GAMIFICATION, LEADERSHIP AND VIRTUAL PLATFORMS AS FACTORS TO ACHIEVE ENGAGED READING IN THE SIXTH GRADE CLASSROOMS OF CORPORACIÓN COLOMBO BRITÁNICO, ENVIGADO

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Presented to the Program

Licenciatura en Lenguas Extranjeras con énfasis en Inglés

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Licenciado en Lenguas Extranjeras con énfasis en Inglés

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by

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DEDICATION

To my mother, whose sacrifice made possible all success we could achieve as a family.

To my wife, who has been the greatest support in every stage of my career.

SPECIALIZED ANALYTICAL SUMMARY

Title	Gamification, Leadership and Virtual Platforms as Factors to Achieve Engaged Reading in the High School Classrooms of Corporación Colombo Británico, Envigado.
Author(s)	David Alexander Hernandez Quintero
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Keywords	Gamification Engaged Reading Online Reading Platforms Motivation Leadership
Description	Research Project
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Contents	La lectura comprometida ha recibido un interés creciente debido a su impacto sobre las habilidades de los individuos para entender de manera adecuada los mensajes contenidos en textos, material audiovisual y las interacciones diarias, entre otros. Las destrezas comunicativas como la capacidad de inferir y deducir son críticas para un correcto aprendizaje que

	determinará el éxito en la realización de tareas cotidianas y académicas. El hecho mencionado previamente es constatado por los procesos de evaluación a que son sometidos la mayoría de los candidatos antes de ser aceptados en instituciones de educación superior, tanto a nivel nacional como internacional. La gamificación, las plataformas virtuales para la promoción y el mantenimiento de hábitos de lectura; el entrenamiento interpretativo apropiado y el desarrollo del pensamiento crítico surgen como factores globalizados para alcanzar aprendizaje significativo a partir del ejercicio de la lectura. El presente texto se enfoca en las estrategias y recursos utilizados en la Corporación Colombo Británico del municipio de Envigado, Antioquia, Colombia; que han permitido el alcance de una lectura comprometida entre los estudiantes de bachillerato. La información fue obtenida de reportes estadísticos de las plataformas usadas y la narración de las experiencias del profesor observador.
Research Line	Pedagogy, Didactics and Curriculum is the line which includes the resources invested and the efforts made towards the construction of more efficient teaching practices. The research identifies and presents elements that constitute a fundamental part of the pedagogical vision of the teachers, the

	alternative ways in which the learning is promoted within the school and how those are included in the curriculum.
Conclusions	The resources and strategies used for this purpose in Colombo Británico of Envigado are numerous, yet the emphasis is made on virtual platforms. It was identified that the students from sixth grade and under (3rd grade) positively respond to campaigns where gaming elements and rewards are involved. The results of such campaigns are improved by committed and consistent teachers who provide sustained updates regarding the progress made by the participants. A generalized reading-friendly atmosphere in the school is also significant. The example received at home and other spaces where kids interact with role models serves as an important complement for the construction of reading as a habit. These activities were tested on populations of under 14 years of age. Further studies are necessary to verify their applicability with older cohorts. The impact of gaming elements in the exercise of reading according to gender, social stratum, resources offered by the school, etc. also need to be studied in order to get a deeper understanding of the role they play in favor of achieving and refining reading skills.
Advisor	Edwin Toscano Pretelt

ABSTRACT

Student, Hernández Quintero, D. A. *Gamification, Leadership and Virtual Platforms as Factors to Achieve Engaged Reading in the High School Classrooms of Corporación Colombo Británico, Envigado.* Licenciatura en Lenguas Extranjeras con énfasis en Inglés, October, 2021, Universidad Nacional Abierta y a Distancia.

Engaged reading has been given increasing interest due to its impact on the abilities of individuals to properly understand messages given in texts, audiovisual materials and daily interactions. Communicative skills, as the capacity to infer and deduct, are critical for the correct grasping of knowledge, which determines the success in the realization of academic and everyday tasks. The previous fact is proven by the evaluation procedures most candidates need to undergo before they are accepted into institutions of superior education, both in national and international scenarios.

Gamification, virtual platforms for promotion and maintenance of reading habits, proper training to interpret and the development of critical thinking surge as globalized factors for the achievement of significant learning from the exercise of reading. The present paper focuses on strategies and resources used in Corporación Colombo Británico of the municipality of Envigado, Antioquia, Colombia; which have facilitated progress towards engaged reading among their high school students. The information was obtained from the observation of the experiences as they were taking place and statistical reports generated by one of the platforms used..

KEY WORDS: Gamification, Engaged reading, Online reading platforms, Motivation, Leadership.

ACKNOWLEDGEMENTS

The work presented here wouldn't have been possible without the help of my mom, my wife, my teachers and my students. Thank you all for believing in me, for giving me the support I needed to continue.

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CHAPTER I

Introduction

Reading has proven to be a major issue in the educational scene. Proper reading comprehension is vital in order to achieve the learning goals set at different levels of the formation process of individuals. The effectiveness and efficiency of the strategies used facilitates progress when students face new challenges. The necessity for improved reading abilities is emphasized by the tendency to stay in the comfort zone created by the broad access to information offered by the Internet, but as this increases, the abilities of the people to infer, deduct and produce new knowledge may be affected in negative ways if not handled appropriately. In contrast, the mentioned skills will be enhanced if the reader learns how to benefit from the wide variety of texts offered in virtual environments.

As a consequence, the leadership of teachers, the strategies used, the selection of approaches and the commitment of each person in the class, play a critical role in creating an atmosphere which fosters engaged reading; the application of different comprehension techniques and the joy in the act of reading itself. Gamification, motivation and a constant renewal of the methodologies could yield favorable results for schools, but most importantly for children. In this paper there is a description of the practices and tools used to develop improved reading in the school Colombo Británico from the city of Envigado.

Significance of the Study

Competent students with appropriate and polished reading comprehension and critical thinking skills become competent professionals. As a result, the country can benefit from having a generation capable of positively transforming their context. Thus, the imperative necessity to identify the factors involved in the promotion and preservation of engaged reading as well as the

manners in which available resources can be used by educators.

The previous actions stand a challenge due to the abundance of technological devices and sources of information. Selecting the resources that will serve to achieve learning goals specified for each grade in the Institutional Education Project involves careful analysis and extensive testing. The mentioned task also requires teachers trained in the utilization of new tools, platforms and gadgets.

In that order of ideas, the present paper constitutes a starting point, at local level, for a better understanding of the impact embodied by different tools and approaches to the promotion of engaged reading. Detailed description of the latter and evidence of the results are provided. Further studies are necessary to confirm the occurrence of the facts seen here, in other scenarios and populations.

Statement of the Problem

Efficient reading plays a major role in the learning process of students and critical thinking is among the fundamental skills to achieve it. The aforementioned fact can be evidenced in the growing trend to measure the abilities to infer and understand messages from complex texts in candidates willing to join institutions of superior education, both locally and internationally. Nonetheless, the motivation of students towards reading, through which habits are built and skills are refined, is scarce. Answers about the factors involved in its activation and maintenance remain unclear in research environments. According to Oldfather and Dahl (1994) the engagement with reading lies in the delight readers have while doing this activity. Csikszentmihalyi (1991) stated that the level of absorption a person has with the text is where engagement has its origins. Cambourne (2002) complements the previous ideas arguing that engagement is the result of a combination of elements as clear purposes, comprehension,

confidence and responsibility for grasping the target knowledge.

As a result, promoting effective reading among students has become a top challenge for current educators around the country of Colombia. The myriad of resources, both physical and virtual granting its realization, has flooded e-mails and class-design meetings in the institutions. Nevertheless, the efficiency of the tools, the possibility schools have to access them, as well as the level of expertise teachers possess for their use in class, varies considerably from one context to the other. In the case of the school Colombo Británico of Envigado, the issue of engaged reading has been taken into account and different approaches have been implemented in order to overcome the difficulties resulting from the lack of commitment and motivation towards reading seen in children.

In that order of ideas, the achievement of proper levels of reading comprehension is key, both for the school and the pupils. It may also result, for the latter, in additional advantages within future competitive professional scenarios. Effective promotion and preservation of engaged reading among students from Colombo Británico is the goal that opened the door for the realization of the present paper, as well as the necessity of identifying critical factors regarding the use of technology and teacher-student-family interactions towards the mentioned goals.

Objectives

General Objective

To identify factors involved in the promotion and preservation of engaged reading among students of the Colegio Colombo Británico from the municipality of Envigado, Antioquia

Specific Objectives

To describe the different resources for promoting reading available at Colegio Colombo Británico from Envigado as perceived by educators working in their facilities.

To determine the elements that play an important role in increasing the exposure to reading among the students of the institution through the analysis of statistical reports from the platform used.

To characterize the impact that some strategies and resources have on the amount of time students spend reading..

CHAPTER II

Literature Review

Engaged reading and the factors facilitating its achievement have been a major topic in the literature. Creating reading lessons linked to the context of students and their interest strengthens their abilities to use previous knowledge in combination with the new one. Among those ingredients for the attainment of the objectives is the gamification. Its utilization in the classrooms increases every day and it has been remarkably relevant since the beginning of the quarantine in the year 2020. That period as well as the transition back to face-to-face classes became an opportunity for gamification and virtual platforms to display the large variety of solutions for both teachers and students in a critical situation where adaptation and innovation were the only way.

Engaged Reading

Definition

Engaged reading is described by Guthrie and Wigfield (2000) as the process in which readers apply different strategies of comprehension. These specific individuals are also characterized by their motivation to acquire knowledge and achieve goals. The previous authors also affirm that engaged readers support a community with those characteristics. This idea is complemented by Wilhelm (2016) who emphasizes the power engaged readers have to help non-engaged ones when sharing study contexts together.

Factors Fostering Engaged Reading

Ericsson et al. (1993) determined that the intrinsic motivation of a reader along with his intention, deliberation and level of activity are factors which promote development in this regard. This concept is contrasted by the one presented by Hiebert (2009) where it is stated that the

information related to the impact of engaged reading is still not conclusive and emphasizes the need to identify and measure the impact of leisure reading.

Engaged Reading in Educational Contexts and Curricula

Gómez (2011) stresses the necessity to build reading skills which allow going further than just the mastering of linguistic concepts and meanings so the interpretation of the shades and the proper communication can take place. Especially in classrooms where a second language is taught, it is imperative to learn how to understand the different elements of the messages transmitted by the people interacting and this can be achieved by polishing abilities related to reading. Unsworth (2014) highlights the progressive inclusion of reading comprehension drills into the curricula, mainly exercises which imply the interpretation of images.

Gamification

Definition

There is convergence in the definitions given by Huotari and Hamari (2017) as well as Deterding et al. (2011), Zhang (2008) and Hamari (2013) given it is considered as the use of gameful design in the realization of activities within diverse contexts where the topics treated and the actions taken are not ordinarily related to playful experiences, yet the serve for academic purposes.

Gamification and Curricula

Roy and Zaman (2018) state the information available regarding gamification effectiveness in educational settings is not conclusive and it has the characteristic of being person-specific, which implies the different strategies are effective at mixed levels depending on the population taken into account. Kingsley & Grabner-Hagen (2015) describe gamification as a way to transform the ongoing curriculum into an environment where it is possible to learn while

playing.

Gamification in the Colombian Context

As affirmed by Orejudo (2019) gamification in the Colombian setting, particularly in classes where English is being taught and learned as a second language, is a tool to promote the creation of routines which in the end will facilitate grasping knowledge and effectively internalizing concepts. This was achieved not only because game-like activities tended to nurture the enjoyment of experiences, but also because the students were able to understand and complete the reading tasks.

The ideas presented are in accordance with those of Obando-Bastidas et al. (2018) given that gamification elements are deemed as a propeller for learning, with considerable potential in the case of students who give games a privileged position in their daily life and a large portion of their available time.

Reading Platforms

Definition

The reading platforms which are considered in the present paper are, as depicted by Barnett (2019) as virtual infrastructure where digitization occurred in order to offer an alternative to physical books which in another time were the only accessible resource to access reliable information. This idea is supported by Roskos, Brueck and Lenhart (2017) who describe them as an increasingly popular resource for complementing curricula in schools around the globe. Szpilbarg (2019) sustains digitalization has transformed the way editorial material is produced as well as consumed and highlights the impact brought to the scene by the virtual bookstores and libraries.

Digital Reading Platforms and Curriculum

As stated before, Roskos et al. (2017) verified the growing trend among institutions to use virtual libraries and repositories to promote reading among their students. Nonetheless, the need for more research related to the identification of the impact of their use and the repercussions on the pupils is underscored. Yagci (2015) insists teachers have been forced to include all types of platforms into their curricula (Blended Learning) in order to keep the pace of a world which is connected at numerous levels and requires them to permanently adapt and evolve.

Reading Platforms in the Colombian Context

This type of platform is used in the educational scene in the country as stated by Lopera (2014) who also remarks their appropriateness in cases where students can take control of their own progress with some feedback from teachers and tutors.

CHAPTER III

Methodology

Given that the objective of the present paper is to identify factors involved in the promotion and preservation of engaged reading among students at the school Colombo Británico from the municipality of Envigado, the design was non-experimental and it was applied in a transversal manner. In the words of Thompson and Panacek (2007) a non-experimental design is mostly guided through observation and the results play a descriptive role. The same authors specify that the transversal aspect to it implies that such observational process occurs during a certain period and facilitates the analysis of variables and their incidence and relation during such lapse.

Population

The population considered for the present research project consisted of children (ages raging 11-13) from sixth grade at the mentioned school. They were both males and females with the necessary resources to access the Internet, including portable electronic devices and computers. Although the results presented focus on a cohort of 45 individuals, the observational process took place with other similar groups as the research was conducted with analogous outcomes.

Instruments

The main instrument for collecting data was observation from a perspective of a wholly participant (teacher). Programs such as Microsoft® Word® and Excel® as well as statistical records from the reading software used at the school since 2013 (myON®, developed by Renaissance®) allowed completing such labor.

Procedure

As mentioned in previous lines, the school Colombo Britanico is located in the municipality of Envigado. It has been operating since 1956 and their educational work emphasizes English and British culture. During the last decade the school has been making an effort to develop reading comprehension skills in their students through the use of different resources which include complete story books and short graphic novels (adapted from popular TV series or movies) which received the name of *Reading Plan* (2012 to 2014). The previous materials were all printed and the students from sixth grade to eleventh grade had to use them during, at least, two hours of class (they normally receive 10 hours of English per week). Educators applied workshops with multiple choice and open questions; writing exercises, drawings, posters and graphic organizers, among other hands-on activities, most of the times suggested by the same books.

In 2014 the editorial house offered Colombo Britanico the possibility to use a platform called myON® as an innovative substitute for the printed resources. This website is a virtual library with a collection of more than six thousand books which are edited and illustrated to be read by primary and secondary school children. The texts are complemented by a built-in dictionary, interactive reading tools including brush, highlighter, sticky notes, journal and the option to listen to the narration made by voice actors. Additionally, most books have a comprehension quiz that students can take after finishing each one of them. The offer was accepted by the school and presented in detail to the English department.

As a consequence, the teachers had to conduct a review of the resources provided and the ways those were going to be used in future school years. The directive board decided to require

children to read a specific text and solve a workshop. Both the book and the activities were chosen by the teachers.

The virtual library was used with the previously mentioned orientation for one year, but in the meeting which took place during the week of institutional development, the approach was modified and the teaching team suggested requiring students to spend a certain amount of time reading texts on the website (which also offers detailed records and thorough reports about the performance of users). Depending on the grade of the children, they would be asked to read a determined number of minutes per term (2 months each) that ranged between 600-1000, where sixth graders were assigned 600 minutes and eleventh graders 1000 minutes. After setting the new conditions, the procedure was explained to the families.

The mentioned tactic has been used continuously until the present day with certain variations that include asking the children to elaborate material (posters, written reports, oral presentations, reviews, etcetera) based on texts chosen by their teachers. Each educator has the freedom to decide how to motivate students to comply with the requirements, although high marks have been predominant in the mindset of the pupils.

Even though teachers are in control, it is necessary to consider that new technology involves adaptation from every participant and the students seem to have the upper hand on this matter. As a result, some issues emerged. It was identified that some kids were opening the books and leaving them active while they went to do something else. After a couple hours, they were 120 minutes ahead, yet they had not read at all. Additionally, the program allowed users to open multiple tabs, but it counted minutes on each one independently. This caused a skyrocketing of reading minutes for those who were exploiting the mentioned flaw in the system design.

In spite of the issues found, adaptation was also effectuated on the side of teachers and besides reporting the different concerns to the developers of myON®, other elements were deemed mandatory, for example: the result of the comprehension quizzes at the end of the books had to be 60% or superior (the quizzes generally consisted of five questions related to the vocabulary found on text, its main idea, the intention of the author and the type of text). Monthly oral and written reports about books chosen by the children were also assigned in order to guarantee proper reading time and comprehension.

As a consequence, the teachers were expected, not only to design the rubrics and to mark the materials produced by the kids, but also to continuously verify student's performance on the quizzes. Those tasks were time consuming and in a few cases the supervision of the proper reading habits was disregarded to focus on the report of the minutes which was easier to corroborate.

In contrast with the aforementioned tendency to focus on the number of minutes when the other evidence was difficult to gather and interpret, gamification was applied to the way this requirement was being demanded from the children in order to create a reading-friendly atmosphere which created opportunities for learning and building a habit. Gamification was the choice, especially due to the age range of the participants (11-13 years old). Three groups of sixth grade (49 individuals in total) were observed. Their results on the quizzes were traced (every book has a quizz, quizzes always have 5 questions. Approving one implied having 3 or more correct answers) every student was awarded with one star for each right answer they had on those passed quizzes. By the moment the term was closing, the students with the highest number of stars would receive special recognition which included a diploma, a superior mark and some sweets.

Besides the elements previously described, updates related to *myON Stars* (name of the campaign) occurred every day. The teacher arrived at the classroom and before doing any other activity, shared the new balance of stars with the students and their numbers were written on one corner of the board. Those activities took place during the second, third and fourth terms of the year 2017.

A similar strategy was used during 2018 with three new groups of sixth grade (46 individuals in total). In that opportunity, a ranking system based on legendary warriors was created. There were 27 categories, each one of which was represented by a button badge (designed by the teacher and provided by the school) and required a certain amount of reading minutes to be achieved. Results on quizzes were still being reviewed, but they were not a condition for earning the rank. The most important factor of this campaign was to spend time on the platform and try to read as much as they could. Updates continued being given every day and interest was added by the energetic narration of the teacher about the progress made by each individual.

During that time, the school acquired smart boards for the classrooms called *Clever Touch*. These tablets are 75 inches screens equipped with Android Operating System, their own processor and other pieces of hardware necessary for accessing the Internet and displaying documents, videos, music and a wide variety of other materials. This tool was used as a booster for the promotion of reading. The teacher found interesting books and read some pages during the class. This invited the readers to finish the stories at home.

Additional recognition was given to students who spent time on the reading platform during weekends, vacations and other opportunities when there were no school activities programmed.

Kids received extra points on their marks or public mentions in the classroom. Those with the most minutes on the platform after every term, appeared on the school's bulletin.

CHAPTER IV

Results and Discussion

The promotion of reading in Colegio Colombo Británico has been a priority since the beginning of the observation process (2013) not to mention the efforts made before. The use of printed booklets adapted from known movies, television shows and series was positively welcomed by the students and the teachers. These materials suggested different hands-on activities which implied proper understanding of the stories and use of the new vocabulary terms and structure. Additionally, the teachers brought to the classes their own ideas to practice reading in the second language. Videos, songs and karaoke complemented the grammar topics. Crosswords, puzzles, oral reports, role-playing games, among others were weekly events in the different classrooms.

As a consequence, students were dedicating time to reading and doing related exercises. The fact that the booklets used were adapted from current television shows, movies and series was appealing. Nonetheless, the variety was scarce. In 2013 the supplier of the textbooks acquired rights on an online reading platform called myON® which emerged as a solution to the limited number of choices. They have provided this service for the school ever since.

As it was mentioned in previous lines, myON® is an online library with a collection of thousands of electronic books adapted for readers from primary and secondary school. Graphic novels, cartoons, illustrated stories, etc. The website also has different tools which include the assignment of projects, elaboration of graphic organizers and solution of traditional quizzes. These resources were used by both teachers and students. The platform allowed close supervision of the progress made by each individual and the decision of the English department was to give priority to the time spent reading on it.

Furthermore, given the extracurricular nature of the activity, where children had little to no supervision at all, it was confirmed that some of them opened books and went to do something else. Others opened several tabs with different books at the same time causing the system to register much larger amounts. After these behaviors were identified, the developers of the resource were contacted and different measures implemented.

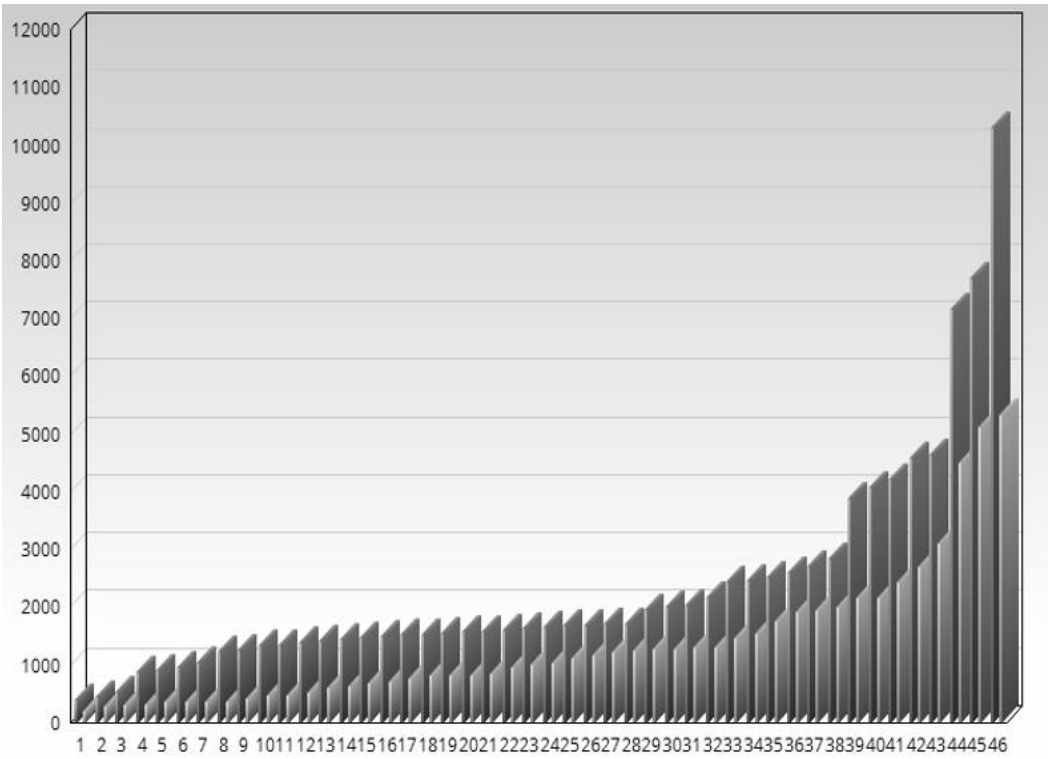
Nevertheless, the students could still find a way to skip reading while achieving the time demanded by the school. A different approach was necessary. A teacher in sixth grade started promoting the campaign called *myON Stars* which took the focus away from the minutes and sent it towards quality results on the reading comprehension quizzes presented by each text after the last page. It required the teacher to check the platform stats to study the results obtained by each individual on each text. The manner in which the campaign was presented, along with sustained status reports, increased the global amount of minutes spent on the platform by the subject population throughout that year.

Variations of the campaign were implemented in similar classrooms, by the same teacher with analogous results. The school financed the fabrication of button badges which were intended to be given to students after they had spent a certain time reading on the platform. Permanent updates, active participation of the teacher and supervision of the progress made by students played a role in achieving numbers which were significantly superior to those obtained by the same children during the previous year. According to the information gathered from the system, every single individual in the subject population spent more time reading than the previous year. Figure 1 shows on the axis X the participants; on the axis Y the number of minutes read on the platform myON. Light gray bars represent the minutes read by the student

during the year (2017) and the dark gray bars represent the number of minutes spent reading throughout the campaign (2018).

Figure 1

Comparison of Minutes Read on the Platform 2017 vs 2018



Note: Figure that shows the comparison of reading minutes on the platform between 2017 and 2018.

Similar analysis was performed on the population of third grade (2021) compared to their previous 2 years, for the time frame between January 1st to June 14th. Twenty-eight students have been motivated with button badges, daily rankings and recognition on the school bulletin. The results show that 78% of the students have read more than they did in 2019 and 32% have read more than in 2020. The statistics also evidence an increased overall activity on the platform during the last year (44%) in contrast to the 19% of 2019 and 37% of 2020. The table shows a comparison of the three periods for each individual.

Table 1

Comparison of Minutes Read During the Campaign and the Two Previous Years

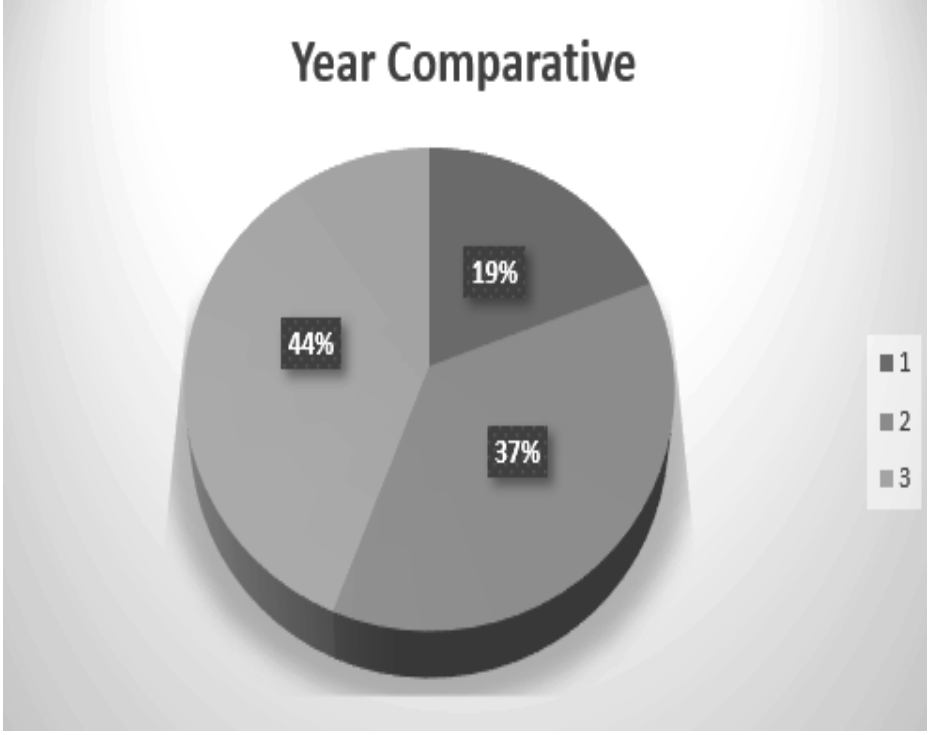
Student	Minutes 2019	Minutes 2020	Minutes 2021	Fluctuation
A	625	1703	1450	
B	1003	2705	2825	
C	1045	1972	10825	
D	1125	1549	2791	
E		2546	2500	
F	1397	1860	1533	
G	1347	2104	2021	
H	360	1263	653	
I	287	1098	1428	
J	481	1711	1350	
K	1239	2077	1919	
L	1148	1394	1657	
M	1482	1417	1828	
N	971	1633	1901	
O	447	1277	1237	
P	445	1713	666	
Q	1697	1940	959	
R	483	634	329	
S	746	1767	1102	
T	1096	1120	919	
U	700	979	4522	
V	1268	1433	697	
W	1167	1934	1294	
X	1366	1826	570	
Y	716	1753	1429	
Z	510	1320	420	
ZA	1083	2997	7037	
ZB	523	1608	1127	

Note: Minutes read during 2019, 2020 and 2021 plus fluctuation feature

Table 1 shows the number of minutes read during 2019, 2020 and 2021 plus fluctuation features for each participant. Figure 2 presents a comparative of the three periods. 2019 (Dark gray), 2020 (Gray) 2021 (Light gray).

Figure 2

Comparison of Percentage of Time Spent Reading on the Platform



Note: Comparative of the three periods. 2019 (Dark gray), 2020 (Gray) 2021 (Light gray)

Nonetheless, it is important to consider the special circumstances surrounding the year 2020 (pandemics and subsequent quarantine). Students had to spend more time at home, which increased the accessibility to computers, thus to the platform. Asynchronous activities related to reading on myON were scheduled by the teachers in order to replace the face-to-face sessions they would normally have. These factors influenced the reading habits of children and the time they spent on the website. In 2021, the alternation model of education as well as other loosened measures regarding the pandemics allowed students to go back to school and other extracurricular activities which also had an impact on the mentioned aspects.

Additionally, it is vital to keep in mind that children in the latter group were in first grade during the year 2019, hence their abilities to read and understand the texts presented by the

platform were affected. Nevertheless, myON has a wide variety of specialized materials for this population in particular, which makes it attractive per se.

In light of the previous findings, motivating strategies, leadership, resources and degree of involvement of the teacher seem to play a role in increasing the amount of time children are willing to spend on reading. This is true for populations under 13 years of age. Further studies are necessary to evaluate the impact on other age groups. From the mentioned elements, the degree of involvement (consistency) evidenced by the teacher seems to be key in maintaining the level of commitment of the students. They constantly perceive the importance of the task in the testimony given by the educator, in addition to the competitive gaming factor of making progress every day as slackers would be progressively more evident.

Furthermore, the use of the human and material resources available in the institution in favor of reading, facilitates the creation and sustenance of an atmosphere where this task is seen as natural and necessary, rather than just another activity with a mark or a percentage assigned. Altogether, help is provided for students in the building of a habit. The progress made on these matters is complemented by the example received at home and other spaces where children have the opportunity to interact with role models

CHAPTER V

Conclusions and Recommendations

Promoting reading among students, so they can achieve necessary skills to understand the different types of texts they face both in educational and social environments, is a priority for schools and for the country itself. Colombo Británico of Envigado is not the exception. The resources and strategies used for this purpose in the mentioned institution are numerous, yet, the emphasis is made on a virtual platform called myON. It was identified that students from sixth grade and under (third grade) positively respond to campaigns where gaming elements and rewards are involved. The results of such campaigns are improved by committed and consistent teachers who provide sustained updates regarding the progress made by the participants. A generalized reading-friendly atmosphere in the school is also significant. The example received at home and other spaces where kids interact with role models serves as a crucial complement for the construction of reading as a habit.

The aforementioned strategies and activities had an impact on populations of under 14 years of age. Further studies are necessary to verify their applicability with older cohorts. The impact of gaming elements in the exercise of reading according to gender, social stratum, resources offered by the school, etc. also need to be studied in order to get a deeper understanding of the role they play in favor of achieving and refining reading skills.

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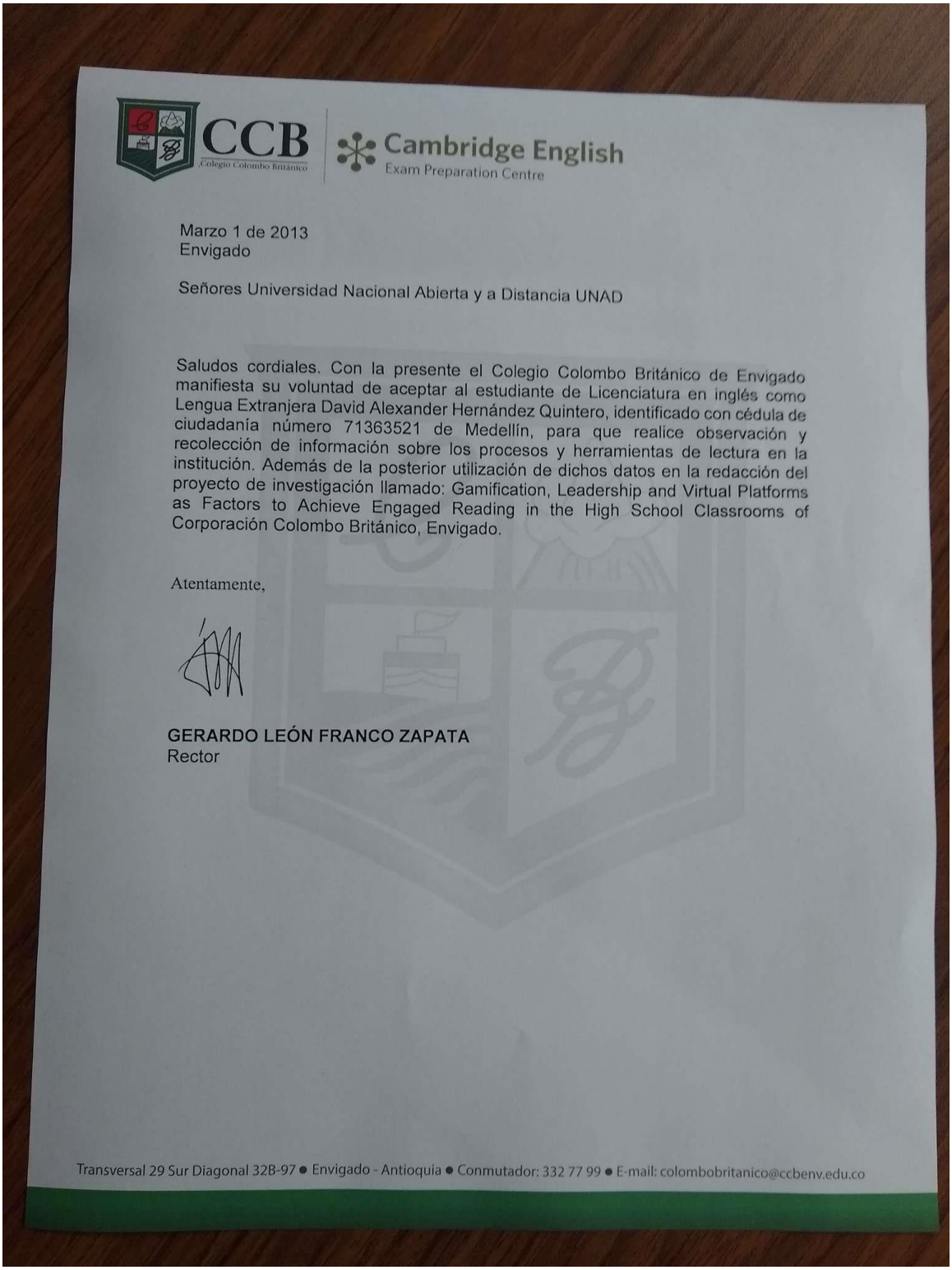
APPENDIX

APPENDIX A: Schedule of Activities

ACTIVITY	2017	2018	2020									2021		
	Mar - Dec	Jan - Dec	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar - Jun
Observation and collection of data														
Statement of the problem														
Justification														
Objectives														
Hypothesis														
Theoretical Frame														
Methodology														
References														
Chapter I														
Chapter II														
Chapter III														
Chapter IV														
Chapter V														
References														
Appendix														
Professional Assessment														

APPENDIX B: Consent of the School to Conduct the Research



CCB
Colegio Colombo Británico

Cambridge English
Exam Preparation Centre

Marzo 1 de 2013
Envigado

Señores Universidad Nacional Abierta y a Distancia UNAD

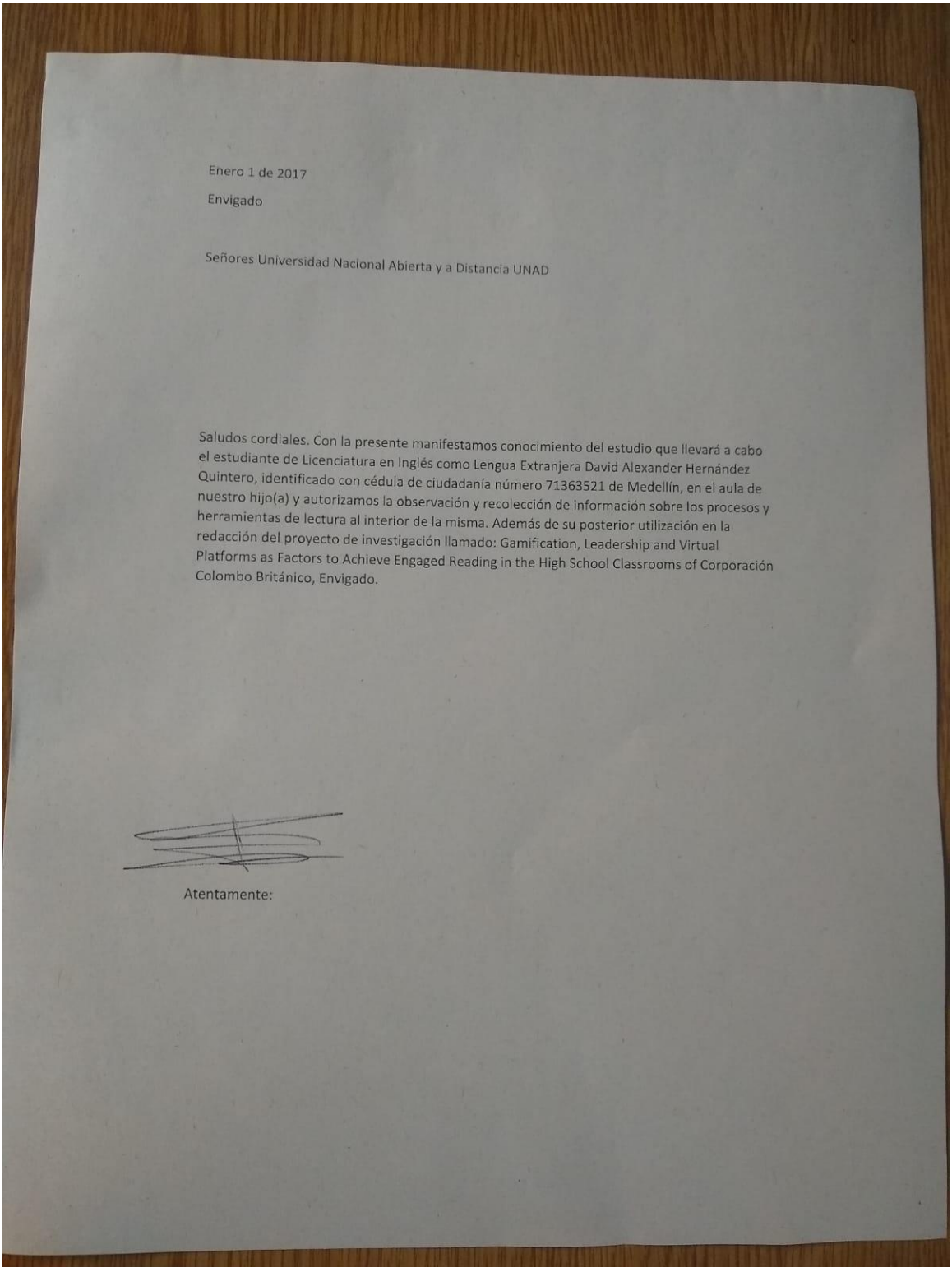
Saludos cordiales. Con la presente el Colegio Colombo Británico de Envigado manifiesta su voluntad de aceptar al estudiante de Licenciatura en inglés como Lengua Extranjera David Alexander Hernández Quintero, identificado con cédula de ciudadanía número 71363521 de Medellín, para que realice observación y recolección de información sobre los procesos y herramientas de lectura en la institución. Además de la posterior utilización de dichos datos en la redacción del proyecto de investigación llamado: Gamification, Leadership and Virtual Platforms as Factors to Achieve Engaged Reading in the High School Classrooms of Corporación Colombo Británico, Envigado.

Atentamente,

GERARDO LEÓN FRANCO ZAPATA
Rector

Transversal 29 Sur Diagonal 32B-97 ● Envigado - Antioquia ● Conmutador: 332 77 99 ● E-mail: colombobritanico@ccbenv.edu.co

APPENDIX C: Consent from Parents



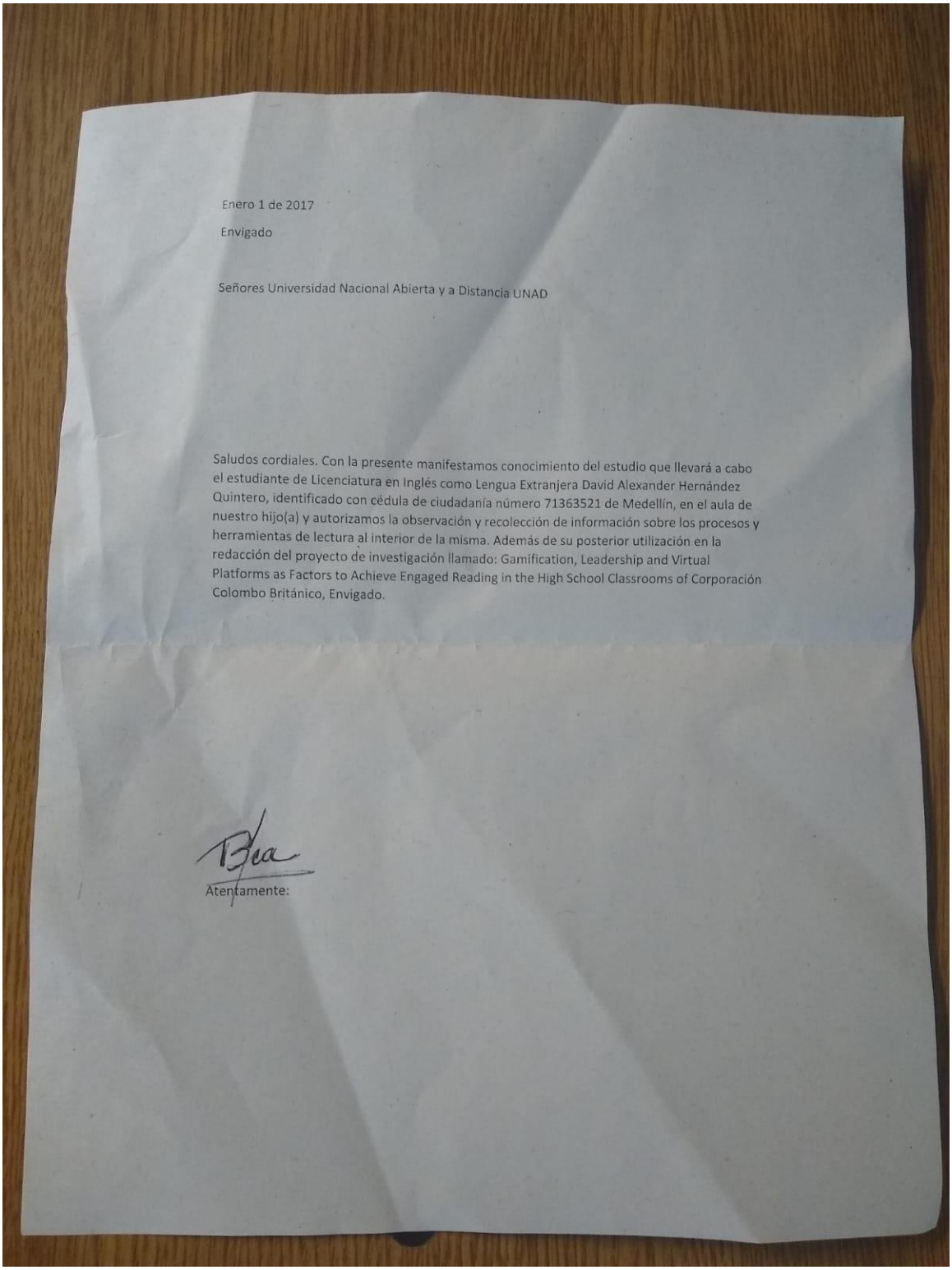
Enero 1 de 2017

Envigado

Señores Universidad Nacional Abierta y a Distancia UNAD

Saludos cordiales. Con la presente manifestamos conocimiento del estudio que llevará a cabo el estudiante de Licenciatura en Inglés como Lengua Extranjera David Alexander Hernández Quintero, identificado con cédula de ciudadanía número 71363521 de Medellín, en el aula de nuestro hijo(a) y autorizamos la observación y recolección de información sobre los procesos y herramientas de lectura al interior de la misma. Además de su posterior utilización en la redacción del proyecto de investigación llamado: Gamification, Leadership and Virtual Platforms as Factors to Achieve Engaged Reading in the High School Classrooms of Corporación Colombo Británico, Envigado.

Atentamente:



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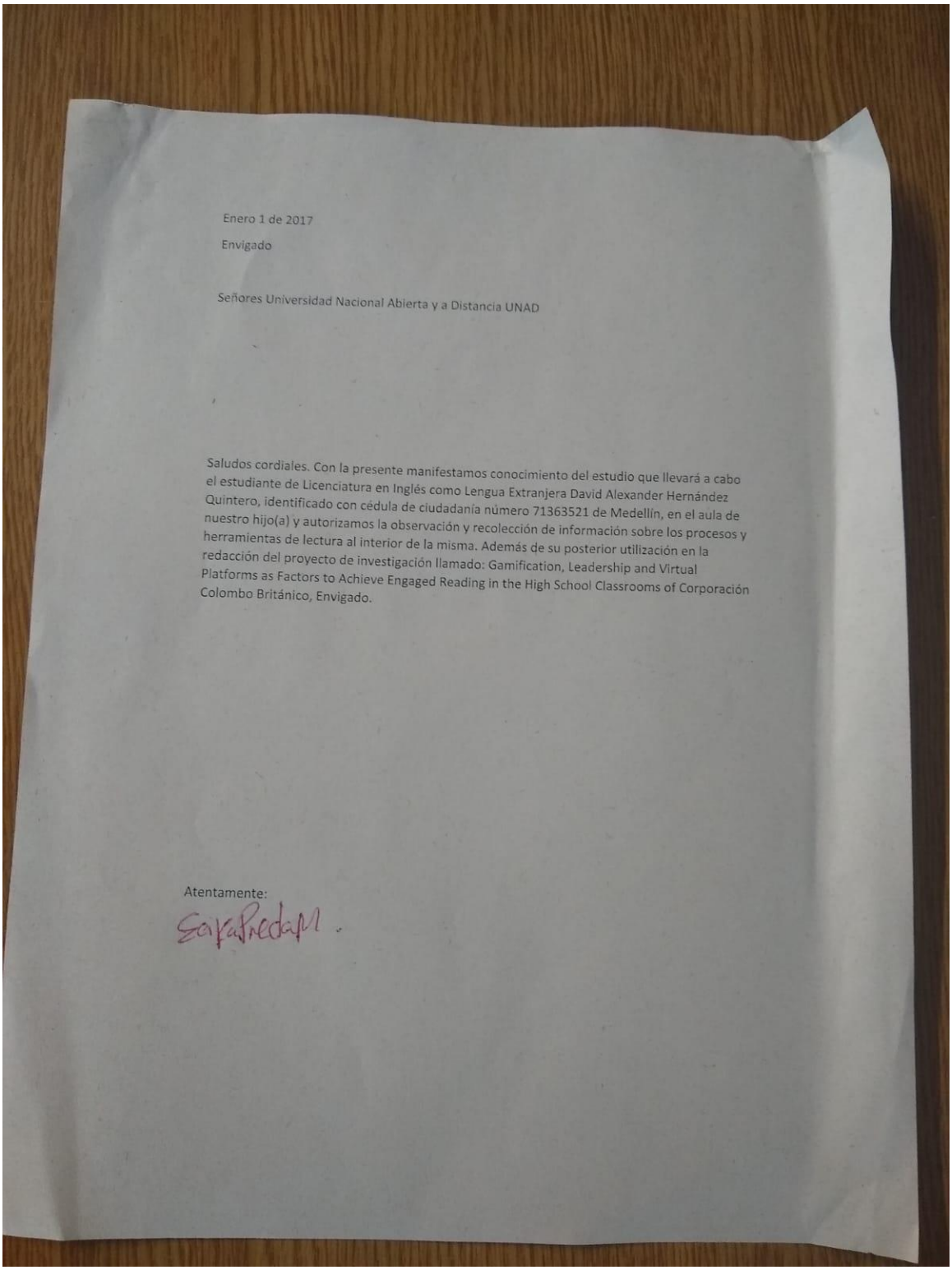

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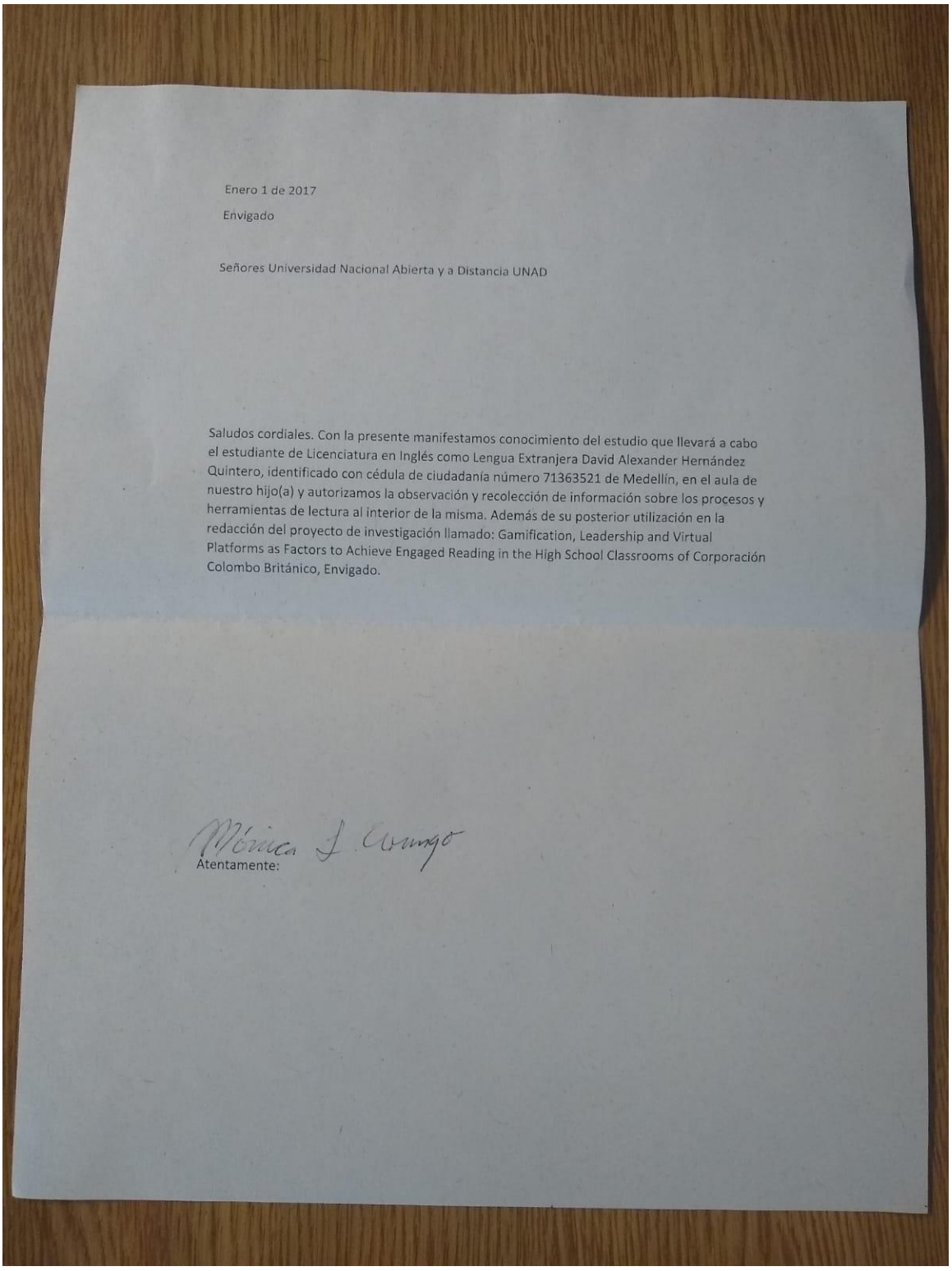

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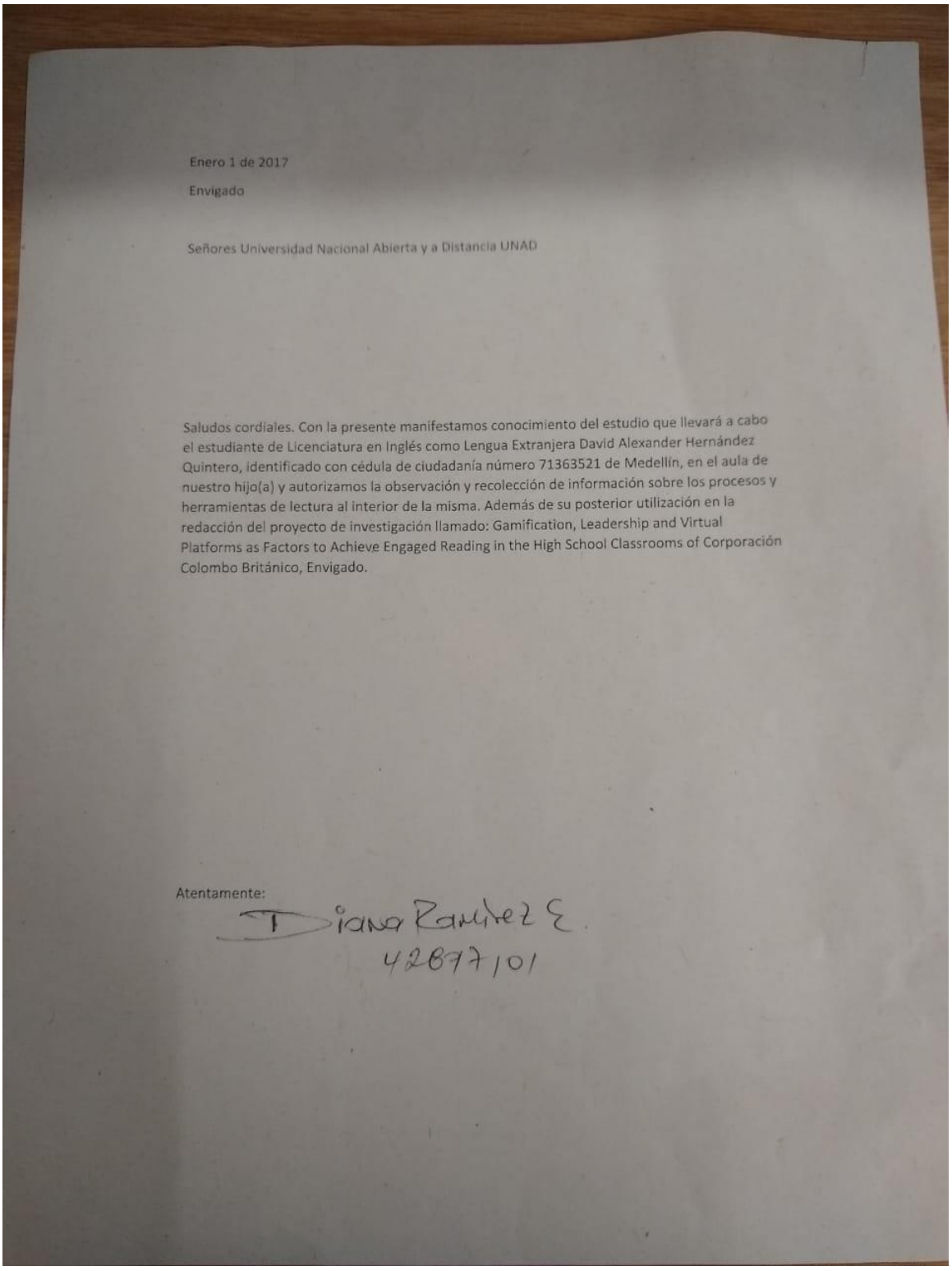
Mónica J. Arango

Atentamente:



Enero 1 de 2017

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Atentamente:

Diana Ramirez E.

42897101