



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES-ENGLISH**

TITLE OF PAPER

Gamification of vocabulary lessons for the development of EFL reading skills in a sixth-grade class at “Héroes del Cenepa” public school.

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**SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR
OBTAINING THE BACHELOR’S DEGREE IN EFL PEDAGOGY**

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Guayaquil, Ecuador

21st day of February of 2025



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We certify that this research project was presented by **Baidal Macías, Ariana Margarita** and **López Ponguillo, Janeth Elizabeth** as a partial fulfillment of the requirements for the **bachelor's degree in EFL Pedagogy**.

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Nombre del documento: Janeth Lopez y Ariana Baidal trabajo
titulacion B2024.docx
ID del documento: 60cd13e9029ded2ca7733f63833284a99416a4da
Tamaño del documento original: 824,91 kB
Autores: []

Depositante: David Eduardo Hoyos Hernández
Fecha de depósito: 11/2/2025
Tipo de carga: interface
fecha de fin de análisis: 11/2/2025

Número de palabras: 11.499
Número de caracteres: 79.743

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ACKNOWLEDGMENTS

The authors of this research would like to express our deep gratitude to the professors of the School of Pedagogy of National and Foreign Languages, for their patience and dedication in preparing us to be excellent professionals. We extend our gratitude to our tutor Liz Espinoza, who patiently guided us in this last step to reach our main goal. We thank her for all her research wisdom and supervision.

We also thank our family for their unwavering support and understanding; their love and encouragement have been a constant source of strength. Finally, the authors would like to thank the Heroes del Cenepa school for providing us with the necessary resources and environment for our research.

DEDICATION

I thank God for allowing me to choose this career and guiding me in it for all these years. To all my family, and especially to my parents Janeth and John for their unconditional support and to my husband Gerald for always encouraging me to continue fulfilling my dreams. As always, all of this is for them.

Janeth López

I dedicate this achievement first to God, who has been my guide and strength, filling me with wisdom, faith, and perseverance to overcome any challenge.

To my family Margarita, Jose, Eduardo, Christopher, Eduardo, Yalile, Gabriela, Eduarda, Hannah, and Amira for being that unconditional support, for their faith in me, filling me with strength, love, and courage to get to where I am today. Without a doubt, it would not have been possible without them.

Finally, to Karen and Luis for being exceptional friends, making this journey an adventure filled with the best memories, full of joy, and reminding me of what I am capable of. And to a special person whose company and support have been fundamental in getting me here. This achievement is the result of his love, trust, and presence in my life. With all my heart, I dedicate this triumph to them.

Ariana Baidal



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TABLE OF CONTENT

<i>ACKNOWLEDGMENTS</i>	<i>VI</i>
<i>DEDICATION</i>	<i>VII</i>
<i>ABSTRACT</i>	<i>XIII</i>
<i>INTRODUCTION</i>	<i>2</i>
<i>JUSTIFICATION</i>	<i>3</i>
<i>PROBLEM STATEMENT</i>	<i>4</i>
<i>RESEARCH QUESTIONS</i>	<i>5</i>
<i>GENERAL OBJECTIVE</i>	<i>5</i>
<i>SPECIFIC OBJECTIVES</i>	<i>5</i>
<i>CHAPTER I – THEORETICAL FRAMEWORK</i>	<i>6</i>
What is Reading?	<i>6</i>
Stages of Reading process	<i>7</i>
Reading strategies.....	<i>9</i>
Reading principles in EFL	<i>11</i>
Difficulties in EFL reading	<i>12</i>
Technology in teaching reading	<i>13</i>
What is Gamification?	<i>14</i>
Gamification in EFL.....	<i>15</i>
Challenges of gamification in public schools in Guayaquil.....	<i>16</i>
Gamified Strategies for teaching reading	<i>17</i>
<i>LITERATURE REVIEW</i>	<i>18</i>
Jean Piaget's constructivist learning theory.....	<i>18</i>
Lev Vygotsky constructivist learning theory	<i>20</i>
Self-Determination Theory	<i>22</i>
<i>CHAPTER II - METHODOLOGY</i>	<i>25</i>
Methodology design	<i>25</i>
Participants.....	<i>25</i>
Data gathering instruments.....	<i>25</i>
Protocol	<i>28</i>
<i>CHAPTER III – DATA ANALYSIS</i>	<i>29</i>

Teacher Observation Checklist: Reading Strategies	30
Teacher Interview	32
<i>CONCLUSIONS</i>	33
<i>RECOMMENDATIONS</i>	34
<i>PROPOSAL</i>	35
<i>REFERENCES</i>	49
<i>APPENDIX</i>	53
Appendix 1: Reading Observation Checklist.....	53
Appendix 2: Diagnostic Reading Test, Question 1 and Question 2 – Fully Correct Responses.....	54
Appendix 2.1: Diagnostic Reading Test, Question 3 and Question 4 – Partially Correct Responses	55
Appendix 2.2: Diagnostic Reading Test, Question 1 and Question 2 – Partially Correct Responses	56
Appendix 2.3: Diagnostic Reading Test, Question 3 and Question 4 – All Responses Incorrect	57
Appendix 2.4: Student Completing the Diagnostic Reading Test	58
Appendix 3: Instructional English Textbook Used for Sixth-Grade Students.....	58
Appendix 3.1: Reading Section of the Instructional Textbook Used for Sixth-Grade Lessons	59
Appendix 4: Teacher Interview Transcription	60
Appendix 5: Permit Application.....	62

LIST OF TABLES

<i>Table 1. Reading observation checklist.</i>	27
<i>Table 2. Diagnostic Reading Test Results</i>	30
<i>Table 3. Likert scale for the EFL Reading Observation Protocol checklist, adapted by Smit et al. (2017)</i>	31
<i>Table 4. Results based on the classroom observation, adapted from Smit et al. (Smit et al., 2017).</i>	31
<i>Table 5. Reading instruction interview questions for teachers, adapted from Fountas and Pinnell (2001)</i>	33
<i>Table 6. Interactive Vocabulary Development Strategies</i>	38
<i>Table 7. Adapted Chapter Lesson Plan: Using LessonUp</i>	45
<i>Table 8. Execution Matrix</i>	47
<i>Table 9. Gantt Diagram</i>	47
<i>Table 10. Project Estimated Budget</i>	48

ABSTRACT

This study explores the impact of gamification on vocabulary lessons to enhance English as a Foreign Language (EFL) reading skills among sixth-grade students at "Héroes del Cenepa" Public School in Guayaquil, Ecuador. The research employs a mixed-methods approach, combining qualitative observations and quantitative diagnostic assessments to evaluate current teaching strategies and identify areas for improvement. The findings reveal significant challenges in vocabulary acquisition and reading comprehension due to limited teacher training, scarce resources, and insufficient student engagement. To address these issues, the study proposes gamified instructional strategies that incorporate interactive activities, such as quizzes, vocabulary games, and digital tools, to foster a more engaging learning environment. The implementation of these strategies demonstrated improved student motivation, participation, and reading proficiency, highlighting the potential of gamification as an effective pedagogical tool in EFL contexts.

Keywords: Gamification, Reading Comprehension, English as a Foreign Language (EFL), Student Engagement, Pedagogical Strategies, Mixed-Methods Research.

INTRODUCTION

The acquisition of reading skills in English as a Foreign Language (EFL) presents a considerable challenge for students in public schools in Ecuador, particularly at "Héroes del Cenepa" Public School. The lack of specialized teacher training, inadequate instructional resources, and limited exposure to engaging educational materials contribute to students' difficulties in vocabulary development and reading comprehension. Traditional teaching methods often fail to capture students' interest, leading to low motivation and deficient academic outcomes.

In response to these challenges, this study investigates the integration of gamification in vocabulary lessons as a strategy to improve reading skills among sixth-grade students. Gamification, defined as the integration of game design elements in non-game contexts, has shown promise in enhancing learner engagement, motivation, and academic performance. By transforming conventional lessons into interactive and dynamic experiences, gamification can create a more stimulating educational environment that fosters active participation and deeper learning.

This research aims to analyze current EFL teaching practices, identify gaps in vocabulary instruction, and implement gamified strategies to address these gaps. Through a mixed-methods approach, the study evaluates the effectiveness of these strategies in improving students' reading comprehension and overall language proficiency. The findings contribute to the growing body of knowledge on innovative teaching methodologies in EFL education, offering practical insights for educators seeking to enhance their instructional practices through gamification.

JUSTIFICATION

The ability to comprehend and interpret texts in English as a foreign language (EFL) is fundamental for students' academic achievement. Vocabulary acquisition plays a crucial role in reading comprehension, as it enables learners to understand word meanings and infer information. However, many sixth-grade students at Héroes del Cenepa Public School struggle with reading comprehension due to their limited vocabulary knowledge, which in turn affects their overall language proficiency.

These difficulties are further compounded by insufficient teacher training in effective EFL methodologies, a lack of engaging instructional materials and restricted access to diverse reading resources. Incorporating gamification into English language instruction presents a viable strategy to address these challenges. By integrating game-based elements into vocabulary learning, students experience increased motivation, participation, and engagement, which enhances their ability to retain new words and apply them in reading contexts.

This pedagogical approach is supported by modern educational theories that emphasize interactive and learner-centered teaching methods. Gamification transforms traditional vocabulary instruction into an enjoyable and dynamic process, making it more accessible and stimulating for students. By creating an engaging learning environment, this methodology not only improves students' vocabulary acquisition but also promotes active learning, reinforcing their comprehension skills in a meaningful way.

Beyond academic performance, enhanced reading comprehension fosters essential cognitive skills such as critical thinking, problem-solving, and creativity. These competencies contribute to students' intellectual development and prepare them for future academic and professional opportunities. Consequently, the integration of gamified strategies in EFL instruction represents an innovative and effective intervention to optimize language learning, making this research highly relevant in the field of education.

PROBLEM STATEMENT

The "Héroes del Cenepa" Public School in Guayaquil faces significant challenges in its English Language Education program, particularly impacting the reading comprehension skills of 6th-grade students.

At this school, the lack of specialized teacher training in bilingual education hinders effective English instruction and complicates students' language acquisition. This shortcoming creates obstacles to establishing a classroom environment conducive to developing reading comprehension skills in English.

Many teachers at this school exhibit deficiencies in English language skills, hindering their ability to effectively model and explain language concepts. They often lack specialized training in bilingual education and effective EFL methodologies, particularly in the area of teaching reading comprehension. This deficiency limits their capacity to implement engaging and effective instructional strategies.

As a result, students often struggle to understand texts in English. Additionally, this school encounters challenges related to limited teaching resources and the absence of facilities, such as libraries or materials specifically designed to enhance English reading practices.

The school experiences limitations in access to essential resources, such as authentic reading materials (e.g., novels, newspapers, online articles), a well-stocked library, and technology, which are crucial for creating a rich and stimulating learning environment.

This research focuses on examining the strategies employed by the 6th-grade EFL teacher during English reading practices at "Héroes del Cenepa" School. Additionally, it aims to gather insights into effective teaching techniques for developing reading skills in EFL classrooms, encompassing various methods to enhance students' language learning experience.

RESEARCH QUESTIONS

- How do the current EFL teaching strategies for the development of reading skills, used by the sixth-grade teacher at “Héroes del Cenepa” Public School affect students’ language development?
- What strategies for the development of reading skills can be suggested for EFL teaching, in a sixth-grade class at "Héroes del Cenepa" Public School?

GENERAL OBJECTIVE

To analyze the current EFL teaching strategies for the development of reading skills, used in a sixth-grade class at "Héroes del Cenepa" Public School, and suggest pedagogical techniques.

SPECIFIC OBJECTIVES

- To assess the current level of English proficiency and pedagogical preparation for developing reading skills among the sixth-grade EFL teachers at “Héroes del Cenepa” Public School.
- To identify the challenges students, face in sixth grade due to insufficient teacher training and resources in EFL teaching when developing student reading skills.
- To propose gamified EFL teaching strategies designed to enhance students' reading skills through vocabulary acquisition

CHAPTER I – THEORETICAL FRAMEWORK

What is Reading?

Reading goes far beyond simply decoding letters and words. It is a complex cognitive process that actively involves constructing meaning. It's not just about pronouncing words, it's about understanding, interpreting, critically analyzing, and reflecting on the message the author or text aims to convey. This dynamic process takes place through the interaction between the reader and the text, where the reader brings prior knowledge and experiences that help in making sense of the message. As Rosenblatt (1978) emphasized in her transactional theory, meaning emerges from the interaction between the reader and the text, shaped by both the text's inherent qualities and the reader's unique background.

In the educational context, reading isn't just a subject to be taught it's the foundation of all learning. From early literacy development in primary school to advanced research in higher education, reading provides access to knowledge across disciplines. It enables students to explore history, grasp scientific concepts, analyze literary works, and solve problems. Without strong reading skills, students are limited in their ability to acquire knowledge and fully engage in the learning process. As Chall (1983) illustrated through the stages of reading development, reading skills progress from initial decoding and fluency to more advanced stages of comprehension, analysis, and synthesis, culminating in the ability to build knowledge from multiple sources.

Reading is also key to fostering critical thinking and plays a significant role in language development. By engaging with a variety of texts, students learn to construct well-reasoned arguments and develop their own ideas, opinions, and perspectives. At the same time, reading expands vocabulary, improves grammar and syntax, and enhances writing skills. The ability to think critically is essential not only for academic success but also for navigating the complexities of the modern world. Through reading, students are exposed to diverse perspectives, cultures, and ideas, broadening their understanding of the world and encouraging intellectual growth. The connection between reading and writing strengthens learning in both areas, positively impacting overall academic performance. As Duke (2000) highlighted, providing students with

ample opportunities to engage with informational texts is vital for building both reading comprehension and content knowledge.

Stages of Reading process

Reading isn't just a skill we check off a list it's a journey. It starts with tiny moments, like hearing a bedtime story or tracing a finger over the letters in your name, and it grows into something that shapes how you understand and contribute to the world. Jeanne Chall's (1983) "Stages of Reading Development" lays out this journey in six thoughtful stages, capturing the beauty and challenges of learning to read, step by step. What makes this process special isn't just the mechanics of decoding words but the personal and intellectual growth it inspires.

Stage 0: The Early Sparks (Ages 0–6)

Reading begins long before children open their first book. It's sparked in the moments when a parent reads aloud or when a toddler points to a dog in a picture book and says, "Woof!" This is the "prereading" stage, where kids develop a feel for how language works its rhythm, rhyme, and patterns. They start noticing letters, recognizing words, and understanding that books hold stories waiting to be told.

But the magic doesn't happen in isolation. It's fostered by a rich, language-filled environment. Everyday conversations, storytime rituals, and access to books create the foundation for literacy. Research shows that strong oral vocabulary the words kids pick up from these interactions helps them bridge spoken and written language (Neuman & Dickinson, 2006). It's a reminder that reading doesn't begin with a book it begins with connection.

Stage 1: Cracking the Code (Ages 6–7)

Kids take their first steps into decoding words by matching letters with sounds. It's a slow, deliberate process. Reading at this stage can be clunky and effortful, but every successfully sounded-out word is a victory.

The key here is support. Phonics lessons provide structure, but the encouragement of parents and teachers makes all the difference. Imagine a child

proudly reading their first sentence it's the result of practice, patience, and a little cheerleading from those around them (Ehri et al., 2001). At this stage, progress is about confidence as much as skill.

Stage 2: Gaining Confidence (Ages 7–8)

By now, reading starts to feel a little more natural. Kids stop getting stuck on every word and start recognizing many of them instantly. This growing "sight vocabulary" means they can shift their focus from figuring out words to understanding the bigger picture what the text means (LaBerge & Samuels, 1974).

Fluency is the goal here, and it's built through practice. Teachers and parents can help by offering engaging books that are just challenging enough to stretch a child's abilities without overwhelming them. Fluency isn't about speed; it's about finding flow where reading feels less like a chore and more like a doorway to new ideas (Rasinski et al., 2011).

Stage 3: Reading to Learn (Ages 9–14)

This stage is a game-changer. Until now, kids have been learning how to read; now, they're reading to learn. Textbooks, articles, and chapter books become tools for expanding knowledge. Whether it's understanding the causes of a historical event or exploring the wonders of the natural world, reading becomes a way to satisfy curiosity and build expertise.

But with more complex texts come new challenges. Students must learn to summarize, find main ideas, and connect information from multiple sources. It's a time when curiosity and motivation play huge roles, and teachers can inspire these by introducing strategies for deeper understanding and encouraging thoughtful discussions (Pressley & Afflerbach, 1995). At this stage, reading becomes less about words on a page and more about ideas that expand the mind.

Stage 4: Thinking Critically (Ages 14–18)

In the teenage years, reading gets a little more serious and a lot more interesting. Students begin to approach texts critically, analyzing arguments, spotting biases, and comparing perspectives. Whether it's an academic essay, a scientific study, or a piece of literature, they're learning to engage with the text on a deeper level.

This stage is all about developing critical thinking skills, which are essential not just for academic success but for navigating the world. Group discussions, debates, and projects give students the chance to voice their thoughts and refine their analytical abilities (Van den Broek et al., 2001). It's the time when readers begin to find their own voice an exciting and empowering milestone.

Stage 5: Creating Knowledge (Ages 18 and beyond)

The final stage is not about reading for others but rather for personal growth and development. At this stage, readers engage with complex texts, such as research papers, professional documents, or philosophical works, not only to comprehend them but also to contribute to their discourse. Reading becomes a tool for innovation, problem-solving, and the formation of new ideas.

This stage demands independence and critical thinking, but it also relies on a deep love of learning. Whether it's a scientist researching a breakthrough or an avid reader exploring new genres, the skills developed here are vital for thriving in a knowledge-driven world (Alexander, 2005). Advanced literacy is not just about understanding it's about creating.

Reading strategies

Reading strategies are purposeful techniques that help readers understand, remember, and stay engaged with what they're reading. These methods are especially important in academic and professional settings, where readers often need to process large amounts of complex information quickly and efficiently (Smith, 2022). By using these strategies, readers can zero in on key ideas, stay organized, and form meaningful connections with the material.

One of the most fundamental strategies is activating prior knowledge, which involves linking new information to existing knowledge or past experiences. By making these connections, understanding new material becomes easier, as it fits into a broader context (Brown, 2021). For example, when reading a scientific study, a reader might recall similar topics previously studied or concepts encountered before. This approach not only makes the material feel more familiar but also reinforces comprehension, enhancing the ability to retain key points over time.

Another effective strategy is predicting content. By examining elements such as titles, headings, and visuals, readers can gain an initial sense of the text's subject matter before engaging with it fully. This approach helps focus attention on key themes or arguments, allowing for more intentional interaction with the material (Taylor, 2020). For example, when reading a research article, skimming the abstract and key terms can provide insights into potential findings. By adopting this method, readers engage with the text purposefully, making it easier to process and prioritize the most important information.

Highlighting and annotating are also highly effective tools for engaging with a text. Highlighting allows key ideas to be marked for easy reference later, while annotating enables interaction with the material by adding notes, questions, or reflections in the margins (Clark, 2023). For example, when reading a dense academic paper, a reader might highlight definitions or main arguments and jot down examples or insights to clarify the content. These active reading techniques enhance retention and comprehension, making the material more memorable and invaluable when reviewing for exams or writing a paper.

Utilizing strategies like these not only enhances comprehension but also makes reading more engaging and efficient. By building on prior knowledge, predicting key information, and actively interacting with the text, readers develop critical thinking and independent learning skills. These skills are invaluable, contributing not only to success in academic and professional settings but also serving as lifelong tools for continuous learning and personal growth.

Reading principles in EFL

Reading is a fundamental skill in teaching English as a Foreign Language (EFL) because it provides students with exposure to the language, helps them build vocabulary, and develops their comprehension abilities. Effective EFL reading instruction is based on several key principles that focus on both how students read and how they engage with texts. One of the most important ideas is that reading should be meaningful and goal oriented. Grabe and Stoller (2019) emphasize that aligning reading tasks with students' interests and goals boosts motivation. This means selecting materials that connect to their personal experiences or future aspirations, such as topics related to their hobbies or career plans. Similarly, Krashen's (1982) Input Hypothesis suggests that students benefit the most from reading texts that are just slightly beyond their current language level. These provide a manageable challenge while still being understandable.

Interactive reading strategies are another essential part of successful instruction. Encouraging students to predict, infer, and ask questions as they read makes the process more engaging. Brown (2014) highlights the importance of teaching techniques like skimming for main ideas and scanning for specific details, as these strategies help students handle different types of texts effectively. Group activities, such as discussions or peer-led summaries, can also improve comprehension while building communication skills. Additionally, Nation (2009) stresses the value of explicitly teaching high-frequency words and phrases to support extensive reading. This approach helps students build the vocabulary needed to tackle more advanced materials.

Fluency is another crucial element in reading instruction. Samuels (2006) defines fluency as the ability to read with ease and accuracy, which can be developed through repeated exposure to texts. In an EFL setting, this might involve using graded readers or simplified books that match students' proficiency levels. Regular practice with familiar language patterns and vocabulary helps learners improve their reading speed and confidence, making them more comfortable with independent reading. Creating a supportive environment where students feel encouraged to take risks and aren't afraid of making mistakes is equally important. As Dörnyei (2001) explains,

positive feedback and reducing anxiety play a big role in helping students approach more challenging texts.

Incorporating cultural awareness into reading lessons is also vital. Texts often reflect the cultural norms, values, and contexts of English-speaking countries, which can be both a challenge and an opportunity for learners. Lazar (1993) points out that exposing students to culturally diverse materials help them develop cross-cultural understanding and better interpret texts. Teachers can support this process by providing background information and leading discussions about the cultural elements present in the readings.

Difficulties in EFL reading

Reading in English as a Foreign Language (EFL) presents challenges due to a combination of linguistic, cognitive, and contextual factors. One of the most significant obstacles is limited vocabulary. Many learners struggle to comprehend texts because they lack familiarity with enough words, particularly those that are less common or specialized. Nation (2009) emphasizes that understanding a text fully requires knowledge of 95-98% of its vocabulary. Unfortunately, for many EFL learners, encountering unfamiliar terms not only complicates comprehension but can also be discouraging, making the reading experience feel overwhelming. On top of that, the complexity of English grammar, with features like subordinate clauses, passive voice, and idiomatic expressions, can add to the difficulty. Grabe and Stoller (2019) explain that these challenges are particularly noticeable in academic or technical texts, where the language tends to be dense and abstract.

Cultural context is another factor that complicates reading for EFL learners. Many texts assume readers already understand cultural norms, values, or references, which might be completely new to learners from other backgrounds. Lazar (1993) explains that culturally specific metaphors, idioms, and humor can be especially tricky. For instance, a text that relies on cultural symbolism or humor might confuse learners who lack the background knowledge to interpret it correctly. This disconnect can lead to frustration and even make learners lose interest in reading altogether.

Motivational and emotional factors also play a big role in EFL reading. Dörnyei (2001) argues that low motivation and fear of failure often stop learners from tackling challenging texts. Anxiety can make things worse students who feel intimidated by a difficult text might avoid reading altogether. Unfortunately, this avoidance limits their exposure to new words and structures, creating a cycle that makes progress even harder. Building a supportive classroom environment, encouraging a growth mindset, and using positive reinforcement can help learners feel more confident and willing to take on challenges.

Another issue is that many EFL learners lack effective reading strategies. A lot of students try to read by focusing on each word individually, which is slow and inefficient. Brown (2014) suggests teaching strategies like skimming for main ideas, scanning for specific details, and predicting content to make reading faster and more effective. Without these tools, learners often struggle to manage their time or make sense of complex materials.

Fluency is another common challenge. Samuels (2006) describes fluency as the ability to read smoothly and accurately, but many learners struggle with it due to limited practice. Without enough exposure to longer texts or diverse materials, reading can feel slow and exhausting. Encouraging extensive reading with graded books or simplified novels can help build fluency over time. Repeated exposure to familiar words and sentence structures helps learners read faster and feel more confident.

Technology in teaching reading

The use of technology in reading instruction has completely transformed how learners engage with texts and build literacy skills. Digital tools and platforms have opened countless opportunities to enhance reading instruction, especially for English as a Foreign Language (EFL) students. One major advantage is the sheer variety of resources now available, such as e-books, online articles, and interactive apps, all tailored to different proficiency levels and interests (Reinders & Benson, 2017). Multimedia features like audio narrations and visuals make reading more accessible by offering multiple ways to understand the material. For example, e-books with read-

aloud functions help learners improve pronunciation and fluency by letting them follow along as the text is narrated.

Gamified tools and interactive platforms also keep learners engaged by providing instant feedback and adding a fun, motivational element to the process. Meanwhile, adaptive technologies powered by artificial intelligence take things a step further by personalizing the reading experience. These tools assess a learner's progress and adjust the content to match their specific needs, aligning with Krashen's (1982) Input Hypothesis.

Technology also makes collaborative learning easier. Virtual book clubs and online forums give learners a space to share their interpretations and insights, which deepens comprehension (Brown, 2014). This social aspect of learning is particularly important for language acquisition, as it combines reading practice with meaningful interaction. On top of that, digital assessment tools allow teachers to monitor students' progress more effectively by providing detailed feedback on where they might need extra support.

When used thoughtfully, technology can create dynamic and inclusive learning environments that boost students' reading skills, motivation, and overall language proficiency. By addressing potential barriers and maintaining a balanced approach, educators can harness the power of technology to make reading instruction more effective and engaging for everyone.

What is Gamification?

Gamification is all about bringing game-like elements like points, badges, levels, and challenges into non-game environments to make tasks more engaging, motivating, and productive. In education, gamification has become a powerful way to turn traditional learning methods into fun, interactive experiences. For example, platforms like Kahoot and Duolingo use competitive elements, rewards, and real-time feedback to keep learners interested and motivated. As Kapp (2012) puts it, gamifying education can make learning more engaging and give it a sense of purpose.

The psychology behind gamification's success in education comes from its ability to tap into both intrinsic and extrinsic motivation. Werbach and Hunter (2012) explain that gamification appeals to our natural curiosity, the desire to master new skills, and the satisfaction of achieving goals (intrinsic motivators). At the same time, it uses external rewards to encourage effort and persistence. This combination can be a game-changer, especially for students who struggle with motivation or feel disconnected from traditional learning approaches. By making even tough subjects feel like a game, gamification helps students stay engaged, bounce back from setbacks, and develop a positive attitude toward learning. Research also shows that when students actively participate in gamified learning, they retain information better and collaborate more effectively (Kapp, 2012).

That said, the success of gamification in education depends on how well it's designed and implemented. If the focus is too heavily on extrinsic rewards, like points and prizes, students might lose sight of the real goal that is learning. Werbach and Hunter (2012) emphasize the importance of balancing game mechanics with meaningful educational outcomes, so students prioritize understanding the material rather than just collecting rewards. Poorly designed gamified systems can even lead to frustration or disengagement if they're not aligned with students' needs or abilities.

Gamification in EFL

Gamification has revolutionized the way English as a Foreign Language (EFL) is taught, offering a fresh and exciting way to engage students and keep them motivated. By incorporating game-like elements such as rewards, leaderboards, progress tracking, and interactive challenges teachers can create learning environments that are both fun and effective. As Deterding et al. (2011) explain, gamification leverages both intrinsic motivation (like the satisfaction of mastering something new) and extrinsic rewards (like points or badges), making the learning process feel more rewarding and enjoyable.

In EFL classrooms, gamification often takes the form of role-playing activities, language learning apps, or digital tools that make practicing vocabulary, grammar, and speaking skills feel less like a chore and more like an adventure. Research by Hamari

et al. (2014) shows that gamified systems not only make students more consistent in their practice but also encourage them to stick with it as an essential habit for developing fluency. Apps like Duolingo and Quizlet are great examples of how gamification works in action. They use features like instant feedback and progress tracking to help students monitor their improvements while identifying areas they need to work on.

At its best, gamification is a creative and adaptable approach that takes EFL learning to the next level. It transforms traditional lessons into engaging, interactive experiences, helping students stay motivated, build their skills, and gain the confidence to use English in real-life situations.

Challenges of gamification in public schools in Guayaquil

Bringing gamification into public schools in Guayaquil isn't as simple as it might seem. While this approach could make learning English as a Foreign Language (EFL) more engaging and effective, numerous challenges tied to social, economic, and cultural factors must be addressed to achieve its potential. These obstacles underscore the complexity of integrating gamification into classrooms.

One of the most significant hurdles is access to technology. Many schools in Guayaquil lack essential resources like computers, tablets, or stable internet connections. Without these tools, it becomes almost impossible to utilize gamified learning strategies. According to Pérez Cuaces (2022), the lack of technological infrastructure in public schools is a major limitation, restricting both students and teachers from benefiting from innovative methodologies. This issue directly affects the viability of gamification at a systemic level.

Another challenge lies in the limited preparation of teachers. Most educators in public schools haven't been trained to incorporate gamification into their lessons effectively. Training programs for public school teachers are often scant and underfunded, leaving educators unsure of how to integrate game-based elements into the curriculum. As highlighted by Mendoza and Solís (2020), teacher training plays a crucial role in successfully implementing gamified education, but insufficient resources limit professional development opportunities in Guayaquil's public education system.

Beyond schools, the inequality of access to technology at home further complicates the situation. Some students lack personal devices such as smartphones, tablets, or computers, which creates a gap between those who can engage with gamified content and those who cannot. This digital divide exacerbates existing inequities in education (Sánchez et al., 2021).

Cultural perceptions also play a role in hampering the adoption of gamification. Many parents and even teachers may perceive gamified lessons as mere entertainment rather than a legitimate learning tool. This perception aligns with findings from a study by García and López (2019), which notes that cultural resistance to nontraditional teaching methods can undermine their adoption in formal education settings.

The rigid structure of public-school curricula poses another obstacle. Strict schedules and a focus on standardized testing leave little room for creative, dynamic approaches like gamification. Despite these challenges, gamification holds great promise for enhancing EFL education. Greater investment in technology, comprehensive teacher training, and strategies tailored to Guayaquil's unique context could unlock its potential, making education both effective and enjoyable for all students.

Gamified Strategies for teaching reading

Teaching reading has always come with its challenges, especially when trying to keep students interested. Gamification is emerging as an innovative way to make literacy more appealing. By integrating game-like features such as earning points, unlocking rewards, and completing challenges reading is transformed from a routine task into an engaging and enjoyable activity. While this method has significant potential to change how students perceive and approach reading, it does come with some obstacles that need to be addressed.

One of the main benefits of gamified reading is its ability to motivate students. Encouraging students to read isn't always easy, especially when they find it difficult or boring. That's where tools like *Reading Eggs* and *Epic!* shine. These platforms gamify reading, allowing students to earn points or progress through levels as they read, making the process feel less like a chore and more like a rewarding experience.

Dichev and Dicheva (2017) explain that gamification effectively fosters both intrinsic motivation (such as curiosity) and extrinsic motivation (like rewards), helping students stay engaged and enjoy learning.

In addition to motivation, gamified strategies are also valuable for building essential reading skills. Hamari et al. (2016) found that gamification enhances cognitive engagement, allowing students to better understand and retain what they read. Activities like interactive quizzes, puzzles, or story-based games encourage students to interact more actively with the material, improving their vocabulary, comprehension, and overall fluency.

LITERATURE REVIEW

Jean Piaget's constructivist learning theory

Jean Piaget's constructivist learning theory has had a major impact on how we understand the process of acquiring knowledge, emphasizing that learning is an active journey where individuals create their own understanding through experiences and self-reflection. Piaget viewed learning as a dynamic, self-regulated process in which people develop and adjust mental frameworks called schemas (Piaget, 1952). These schemas grow and change through three main processes: assimilation, accommodation, and equilibration.

Assimilation happens when new information is incorporated into what we already know, while accommodation requires reshaping what we know to fit new experiences. Equilibration, on the other hand, is about maintaining a balance between the two, ensuring stability while adapting to new challenges (Piaget, 1970). For example, when a child is learning to read, they might initially apply familiar language rules to new phonetic patterns but refine their understanding as they encounter exceptions and complexities. This back-and-forth adjustment perfectly captures Piaget's idea of learning as an active, ongoing process.

Piaget's developmental stage theory offers a roadmap for how cognitive abilities evolve, with each stage providing new opportunities for learning and unique implications for literacy. The first stage, the sensorimotor stage (birth to 2 years), is all about learning through sensory experiences and hands-on interactions. During this phase, infants form foundational concepts like object permanence, which lays the groundwork for symbolic thinking an essential skill for literacy later (Piaget, 1952). In the next stage, the preoperational stage (2 to 7 years), symbolic thinking and language start to develop, which are critical for skills like reading and writing. Storytelling and pretend play at this stage help kids link words to meanings and grasp basic story structures. However, because children in this stage tend to be egocentric, they often struggle to fully understand other perspectives in a story (Piaget, 1970).

The concrete operational stage (7 to 11 years) brings a whole new set of skills, like logical reasoning and the ability to understand relationships, sequences, and cause-and-effect all of which are crucial for reading comprehension. At this point, kids can start analyzing plots, making inferences, and spotting connections in what they're reading. Their understanding of grammar and syntax also gets sharper, making both reading and writing more sophisticated (Piaget, 1970). By the formal operational stage (12 years and older), learners can think abstractly and hypothetically. They can dive into complex texts, explore figurative language, analyze themes and symbolism, and critically evaluate arguments in a way that shows a deeper understanding of literature.

Piaget's ideas have been instrumental in shaping how reading is taught by framing literacy as an active, developmental process rather than a one-size-fits-all approach. His theory emphasizes that reading instruction should match where the learner is developmentally. For kids in the preoperational stage, phonics games, read-aloud, and print-rich environments can build foundational literacy skills. As children move into the concrete operational stage, teachers can focus on comprehension strategies, guided reading, and activities that encourage critical thinking. By the time learners reach the formal operational stage, educators can introduce advanced literary concepts like irony, symbolism, and multiple perspectives to push students toward deeper engagement and critical analysis of texts.

Beyond adapting instruction to developmental stages, Piaget championed the idea of discovery-based learning, which is particularly important in literacy education. Activities like writing exercises, hands-on exploration of language, group discussions, and reading aloud allow students to actively construct their understanding of texts. Research continues to back this up, showing that engaging directly with texts strengthens comprehension and critical thinking (Kapur, 2016). Piaget's emphasis on connecting new learning to prior knowledge also lines up with modern strategies, encouraging students to draw on their own experiences to deepen their understanding of what they read.

Piaget's constructivist theory provides an invaluable framework for understanding how literacy develops. By focusing on the active and self-directed nature of learning, his work highlights how students build meaning across developmental stages. It also reinforces the need for educators to align their teaching strategies with cognitive readiness and to encourage curiosity and critical thinking. Piaget's contributions remind us that reading is not just a skill to be taught but a dynamic process of making sense of the world through interaction with texts and experiences.

Lev Vygotsky constructivist learning theory

Lev Vygotsky's theory of constructivist learning has revolutionized the way we view education, especially when it comes to the crucial role that social interaction and culture play in learning. Unlike Piaget, who believed cognitive development mostly happens through personal exploration, Vygotsky (1978) argued that learning is deeply connected to our relationships with others. In his view, we don't learn in isolation we grow through interactions with people who know more than we do, like teachers, parents, and even our peers. This idea is the cornerstone of his famous concept, the Zone of Proximal Development (ZPD). The ZPD represents the sweet spot between what a learner can do on their own and what they can achieve with a bit of guidance from someone more knowledgeable. Vygotsky believed that the most meaningful learning happens in this zone because it challenges students just enough to push them forward without overwhelming them. To support learners within the ZPD, educators use something called scaffolding temporary support like hints, prompts, or

demonstrations that help students succeed. As students gain confidence and mastery, this support gradually fades, fostering independence (Wood, Bruner, & Ross, 1976).

Vygotsky's influence is evident in modern classrooms, shaping collaborative learning strategies where students engage in teamwork, share ideas, and support one another's development. His theories have laid the foundation for instructional approaches that emphasize social interaction as a key component of learning, fostering an environment where students actively construct knowledge together. Think about group projects, peer tutoring, and cooperative learning activities these are all rooted in the belief that students learn better when they engage with others, exchanging knowledge and building on each other's strengths (Tudge & Rogoff, 1989). Research even backs this up, showing that students in collaborative learning environments often perform better academically and develop stronger critical thinking skills than those who learn alone (Mercer & Howe, 2012). What makes this approach so effective is that it's not just about getting the right answer it's about encouraging students to think out loud, debate ideas, and learn from different perspectives. This kind of active engagement helps solidify new concepts and leads to a deeper understanding of the material.

Another key takeaway from Vygotsky's work is the idea that language is more than just a tool for communication it's a powerful instrument for thinking and learning. Vygotsky (1986) viewed language as a bridge between external experiences and internal understanding. This perspective has greatly influenced teaching strategies that emphasize discussion, reflection, and inquiry. In the classroom, you'll often see teachers using open-ended questions to get students thinking critically and making connections between new information and what they already know. For younger students, Vygotsky's concept of private speech where kids talk to themselves to guide their thinking. It turns out that this kind of self-talk helps children plan, stay focused, and solve problems independently, which is a key part of early cognitive development.

Vygotsky highlighted the importance of culture in shaping how we learn. He believed that every culture provides tools like language, symbols, and technology that influence how people think and process information (Wertsch, 1991). This insight has led to a greater emphasis on culturally responsive teaching, where educators connect

lessons to students' cultural backgrounds and real-life experiences to make learning more meaningful. For example, using diverse texts, incorporating students' home languages, or designing projects that reflect their communities can help engage students on a deeper level (Hammond, 2001). It's not just about delivering content it's about making sure that content feels relevant and accessible to every learner.

In today's digital world, Vygotsky's ideas are more relevant than ever. His principles are reflected in the design of educational technologies that support learning through interaction and collaboration. Think about online learning platforms, discussion forums, and adaptive learning tools these are modern forms of scaffolding that adjust to students' needs in real time. Some tools even use artificial intelligence to identify where a student might be struggling and provide targeted support, much like a teacher would (Daniels, 2001). Virtual classrooms and collaborative online projects also allow students to work together from anywhere, reinforcing Vygotsky's belief that learning is fundamentally a social process.

Vygotsky's constructivist theory has left an undeniable mark on education. His ideas about the social nature of learning, the importance of scaffolding, the role of language, and the influence of culture have shaped how we design classrooms, develop curricula, and interact with students. Strategies like peer learning, group discussions, and culturally responsive teaching are all rooted in his theories, and research consistently shows how effective they are in promoting academic success and cognitive growth (Mercer & Howe, 2012; Hammond, 2001). As education continues to evolve, especially with the rise of technology, Vygotsky's work offers timeless insights into how we can create learning environments that are not only effective but also engaging and meaningful for all students.

Self-Determination Theory

In today's fast-evolving world of education, keeping students genuinely engaged demands more than just dangling rewards or threatening penalties. That's

where Self-Determination Theory (SDT), introduced by Deci and Ryan (1985), steps in, offering a fresh, insightful lens into what truly sparks student motivation. According to SDT, when students' three fundamental psychological needs autonomy, competence, and relatedness are met, motivation, engagement, and academic success flow naturally like water finding its course (Deci & Ryan, 2000). Think of autonomy as giving students the steering wheel of their own educational journey. When educators carve out spaces where students can make choices and have their voices heard, it ignites intrinsic motivation like nothing else (Reeve, 2006). It's not just about picking subjects for an assignment; it's about cultivating a real sense of ownership, where curiosity isn't just present it's in the driver's seat, guiding them through their learning adventure.

Students thrive when they genuinely believe in their own abilities. Imagine handing someone a toolkit, teaching them how to use each tool, and then watching them build something incredible that's what competence feels like. Providing constructive feedback, setting ambitious yet achievable goals, and celebrating progress helps nurture a growth mindset the secret ingredient to academic resilience (Niemiec & Ryan, 2009). It's not just about chasing top grades, it's about developing critical thinking, problem-solving skills, and the confidence to tackle new challenges head-on. When students experience success because of their own efforts, it creates a powerful ripple effect, reinforcing their belief in themselves and fueling an ongoing loop of motivation.

Motivation isn't a solo mission. Enter relatedness, the third pillar, all about meaningful human connections. When students feel seen, heard, and genuinely valued by both their peers and teachers, their sense of belonging deepens, and with it, their drive to engage and succeed. Group projects, lively discussions, and welcoming classroom environments can transform isolated individuals into a thriving community of learners. This sense of connection doesn't just boost academic performance; it cultivates empathy, sharp communication skills, and emotional intelligence life skills that are just as crucial as any textbook lesson. As Ryan and Deci (2017) remind us, these relationships aren't just good for academic growth; they're essential for emotional well-being, creating learning environments where students can express

themselves openly, discover who they are becoming, and know they won't be judged for it.

By weaving SDT into everyday teaching practices, educators can ignite a passion for learning that stretches far beyond grades and test scores. It's about nurturing lifelong learners fueled by curiosity, a sense of purpose, and a desire for continuous growth. Picture classrooms where students aren't just passive listeners but active architects of their own educational paths. In the grand scheme of things, the real purpose of education isn't to cram heads with facts it's to spark hearts with a love of learning that shines long after the classroom lights go out, fostering a thirst for knowledge that outlives textbooks and exams.

CHAPTER II - METHODOLOGY

This study aims to identify the teaching strategies of English as a foreign language applied in reading practices to develop the reading skills of sixth-grade students at the Heroes del Cenepa Educational Unit.

Methodology design

This study employs a mixed-methods approach. Ivankova and Creswell (2009), defined mixed methods research as an approach that begins with data collection, then analyzes, and finally integrates both quantitative and qualitative data to provide a more comprehensive understanding of the research problem in question.

Similarly, as Phakiti and Paltridge (2015) state, basic research seeks to generate new knowledge that fills gaps in our understanding, enhancing what we already know. Contemplating the above, this study analyses a challenge in the field of teaching English as a foreign language (EFL) using various research tools to comprehend it. Once the problem is identified, a potential solution is proposed in the form of a project to encourage the teacher and the students to improve reading abilities.

To comprehensively address the research questions, the mixed method involves using both qualitative and quantitative data; the data will be collected from participants to provide a multifaceted understanding of the investigation.

Participants

The target group includes the English teacher to whom classroom observations will be conducted to analyze her instructional practices. The other participants in this study are 6th-grade students from the public school "Heroes del Cenepa" Educational Unit. The class is made up of 33 students: 14 girls and 19 boys. Their age range is between 10 to 11 years old. Currently, the students are being prepared through the textbooks offered by the Ministry of Education of Ecuador.

Data gathering instruments

Quantitative and qualitative data collection tools have been chosen as part of the mixed-method design. The research tools are a diagnostic reading test for students, classroom observation checklists, and a teacher interview.

An observation checklist is a structured tool used in educational research, particularly in the context of English as a Foreign Language (EFL) teaching, to systematically assess various aspects of teaching and learning processes. Hu et al. highlight that "classroom observation provided the observers with both macro and micro-level descriptions of the functioning and procedure of classroom teaching," emphasizing the role of observation checklists in capturing detailed aspects of teaching practices (Hu et al., 2023). Additionally, Ahmad notes that "the study used mixed methods design and employed a five-point Likert scale questionnaire triangulated by a structured classroom observations checklist" (Ahmad, 2018). This triangulation of data collection methods enhances the validity of the findings, as it combines quantitative measures with qualitative observations, providing a comprehensive view of the teaching and learning environment.

Observation techniques in English as a Foreign Language (EFL) research projects serve as critical tools for understanding and enhancing teaching practices. Tosriadi et al. emphasize that "peer observation might be used to promote reflection to accomplish individual development needs," highlighting its effectiveness in fostering awareness among EFL teachers about diverse teaching techniques and methodologies (Tosriadi et al., 2018). Jamila and Kabir illustrate how classroom observation was employed to analyze the influence of standardized EFL tests on teaching practices in Bangladesh, revealing that "teachers' teaching is confined to only those tasks and activities which are commonly set in the tests" (Jamila & Kabir, 2020).

In the context of English as a Foreign Language (EFL) research project, interviews serve as a vital qualitative data collection method that allows researchers to gain deeper insights into the perspectives and experiences of participants. Alfalig and Rajab state that "the qualitative data were inductively analyzed employing interpretive phenomenological" methods, emphasizing the importance of interviews in understanding the nuanced views of EFL learners regarding their educational experiences (Alfalig & Rajab, 2019). Similarly, Rohmani and Andriyanti highlight that "the data which were collected from the questionnaire were then strengthened with deeper information gained via the semi-structured interviews," illustrating how interviews can complement other data collection methods to provide a more comprehensive understanding of the research topic (Rohmani & Andriyanti, 2022).

Students are expected to have a beginner level of English. Therefore, a diagnostic reading test for 6th-grade students based on the Cambridge Young Learners Exam (YLE STARTERS) was administered to find out the skills that students must manage at that proficiency level.

A checklist was applied to observe the strategies of the teacher during a reading lesson. The observation checklist is adjusted from the work of Smit et al. (2017), an observation protocol that assesses teaching strategies for reading understanding in EFL classes. A 4-point Likert scale (4 = always used, 0 = never used) is used to rate the frequency of the observed strategies. Items are classified into six categories:

Table 1: Reading observation checklist.

No.	Category
1	Instruction
2	Explaining
3	Feedback
4	Questioning
5	Classroom Management
6	Use of Technology

Retrieved from Smit et al. (2017).

The goal of this observation checklist is to evaluate the general methodology of the instructor when performing a reading lesson. Finally, an interview adapted from Fountas and Pinnell (2001) was conducted with the 6th-grade teacher to learn about her perceptions of the strategies she uses during reading classes. A total of seven questions were asked, these questions were strategically selected to cover different aspects of the teaching process whose information is essential to propose gamified strategies to improve students' reading skills. The interview aimed to explore her teaching method, including text selection, support for struggling readers, student engagement, and assessment methods. The questions were designed to provide insight into her teaching practices and the challenges she faces in fostering reading comprehension among her students.

Protocol

The research followed the following guidelines. First, written permission to conduct the study was formally requested from the school principal. Subsequently, the researchers spoke with the teacher to continue with the procedures in her class. A diagnostic reading test was issued with the teacher's authorization in December. The test was conducted to collect data about the student's performance in reading understanding. The instruments used to assist the test were two printed documents for each student. After collecting the test information, a classroom observation was executed using a checklist to observe reading teaching strategies. An interview was then coordinated with the teacher in which the questions asked were based on the book *Guide for Readers and Writers*.

Finally, the test results were analyzed to determine the student's performance in reading understanding. The outcomes of classroom observation and the teacher's response to the interview were also defined.

CHAPTER III – DATA ANALYSIS

Results from Diagnostic Reading Test for sixth-grade students at the "Heroes del Cenepa" school

A diagnostic test was conducted to determine the reading ability of sixth-grade students. The test was administered to 33 students: 14 girls and 19 boys. The test consisted of 4 questions. As a result, it could be observed that in the first question: "Matching Words to Pictures" all the thirty-three students answered correctly. In the second question: "Sentences Completion" sixteen students answered half of the question correctly, while seventeen students answered it incorrectly. In the third question "Reading Short Texts", only seven students answered the question correctly, while the remaining twenty-six students provided incorrect answers. Finally, in the fourth question "Identifying True or False Statements", none of the students answered the question correctly.

The following table presents the percentage of students who answered correctly and incorrectly. Out of the thirty-three students the 100% of students answered the first question correctly. In the second question, there was an even distribution, with 50% of students providing correct answers and the remaining 50% answering incorrectly. In the third question, only 20% of students answered correctly, while 80% provided incorrect responses. The lowest performance was observed in the fourth question in which no students answered correctly, leading to a 0% accuracy rate and 100% incorrect responses. These percentages highlight variations in students reading comprehension across different question types.

	Correct Answers	Incorrect Answers
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QUESTIONS	# Ss	percentage	#Ss	percentage
1: Matching Words to Pictures	33	100%	0	0%
2: Sentence Completion	16	50%	17	50%
3: Reading Short Texts	7	20%	26	80%
4: Identifying True or False Statements	0	0%	33	100%

Table 2. Diagnostic Reading Test Results

Based on the previous table, it has been created a bar graph to better visualization of the results. It is important to emphasize that the blue bar represents the correct questions answered meanwhile the red bar represents the incorrect or unanswered questions.

Diagnostic Test Results: Sixth-Grade Reading Skills

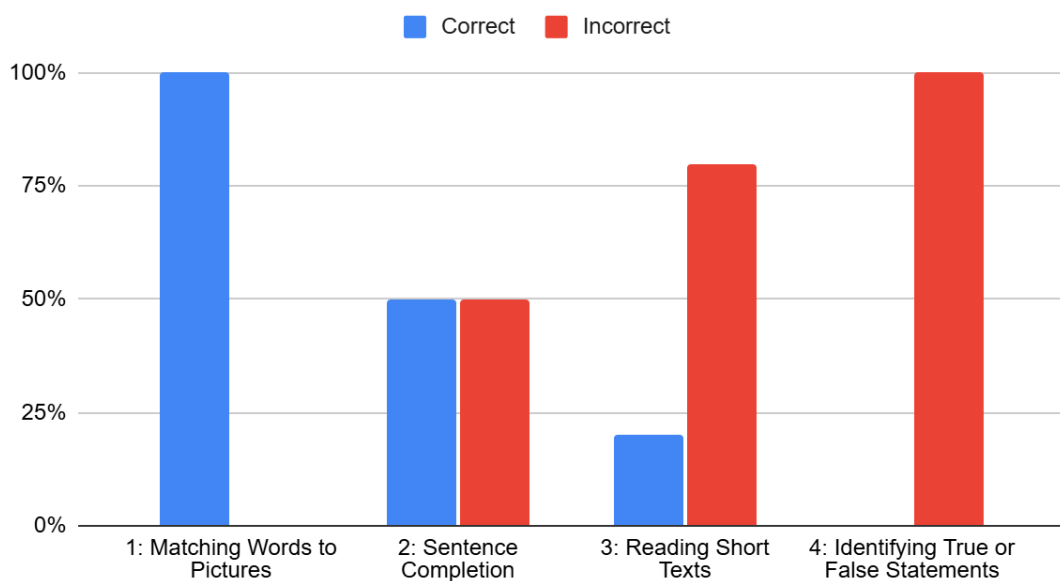


Figure 1. Based on diagnostic test results. Created by the authors.

Teacher Observation Checklist: Reading Strategies

An observation checklist was then adapted by Smit et al. (2017) and the EFL Reading Observation Protocol was applied to determine whether the sixth-grade teacher follows didactic strategies to work on reading in her class. A 4-point Likert scale was used to assess the quality of the strategy. A description of the scales is provided below:

Scale	Description
1	Strategy is not used
2	Strategy is used infrequently. It was not fully executed, the teacher did something not related to reading.
3	The strategy is used occasionally, indicating that the teacher uses it but does not develop it.
4	Strategy is employed always

Table 3. Likert scale for the EFL Reading Observation Protocol checklist, adapted by Smit et al. (2017)

The teacher's teaching strategies were rated using the Likert scale. A morning class was observed and lasted 45 minutes. The results were as follows:

	Strategy	Description	Score
1	Instruction	The teacher provides a satisfactory introductory firsthand activity to spark initial interest.	4
2	Explaining	The teacher helps students with the definitions of unknown words.	1
3	Feedback	The teacher gives feedback on the student's understanding approach	1
4	Questioning	The teacher encourages students' interpretations of the text	2
5	Classroom Management	The teacher keeps the students' attention and focus	2
6	Use of Technology	The teacher uses technology effectively for reading instruction.	2

Table 4. Results based on the classroom observation, adapted from Smit et al. (Smit et al., 2017).

To obtain an overall score, the total sum of ratings was divided by the number of statements to obtain an average to comprehend the rate of teaching in terms of the initial Likert scale. The resulting average score is 2 according to the scale mention in the table 3. This figure may indicate that the instructor considered some strategies to

be important for teaching reading, but for the most part, the strategies were not implemented adequately.

The teacher initiated the lesson by engaging them in a discussion focused on their prior understanding of the topic to establish a connection between the student's existing knowledge and the reading material. The primary instructional resource utilized in the lesson was the designated textbook.

While the teacher did orally explain some vocabulary words during the lesson, these explanations lacked the depth that is necessary for strong vocabulary acquisition. Specifically, the teacher did not incorporate examples, pictures, or other visual aids to enhance understanding of word meanings, nor did she engage students in activities that encouraged them to actively infer meaning from context.

The teacher allowed some students to read aloud from the textbook and then answer questions; however, this approach lacked the elements of effective reading instruction. The teacher also offered no feedback on students' responses and her strategy for addressing vocabulary challenges was limited to a general question at the end of the lesson. Reading activities consisted primarily of basic skills such as reading aloud, silent reading and answering comprehension questions. However, the teacher did not incorporate activities that encouraged students to delve deeper into the text.

Teacher Interview

The interview was conducted to gain insight into the English teacher's perspective on reading comprehension in her sixth-grade class. Questions were adapted from *Guide for Readers and Writers* by Fountas and Pinnell (2001). The interview questions are as follows:

1. How do you select texts for your students?
2. What specific strategies do you use to support struggling readers during a guided reading session?
3. How do you encourage students to engage in discussions about the text?
4. How do you incorporate writing activities into your reading instruction?

- | |
|--|
| <p>5. Do you use anchor charts or other visual aids to support reading comprehension? If so, how do you create and use them in your lessons?</p> <p>6. How do you assess students' progress in reading? Do you use formal tools, observations, or both?</p> <p>7. Have you ever heard about gamification and if so, have you applied it in your classes?</p> |
|--|

Table 5. Reading instruction interview questions for teachers, adapted from Fountas and Pinnell (2001)

According to the interview, the teacher selects the texts that the schoolbook offers her. She asks about what they have seen in the previous class to check what they remember. She tries to teach the topic with decoding strategies adapted to the needs of the students although she mentions that it is complex to cover all the individual needs since there are many students. She attempts to carry out group activities to answer the questions that are in the textbook about the readings and at the same time wants to promote critical thinking. During the lessons, she uses the whiteboard to highlight concepts that students do not understand since she does not have extra teaching materials. At the end of the reading class, she asks the students to compare their answers and read them out loud. She mentioned that not everyone can respond orally.

To monitor vocabulary comprehension, the teacher asks students about the vocabulary of the lesson. The questions are about what it is or what they see there. She emphasizes that she tries to use pictures of the textbook to teach. The words she teaches depend on the unit or words that are related to the reading.

CONCLUSIONS

After analyzing the students' diagnostic test, the teacher's observation checklist, and the teacher's interview, it can be concluded that:

- An effective reading strategy observed in the English class was prior knowledge retrieval, achieved by asking specific questions about the previous topic before beginning the reading. This technique facilitated a deeper understanding of the text by encouraging students to connect their existing knowledge with new information.
- The assessment findings indicate a need for targeted professional development to enhance the sixth-grade EFL teacher's instructional practices in reading teaching. Specifically, the teacher would benefit from training focused on explicit vocabulary instruction.
- Through the administered test, a significant proportion of students show an insufficient understanding of the text. It is observed some difficulties in interpreting the messages and problems in making basic inferences using the information in the text.
- Sixth-grade students of the “Heroes del Cenepa” public school face significant challenges in developing reading skills due to a combination of factors as lack of reading culture, socioeconomic barriers, low parental involvement; poor teacher training as limited knowledge of reading strategies and outdated teaching methods; and limited access to resources for example: extra reading materials, digital tools, and visual aids.
- Gamified teaching strategies significantly improve students' reading skills and vocabulary acquisition. By incorporating interactive elements in class, students remain engaged, motivated, and receptive to learning.

RECOMMENDATIONS

- The teacher should incorporate pre-reading activities that actively engage students in connecting their existing knowledge with the new information

presented in the text. This could consist of brainstorming sessions, visual organizers, or graphs.

- It is recommended that the sixth-grade EFL teacher participate in targeted professional development focusing on vocabulary instruction techniques such as: creating visual representations to relate words, guiding students to learn the meaning of new words, and encouraging independent vocabulary learning.
- The teacher should implement various engaging activities that promote active reading and a deeper understanding of texts, such as reading a passage aloud, completing a graphic organizer after reading a story or discussing a text with peers.
- Access to a variety of reading materials should increase, including various books at diverse reading levels, illustrated novels, comics, and other engaging reading materials, visual aids such as pictures, and interactive online resources.
- The teacher should implement gamified elements in the classroom to enhance student engagement in reading and vocabulary learning. This can be achieved through various methods, such as reading games, vocabulary development games (e.g. word games, crossword puzzles), and using technology to create interactive learning activities.
- It is recommended to implement the proposed approach to enhance students' reading skills through gamified vocabulary instruction, based on the study's findings and supported by the analysis of relevant literature.

PROPOSAL

One of the recommendations that was considered relevant was the design of a proposal that could help teachers use gamified strategies for teaching English as a foreign language to improve students' reading skills through vocabulary acquisition.

General Data				
Project Title:	Gamify to Read and Succeed			
Project Team:	Janeth López - Ariana Baidal			
Main Objective:	To implement a program using interactive gamified teaching strategies to improve reading skills in sixth-grade students.			
Specific Objectives:	To assess students' current reading levels through diagnostic testing and identify key areas for improvement.			
	To integrate gamified teaching strategies into reading lessons to enhance vocabulary acquisition and comprehension.			
	To use the LessonUp application for delivering interactive chapter adaptations and activities aligned with the textbook curriculum.			
	To evaluate the effectiveness of the implemented strategies in improving students' reading skills.			
Execution time:	Starting	April 1, 2025	Ending	June 30 ,2025
Evaluation time:	Starting	July 1 ,2025	Ending	July 15, 2025
Project Description				
<p>This project focuses on gamifying vocabulary lessons to develop reading skills in sixth-grade students at the "Héroes del Cenepa" Public School. Its goal is to implement a structured program using innovative strategies facilitated by the LessonUp app, ensuring that learning is engaging, interactive, and aligned with the student's curriculum. First, the teacher will administer a diagnostic test tailored to the student's grade level. The test will assess students' vocabulary knowledge and reading skills, identifying strengths and weaknesses. Second, the teacher will create gamified vocabulary lessons using Lesson Up features such as quizzes, matching games, or multimedia presentations. These activities will focus on building foundational vocabulary linked to adapted textbook chapters. Third, with Lesson</p>				

Up, the teacher will design lessons based on adapted textbook chapters. Each lesson will include comprehension questions and assignments that students will work on to solve challenges and earn points. **Fourth**, the teacher will monitor the effectiveness of the proposed strategies every month.


Interactive Vocabulary Development Strategies

Strategy/Activity	Objective	Resources	Description
1. Vocabulary Mapping	To build vocabulary knowledge by organizing words into meaningful categories and themes.	Word lists, blank vocabulary maps, markers, LessonUp templates.	<ol style="list-style-type: none"> 1. Introduce a topic offered in the textbook by providing a partially completed vocabulary map. 2. Students work individually or in groups to complete additional related words or phrases. 3. Analyze and expand on the completed maps as a class, emphasizing the connections between words.
2. Vocabulary Recognition	To strengthen recognition and understanding of target vocabulary through gamified practice.	Bingo cards, word list, markers (beans, chips, etc.).	<ol style="list-style-type: none"> 1. Provide bingo cards with vocabulary words or related images. 2. Present clues, such as definitions or synonyms. 3. Students mark matching items, aiming to complete a row or full card.
3. Visual Vocabulary Association	To enhance the connection between	Flashcards with vocabulary words and	<ol style="list-style-type: none"> 1. Display a mix of word and picture flashcards on the board or table. 2. Students collaborate in pairs to

	vocabulary words and their meanings through visual aids.	corresponding images.	match words with their visual counterparts. 3. Review the matches as a class, discussing meanings and context.
4. Contextual Vocabulary Dramatization	To practice understanding and usage of vocabulary through context-based dramatization.	Vocabulary word cards, timer, optional rewards.	1. Divide students into teams and explain dramatization guidelines. 2. A student selects a word and acts it out non-verbally. 3. Teams guess the word within a set time limit; points are awarded for correct answers.

Table 6. Interactive Vocabulary Development Strategies

Adapted Chapter Lesson Plan: Using LessonUp		
Lesson Component	Details	
Lesson Title	Exploring the Dinosaur Ridge Museum	

Grade Level	Sixth Grade	
Duration	45 minutes	
Lesson Objective	Students will improve reading comprehension and vocabulary by engaging in an interactive activity using the LessonUp app.	
Link of the class	https://www.lessonup.com/en/lesson/7RF8peny8o4McGjhB?utm_source=app&utm_campaign=shared-lesson-app&utm_content=1739676375401&utm_medium=shared-link	
Resources	Textbook passage: A Visit to the Dinosaur Ridge Museum; LessonUp app (with pre-designed activities); projector; computer (if available); printed handouts (if no devices available).	
Step	Activity Description	Time
Warm-Up	<ul style="list-style-type: none"> - Begin by showing students an image of a dinosaur museum using LessonUp. - Ask students: "What do you expect to see at a dinosaur museum?" and note responses on the board. - Introduce the text and explain the goal of the lesson. 	5 mins
Pre-Reading	<ul style="list-style-type: none"> - By using LessonUp an interactive class is developed. First, present the reading passage "A Visit to the Dinosaur Ridge Museum" to students. 	10 mins

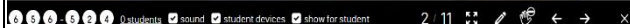
READING:

Last Saturday, I visited the Dinosaur Ridge Museum. I had a great time with my family in this fabulous place. When we arrived, the sun was shining, and it was a beautiful, sunny day. First, we passed by dinosaur tracks.

While we were walking, we saw the dinosaur bones, and we touched them.

Then we decided to take the dino van (dinosaur van, get it?), and while we were riding on the tour, we were amazed to see an entire rock covered in dino tracks.

Next, we went to the Visitor's Center where we experimented with our hands. We were digging in the backyard, when we found some fossils. It was definitely the best museum day in my life!



-Then, start to display key vocabulary making Ss repeat each one (e.g., tracks, fossils, van, backyard).

Learn New Vocabulary!

tracks



fossils



Digging



Visitor's Center



Backyard



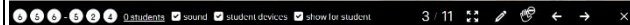
van



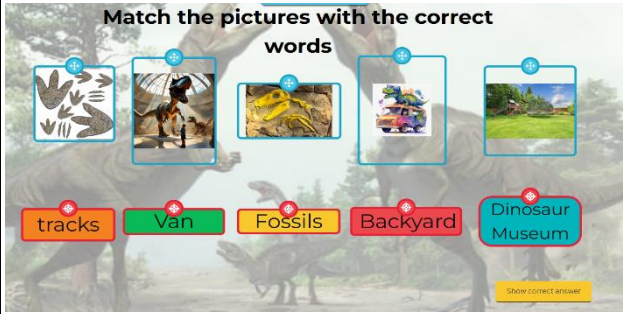
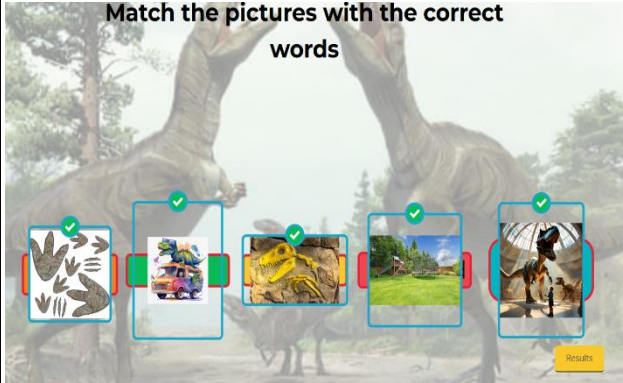
Touching



Dinosaur Museum



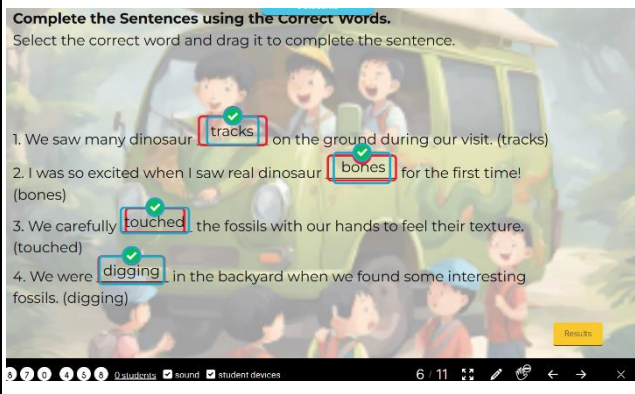
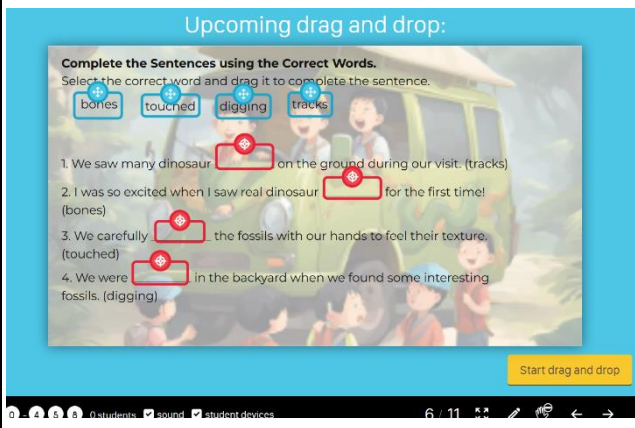
- Engage students in an interactive matching activity in which they need to connect the words to pictures.

	<p style="text-align: center;">Match the pictures with the correct words</p>  <p style="text-align: center;">Match the pictures with the correct words</p> 	
<p>Reading</p>	<p>- Guide students to read the passage and ask them to select the words that are underlined to see the corresponding pictures which represents each vocabulary word.</p> <div style="background-color: #e0f2f1; padding: 10px;"> <p>Select the underlined vocabulary to see the corresponding images in the following reading.</p> <p>Last Saturday, I visited the <u>Dinosaur Museum</u>. I had a great time with my family in this fabulous place. When we arrived, the <u>sun</u> was shining, and it was a beautiful, sunny day. First, we passed by <u>dinosaur tracks</u>. While we were walking, we saw the <u>dinosaur bones</u>, and we <u>touched</u> them.</p> <p>Then we decided to take the <u>dino van</u> (dinosaur van, get it?), and while we were riding on the tour, we were amazed to see an entire rock covered in dino tracks. Next, we went to the <u>Visitor's Center</u> where we experimented with our hands. We were <u>digging</u> in the <u>backyard</u>, when we found some <u>fossils</u>. It was definitely the best museum day in my life!</p> </div>	<p>10 mins</p>



- Give the definitions of each word of the text to ensure comprehension.

- By using an interactive activity of “Drag and Drop” make Ss to select the correct words and drag it to complete the sentences




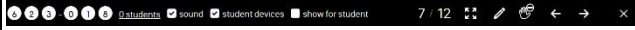
- For the next activity, ask Ss to fill in the blanks using the interactive spinner which has different vocabulary words to complete the sentences.

Interactive Activity

15 mins

Fill in the blanks using the words that appear on the spinner.

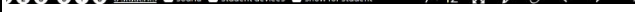
- The sun was _____ when we arrived at the Dinosaur Ridge Museum. (shining)
- The tour guide showed us an _____ rock full of dinosaur footprints. (entire)
- While we were on the tour, we were _____ to see so many fossils in one place. (amazed)
- The wall was completely _____ in ancient dinosaur footprints. (covered)
- At the _____ we learned about different types of dinosaurs and their history. (Visitor's Center)
- We were _____ in the backyard when we found some interesting fossils. (digging)

Fill in the blanks using the words that appear on the spinner.



- The sun was _____ when we arrived at the Dinosaur Ridge Museum. (shining)
- The tour guide showed us an _____ rock full of dinosaur footprints. (entire)
- While we were on the tour, we were _____ to see so many fossils in one place. (amazed)
- The wall was completely _____ in ancient dinosaur footprints. (covered)
- At the _____ we learned about different types of dinosaurs and their history. (Visitor's Center)
- We were _____ in the backyard when we found some interesting fossils. (digging)



- Provide a printed Vocabulary Bingo Card or project the Vocabulary Bingo Card named “Exploring the Dinosaur Ridge Museum”.

Exploring the Dinosaur Ridge Museum			
Day	Entire	Tour	Visitor's Center
Sun	Van	Dinosaur	Covered
Fabulous	Ground	Bones	Touched
Fossils	Shining	Digging	Tracks

myfreebingocards.com

Next, present pictures of the vocabulary used in class and ask students to drag each picture and drop it onto the corresponding word to complete the bingo.

Upcoming drag and drop:

- By an interactive activity “Mind Map” ask Ss to write in the box all the vocabulary words taught in class.

Write in the box the vocabulary words taught in class

- Ask Ss to read the main passage to answer quick interactives questions of “Select the correct answer” and “Select True or False” to find out if the reading class was understood.

Read the passage and answer.

Last Saturday, I visited the Dinosaur Ridge Museum. I had a great time with my family in this fabulous place. When we arrived, the sun was shining, and it was a beautiful, sunny day. First, we passed by dinosaur tracks. While we were walking, we saw the dinosaur bones, and we touched them. Then we decided to take the dino van (dinosaur van, get it?), and while we were riding on the tour, we were amazed to see an entire rock covered in dino tracks. Next, we went to the Visitor’s Center where we experimented with our hands. We were digging in the backyard, when we found some fossils. It was definitely the best museum day in my life!

Wrap-Up

5 mins

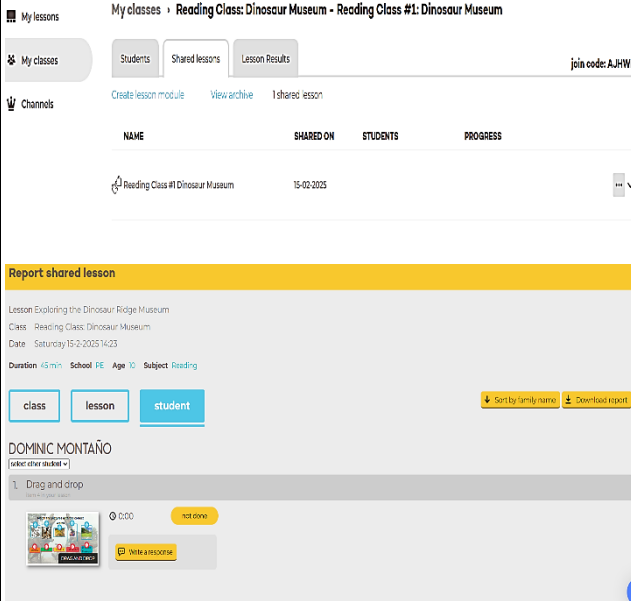
	<p style="text-align: center;">What did the family see first at the museum?</p> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 5px; width: 45%;">A Fossils</div> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 5px; width: 45%;">Dinosaur tracks B</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 5px; width: 45%;">C The Visitor's Center</div> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 5px; width: 45%;">A rock covered in dino tracks D</div> </div> <p style="text-align: center; font-size: small;">0 / 0 Answers</p> <hr/> <p style="text-align: center;">The family found fossils while digging in the backyard of the Visitor's Center.</p> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 5px; width: 45%;">A TRUE</div> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 5px; width: 45%;">FALSE B</div> </div> <p style="text-align: center; font-size: small;">0 / 0 Answers</p> <p>- Encourage students to continue practicing at home using the interactive activities seen in class.</p> <p>-Provide them a link or a code of the interactive class to see each student's performance.</p> 	
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Table 7. Adapted Chapter Lesson Plan: Using LessonUp

Textbook Passage

Reading

A Visit to the Dinosaur Ridge Museum

Exercise 1. James visited the Dinosaur Ridge Museum last weekend. Here is his post on Facebook. Read it, and then replace the words in blue with the information from the text.



Last Saturday, I visited the Dinosaur Ridge Museum. I had a great time with my family in this fabulous place. When we arrived, the sun was shining, and it was a beautiful, sunny day. First, we passed by dinosaur tracks. While we were walking, we saw the dinosaur bones, and we touched them. Then we decided to take the dino van (dinosaur van, get it?), and while we were riding on the tour, we were amazed to see an entire rock covered in dino tracks. Next, we went to the Visitor's Center where we experimented with our hands. We were digging in the backyard, when we found some fossils. It was definitely the best museum day in my life!

Execution Matrix						
Objective (number)	Activity	What will be done	What change is expected - Outcomes	Resources	Time	Responsibility
S.O.1	Assess the current reading skills and vocabulary level of students.	Conduct a diagnostic test to assess students' reading comprehension and vocabulary knowledge.	Clear understanding of students' strengths and areas of improvement in reading and vocabulary.	Diagnostic test materials, student textbooks.	1 hour	Team Members
S.O.2	Gamified lesson plans to enhance reading skills.	Adapt textbook chapters into interactive LessonUp activities with quizzes, games, and multimedia content.	Increased student engagement and improvement in comprehension of vocabulary and texts.	Textbook, LessonUp app, multimedia resources, internet access.	Week 1– Week 4	Team Members
S.O.3	Implement interactive vocabulary activities in reading lessons.	Conduct four gamified vocabulary activities in class using LessonUp and group tasks.	Enhanced vocabulary acquisition and better understanding of word meanings in reading contexts.	LessonUp app, projector, printed materials, student notebooks.	Week 5– Week 12	Team Members
S.O.4	Monitor progress and evaluate the effectiveness of the program.	Assess students' progress and compare results with the initial diagnostic test.	Evidence of improved reading skills and vocabulary usage among students; adjustments for future.	Assessment criteria, feedback forms, observation checklist.	Week 13– Week 15	Team Members

Table 8. Execution Matrix

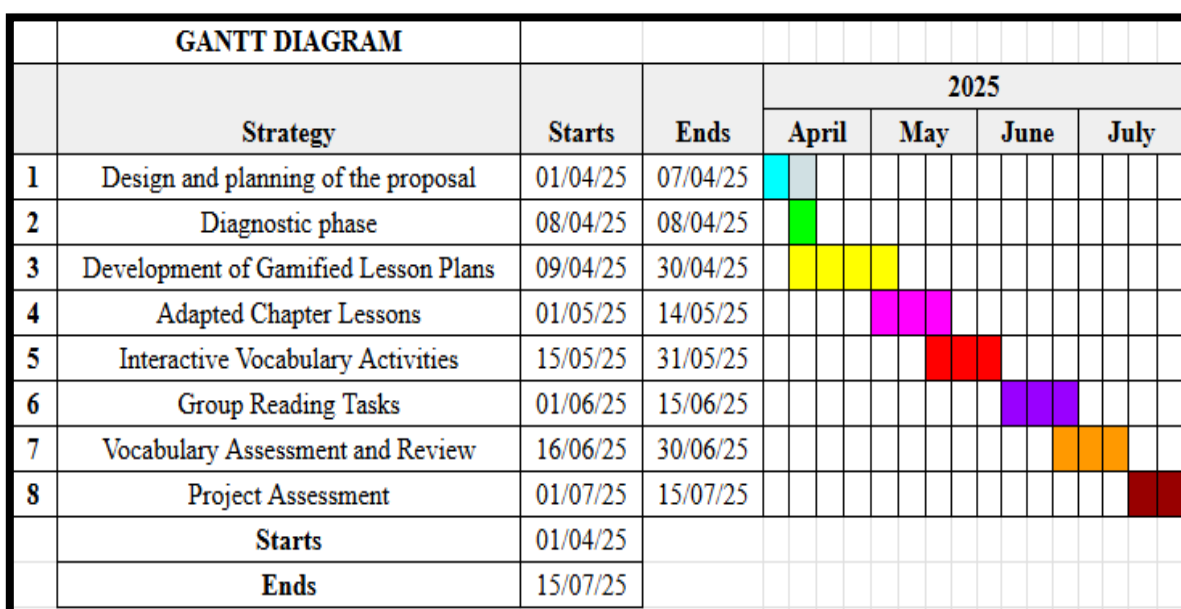


Table 9. Gantt Diagram

BUDGET

PROJECT	Gamify to Read and Succeed		
RESPONSIBLE	Janeth López & Ariana Baidal		
DATE	April 1, 2025		
INSTITUTION	Unidad Educativa Heroes del Cenepa		
		UNIT COST	SUBTOTAL
Diagnostic phase	Equipment		
	Printed Diagnostic Tests	\$0,50	\$16,50
	Pencils & Erasers	\$0,30	\$9,90
	Clipboards	\$2,50	\$12,50
	Transportation spendings	\$10,00	\$20,00
Implementation phase	Material resources		
	LessonUp Subscription	\$7,00	\$7,00
	Internet	\$45,00	\$135,00
	Projector	\$250,00	\$250,00
	Whiteboard Markers & Erasers	\$1,50	\$15,00
	Printing of Adapted Materials	\$0,75	\$37,50
	Flashcards & Visual Aids	\$5,00	\$50,00
Project evaluation	Office supplies		
	Printed Surveys	\$0,50	\$16,50
	Office Supplies (Paper, Folders, Pens)	\$10,00	\$10,00
	Subtotal	\$333,05	\$579,90
	Contingency reserves	5%	\$29,00
		TOTAL BUDGET	\$608,90

Table 10. Project Estimated Budget

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APPENDIX

Appendix 1: Reading Observation Checklist



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Facultad de Artes y Humanidades
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
EFL Reading Observation Protocol Checklist

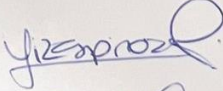

For each statement, please mark the response that best describes what the teacher does in the classroom

Lesson length: 45 min Course: 6th Date: December 19th 2024


Scale 1: Strategy is not used; Scale 2: Strategy is used infrequently. It was not fully executed, the teacher did something unrelated to reading; Scale: 3 The strategy is used occasionally, indicating that the teacher uses it but does not develop it; Scale 4: Strategy is employed always.

	Statement	4	3	2	1
1	Instruction				
	The teacher provides a satisfactory introductory firsthand activity to spark initial interest.	✓			
2	Explaining				
	The teacher helps students with the definitions of unknown words.				✓
3	Feedback				
	The teacher gives feedback on the student's understanding approach				✓
4	Questioning				
	The teacher encourages students' interpretations of the text				✓
5	Classroom Management				
	The teacher keeps the students' attention and focus				✓
6	Use of Technology				
	The teacher uses technology effectively for reading instruction.				✓

Adapted by Smit et al. (2017)








Appendix 2: Diagnostic Reading Test, Question 1 and Question 2 – Fully Correct Responses


UNIVERSIDAD CATOLICA SANTIAGO DE GUAYAQUIL
FACULTAD DE ARTE Y HUMANIDADES
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

Name: Dominic Montano Date: 19/12/2024

MATCHING WORDS TO PICTURES
1. Matching the following words with the correct picture.

chair	
book	
apple	
dog	

SENTENCE COMPLETION
2. Fill in the blanks with the correct words.

sunny | school | playing | book

A. It is a sunny day outside.
B. The children are playing in the park.
C. I read a book every night before bed.
D. I go to school every weekday.

Diagnostic Reading Test for 6th grade students
Based on Cambridge Young Learners Exam (YLE STARTERS)

1

Appendix 2.1: Diagnostic Reading Test, Question 3 and Question 4 – Partially Correct Responses

READING SHORT TEXTS

3. Read the short passage and answer the question below.

TEXT:

"Tom has a small dog named Beto. Every morning, Tom takes Beto to the park. Beto loves to run and play with other dogs"

QUESTION:

What does Beto love to do in the park?

- a) eat breakfast
- b) run and play
- c) sleep

IDENTIFYING TRUE OR FALSE STATEMENTS

4. Read the passage and circle if the statements are true or false.

TEXT:

"Lucy has a cat named Bella. Bella is black and white. Every evening, Lucy feeds Bella her favorite food, fish. Bella likes to sleep on the sofa."

STATEMENTS:

- 1. Bella is a black and white cat. TRUE | ~~FALSE~~
- 2. Lucy feeds Bella in the morning. ~~TRUE~~ | FALSE
- 3. Bella likes to sleep on the sofa. TRUE | ~~FALSE~~

Diagnostic Reading Test for 6th grade students
Based on Cambridge Young Learners Exam (YLE STARTERS)

Appendix 2.2: Diagnostic Reading Test, Question 1 and Question 2 – Partially Correct Responses



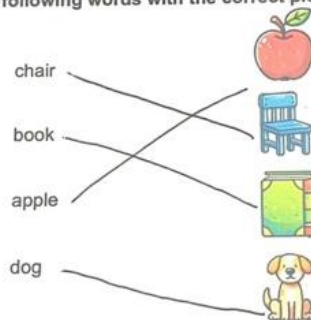
UNIVERSIDAD CATOLICA SANTIAGO DE GUAYAQUIL
FACULTAD DE ARTE Y HUMANIDADES
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

Name: Lizzie Nieto

Date: 19/12/2024

MATCHING WORDS TO PICTURES

1. Matching the following words with the correct picture.



SENTENCE COMPLETION

2. Fill in the blanks with the correct words.

sunny | ~~school~~ | playing | ~~book~~

- A. It is a sunny day outside.
B. The children are playing in the park.
C. I read a school every night before bed.
D. I go to book every weekday.

Diagnostic Reading Test for 6th grade students
Based on Cambridge Young Learners Exam (YLE STARTERS)

Appendix 2.3: Diagnostic Reading Test, Question 3 and Question 4 – All Responses Incorrect

READING SHORT TEXTS

3. Read the short passage and answer the question below.

TEXT:

"Tom has a small dog named Beto. Every morning, Tom takes Beto to the park. Beto loves to run and play with other dogs"

QUESTION:

What does Beto love to do in the park?

- a) eat breakfast
- b) run and play
- c) sleep

IDENTIFYING TRUE OR FALSE STATEMENTS

4. Read the passage and circle if the statements are true or false.

TEXT:

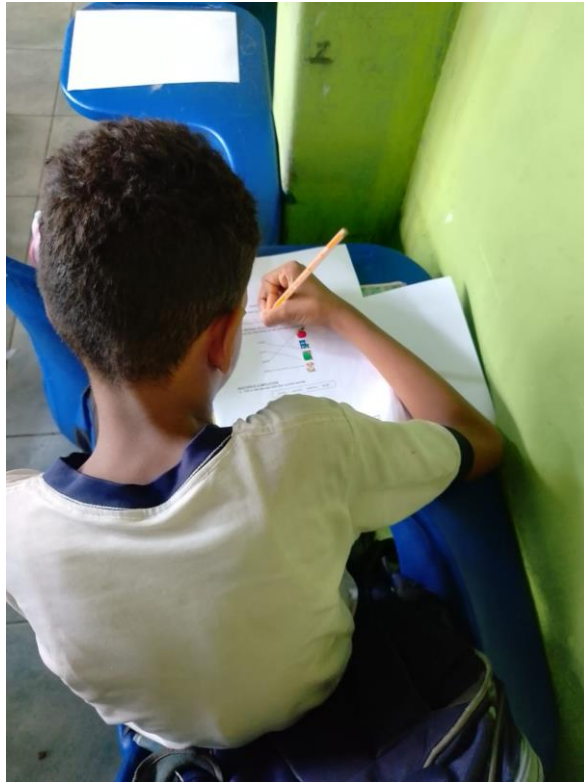
"Lucy has a cat named Bella. Bella is black and white. Every evening, Lucy feeds Bella her favorite food, fish. Bella likes to sleep on the sofa."

STATEMENTS:

1. Bella is a black and white cat. TRUE FALSE
2. Lucy feeds Bella in the morning. TRUE | FALSE
3. Bella likes to sleep on the sofa. TRUE FALSE

Diagnostic Reading Test for 6th grade students
Based on Cambridge Young Learners Exam (YLE STARTERS)

Appendix 2.4: Student Completing the Diagnostic Reading Test



Appendix 3: Instructional English Textbook Used for Sixth-Grade Students

English Pedagogical Module 3

Curricular Threads: Communication and Cultural Awareness, Language Through the Arts, Reading, Writing, Oral Communication

Sixth Grade EGB

What can we see in a museum?

Do you like museums? What do you learn about in a museum? Circle the words in the boxes.

history	dinosaurs
paintings	buildings
sculpture	shoes

Appendix 3.1: Reading Section of the Instructional Textbook Used for Sixth-Grade Lessons

Reading

A Visit to the Dinosaur Ridge Museum

Exercise 1. James visited the Dinosaur Ridge Museum last weekend. Here is his post on Facebook. Read it, and then replace the words in blue with the information from the text.

Last Saturday, I visited the Dinosaur Ridge Museum. I had a great time with my family in this fabulous place. When we arrived, the sun was shining, and it was a beautiful, sunny day. First, we passed by dinosaur tracks. While we were walking, we saw the dinosaur bones, and we touched them. Then we decided to take the dino van (dinosaur van, get it?), and while we were riding on the tour, we were amazed to see an entire rock covered in dino tracks. Next, we went to the Visitor's Center where we experimented with our hands. We were digging in the backyard, when we found some fossils. It was definitely the best museum day in my life!

• First, James and his family passed by **this place**.

• James touched **these** while he was walking on the tracks.

• They took **it** and received a guided tour.

• A complete rock was covered with **these**.

• He found **these** when he was digging in the backyard.

Did James like the museum? Read the text again and circle the word that tells you the answer.



Dinosaur Ridge Museum

Grammar Tip

To form the verb in the **past continuous**, you need the correct form of "to be" (was / were) and the **-ing form** of the verb.

I	was	going
He		playing
She		touching
It		shining
We	were	walking
You		riding
They		digging

Spelling tip

To add -ing:

Verbs ending in "e": drop the "e".

Verbs ending in a consonant: double the consonant.

Vocabulary

track, marks left on the ground

van, a closed truck or car used to move people or goods

backyard, an open area behind the house

fossil, the shape of a bone, a shell, or a plant or animal that has been preserved in rock

Appendix 4: Teacher Interview Transcription

Interviewer: How do you select texts for your students?

Teacher: Oh, I mostly use the ones from the school textbook. They are already part of the curriculum. I like to start by asking the students what they remember from the last class, a little recap.

Interviewer: Great. What specific strategies do you use to support struggling readers during a guided reading session?

Teacher: Well, I try to use decoding strategies to help them break down the text. But honestly, with so many students, it's tough to meet everyone's individual needs. I usually go for group activities so they can work together on the questions in the textbook.

Interviewer: How do you encourage students to engage in discussions about the text?

Teacher: Group work helps. I encourage them to discuss the questions in the book together, and at the end of the class, they compare their answers. Some of them are confident enough to read their answers out loud, but not everyone.

Interviewer: How do you incorporate writing activities into your reading instruction?

Teacher: I don't have separate writing activities, but the textbook questions work well. I ask them to write down their answers to the reading questions.

Interviewer: Do you use anchor charts or other visual aids to support reading comprehension? If so, how do you create and use them in your lessons?

Teacher: Not really. We don't have much in terms of extra resources, so I make do with the whiteboard. Sometimes I use the pictures in the textbook.

Interviewer: How do you assess students' progress in reading? Do you use formal tools, observations, or both?

Teacher: I just ask them questions like "What does this word mean?" or "What do you see in this picture?". I focus on depending on the unit we are working on.

Interviewer: Have you ever heard about gamification and if so, have you applied it in your classes?

Teacher: No, I don't know what gamification is and I haven't applied it in my class either.

Appendix 5: Permit Application



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL



Facultad de
Artes y Humanidades

FAH-PINE-016-2024
Guayaquil, 17 de diciembre del 2024

Mgs. Fernando Montecé Ortega
Rector
Escuela de Educación Básica Fiscal
"Héroes del Cenepa"
En su despacho.

Reciba un cordial saludo. Por el presente solicito a usted muy comedidamente, salvo su mejor criterio, se permita a las señoritas Ariana Margarita Baidal Macías con CI# 0924782964 y Janeth Elizabeth López Ponguillo con CI#0920066677, estudiantes del 8vo ciclo de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – inglés, de la Facultad de Artes y Humanidades de la Universidad Católica de Santiago de Guayaquil, realizar observaciones áulicas que les permita recolectar información para elaborar su Trabajo de Integración Curricular (Proyecto de titulación) denominado *Gamification of vocabulary lessons for the development of EFL speaking skills in a sixth-grade class at "Héroes del Cenepa" Public School.*

Las Señoritas Baidal y López estarán realizando dicha actividad en la clase de inglés que reciben los estudiantes, durante el mes de diciembre 2024 y enero 2025.

De antemano agradezco la atención brindada.

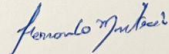
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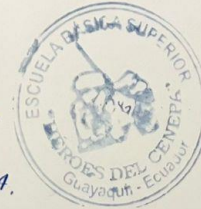

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DECLARACIÓN Y AUTORIZACIÓN

Nosotras, **Baidal Macías, Ariana Margarita** con C.C: #0924782964 y **López Ponguillo, Janeth Elizabeth** con C.C #0920066677 autoras del trabajo de titulación: **Gamification of vocabulary lessons for the development of EFL reading skills in a sixth-grade class at “Héroes del Cenepa” public school** previo a la obtención del título de **Licenciadas en Pedagogía de los Idiomas Nacionales y Extranjero – inglés** en la Universidad Católica de Santiago de Guayaquil.

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Guayaquil, 21 de febrero de 2025.

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	Gamification of vocabulary lessons for the development of EFL reading skills in a sixth-grade class at "Héroes del Cenepa" public school.		
AUTOR(ES)	Baidal Macías, Ariana Margarita; López Ponguillo, Janeth Elizabeth		
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INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
FACULTAD:	Facultad de Artes y Humanidades		
CARRERA:	Pedagogía de los Idiomas Nacionales y Extranjeros		
TITULO OBTENIDO:	Licenciada en Pedagogía de los Idiomas Nacionales y Extranjero – Ingles		
FECHA DE PUBLICACIÓN:	21 de febrero de 2025	No. DE PÁGINAS:	61 p.
ÁREAS TEMÁTICAS:	Vocabulary, Educational strategies, Educational Technology, Learning.		
PALABRAS CLAVES/ KEYWORDS:	Gamification, Reading, EFL, Pedagogy, Strategies		
<p>This study explores the impact of gamification on vocabulary lessons to enhance English as a Foreign Language (EFL) reading skills among sixth-grade students at "Héroes del Cenepa" Public School in Guayaquil, Ecuador. The research employs a mixed-methods approach, combining qualitative observations and quantitative diagnostic assessments to evaluate current teaching strategies and identify areas for improvement. The findings reveal significant challenges in vocabulary acquisition and reading comprehension due to limited teacher training, scarce resources, and insufficient student engagement. To address these issues, the study proposes gamified instructional strategies that incorporate interactive activities, such as quizzes, vocabulary games, and digital tools, to foster a more engaging learning environment.</p>			
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