers design the curriculum, they should include gamification little by little, as using gamification is not an easy task and it demands a lot of time. Anyway, as making this efforts brings about very good results due to the engagement of the students in the different classes activities, wonderful changes may

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occur during the learning process from which students, as well as teachers, can take advantage.

Owing to this, teachers will see the tremendous changes in using gamification in a classroom and the easier it is to do. Not just students benefit from it, but teachers as well.

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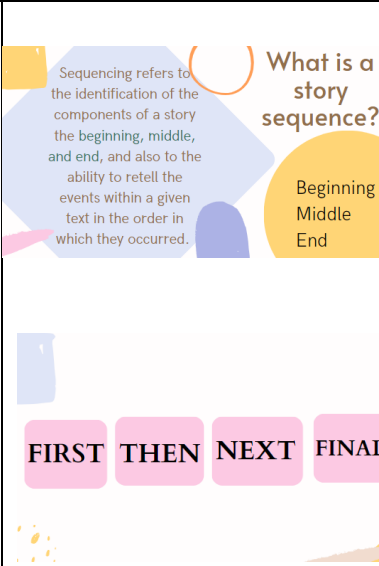
Annexes

2023 Elementary Fourth Quarter

Annex 1 Lesson Plan

Week	Topic	Warm-up Questions Stimulus Question	Suggested Learning Activities	Assessment Activities /Tools Ss will be assessed through:	IB profile attribute
Week 1 20th February - 24th February	• Reading Comprehension • Sequence Text Unit 1: Weather	• The ss will solve a reading Comprehension about the Weather. Name _____ Date _____ Hurricane A hurricane is a huge storm that forms over the ocean. Hurricanes usually last for over a week, gaining strength as they travel over the warm water. When they hit land, they bring heavy rain and winds. Hurricanes can damage buildings and trees. They can cause flooding as well. Most hurricanes occur during Fall months, since they are formed in warmer waters. If a hurricane is coming, it is best to leave the area and go to a safer location. You must stay inside during a hurricane. Instructions: Read the passage and answer the questions below 1. What is a hurricane? _____ 2. How long do hurricanes last? _____ 3. How do hurricanes gain strength? _____ 4. What happens when they hit land? _____ 5. When do most hurricanes occur? _____ 6. What should you do if you are in a hurricane? _____	PRS: T will introduce the class by explaining the ss sequence in a text (First, Then, Next, Finally) through a PowerPoint presentation. 	• PowerPoint Presentation • Puzzle	• Open-Minded • Communicator • Thinker • Inquirer

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			 Sequencing refers to the identification of the components of a story the beginning, middle, and end, and also to the ability to retell the events within a given text in the order in which they occurred. What is a story sequence? Beginning Middle End FIRST THEN NEXT FINAL 2-T will introduce an activity to the ss in order to practice what they learned about the sequence in a text. PRT: Ss will be placed in groups of four, and the T will provide a Puzzle to the ss containing a text with a sequence in it.		
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			CLOS: T will remind the students to study sequences in a text.		
Week 27th February – 3 rd March	Comprenhesi on in a Text Unit 1: Weather	T will read out loud a story to the ss. 	PRS: T will explain to the students the new vocabulary about the story. PRT: T will make an activity for the students to read the text. 1- The class will be divided into two groups. 2- T will provide a map to each group. The map contains clues about the treasure they have to find.	• Maps • Clues	• Open-Minded • Communicator • Thinker • Inquirer

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			3- The clues are parts of the text; once they have all the clues, they have to build the text on the board. CLOS: T will tell the students another story. 1-The first time the story is being told; the students have to draw whatever they are understanding. 2- The T explained the meaning of the text, and then, the ss have to draw again what the story is about, now knowing the meaning of the text. Therefore, it can be known how much they understood the first time.		
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Annex 2. Observation Checklist 4-2 part 1

Aspects to be Observe	Always	Sometimes	Never
Student is able to retell a story he or she has read.			X
Student is able to explain the “problem” of a story		X	
Student is able to identify characters in a text		X	
Student is able to identify the setting of the story			X
Student is able to connect self to the story			X
Student can recall specific facts from the story.		X	
Student is able to use skimming to locate information.			X
Student is able to apply background knowledge to the text.			X
Student is able succinctly summarize a passage that he or she has read.			X
Student can identify the main idea of a passage.		X	

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Student can identify supporting details for the main idea.		X	
How the students feel in the English class.	X		
Concentration of the students.		X	
The students have strengths in other skills.	X		
Students get along with other students and the teacher.	X		

Annex 3. Observation Checklist 4-1 part 1

Aspects to be Observe	Always	Sometimes	Never
Student is able to retell a story he or she has read.		X	
Student is able to explain the “problem” of a story		X	
Student is able to identify characters in a text		X	
Student is able to identify the setting of the story			X
Student is able to connect self to the story		X	
Student can recall specific facts from the story.		X	
Student is able to use skimming to locate information.			X

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Student is able to apply background knowledge to the text.			X
Student is able succinctly summarize a passage that he or she has read.			X
Student can identify the main idea of a passage.		X	
Student can identify supporting details for the main idea.		X	
How the students feel in the English class.	X		
Concentration of the students.	X		
The students have strengths in other skills.	X		
Students get along with other students and the teacher.	X		

Annex 3. Observation Checklist 4-2 part 2

Aspects to be Observe	Always	Sometimes	Never
Student is able to retell a story he or she has read.		X	
Student is able to explain the “problem” of a story		X	
Student is able to identify characters in a text	X		
Student is able to identify the setting of the story	X		
Student is able to connect self to the story			X
Student can recall specific facts from the story.		X	
Student is able to use skimming to locate information.			X
Student is able to apply background knowledge to the text.			X
Student is able succinctly summarize a passage that he or she has read.		X	
Student can identify the main idea of a passage.		X	

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Student can identify supporting details for the main idea.		X	
How the students feel in the English class.	X		
Concentration of the students.	X		
The students have strengths in other skills.	X		
Students get along with other students and the teacher.	X		

Annex 4. Observation Checklist 4-1 part 2

Aspects to be Observe	Always	Sometimes	Never
Student is able to retell a story he or she has read.	X		
Student is able to explain the “problem” of a story		X	
Student is able to identify characters in a text	X		
Student is able to identify the setting of the story	X		
Student is able to connect self to the story		X	
Student can recall specific facts from the story.	X		
Student is able to use skimming to locate information.			X

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Student is able to apply background knowledge to the text.			X
Student is able succinctly summarize a passage that he or she has read.		X	
Student can identify the main idea of a passage.	X		
Student can identify supporting details for the main idea.		X	
How the students feel in the English class.	X		
Concentration of the students.	X		
The students have strengths in other skills.	X		
Students get along with other students and the teacher.	X		

Annex 5. Pre-task

Name _____.

Date _____.

Hurricane

A hurricane is a huge storm that forms over the ocean. Hurricanes usually last for over a week, gaining strength as they travel over the warm water. When they hit land, they bring heavy rain and winds. Hurricanes can damage buildings and trees. They can cause flooding as well. Most hurricanes occur during Fall months since they are formed in warmer waters. If a hurricane is coming, it is best to leave the area and go to a safer location. You must stay inside during a hurricane.

Instructions: Read the passage and answer the questions below

1. What is a hurricane?

_____.

2. How long do hurricanes last?

_____.

3. How do hurricanes gain strength?

_____.

4. What happens when they hit land?

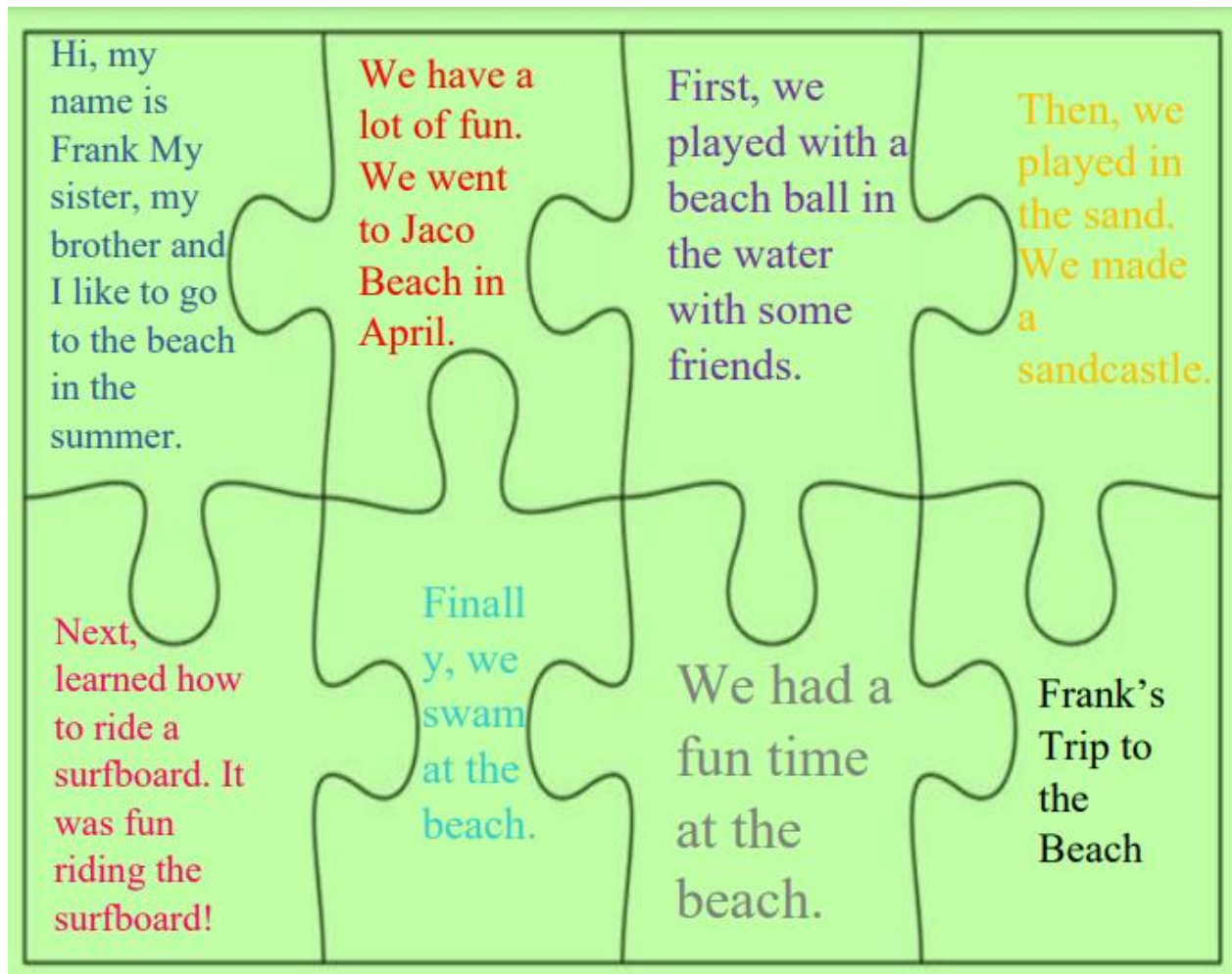
_____.

5. When do most hurricanes occur?

_____.

6. What should you do if you are in a hurricane?

_____.

Annex 5. Puzzle

Annex 6. Hidden Treasure

Annex 7. Hidden Clues

When it was spring, Victoria went to her grandparent's house for a week.

One day, it was a sunny but windy day, the walked to the mountain and had a picnic with sandwiches and milk.

At night, Victoria and her cousins saw a movie and ate popcorn.

When it was winter, Victoria traveled to North Carolina to visit her uncle Fabian.

They made angels in the snow and sled together in the snow. She was so happy.

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Annex 8. Pictures

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