

**Improvement Of Reading Comprehension Of The English Language Through The
Learning Style Of Gamification Using ICT Genial.Ly In Sixth-Grade Students Of
Institucion Educativa Fe Y Alegría Popular Numero 1**

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by

<Giovanny Vargas Zapata>

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Dedication

I dedicate this work to my family, and I thank God for having given me a wonderful mother and father who, although they are no longer with me here on Earth, bless me, protect me and lead me on the path of good. For the rest of my family, I offer this work as an offering for their patience and unconditional support during this long but pleasant study process.

Specialized Analytical Summary

Title	Improvement of reading comprehension of the English language through the learning style of gamification using ICT genial.ly in sixth-grade students of Institucion Educativa Fe y Alegria Popular Número 1
Author(s)	Giovanni Vargas Zapata
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Keywords	Reading comprehension, Learning style, Gamification, ICTs, Genially.
Description	Choose one and erase the other two: Monograph
Sources	5 thesis, 9 books, 17 articles, 2 web pages.
Contents	<p>El documento presenta cómo mejorar la comprensión lectora del idioma inglés a través del estilo de aprendizaje de la gamificación por medio de las TIC Genial.ly en los estudiantes de sexto grado de la Institución Educativa Fe y Alegría Popular Número 1 a través de un enfoque mixto con instrumentos como el pretest y la observación participante.</p> <p>Dentro del marco teórico, se evidencia que la plataforma Genial.ly se utiliza para crear juegos educativos, ya que cuenta con una interfaz intuitiva y fácil de usar que facilita la gamificación de contenidos y experiencias comunicativas interactivas.</p>

Finalmente, se presenta una discusión de los contenidos estratégicos y teóricos propuestos por Restrepo (2004) y Acosta (2021), asimismo como los conceptos de gamificación de (Castillo, 2021) y Figueroa (2015). También una comparación con los hallazgos obtenidos como: a) la falta de herramientas tecnológicas en el salón de clases, b) el bajo nivel de inglés de los estudiantes de 6° de dicha institución y c) por consiguiente su mal desempeño en la preprueba en el proceso práctico del estudio. Otro factor asociado como hecho problemático es mi experiencia como estudiante de la institución en el año 1991 y luego mi participación como observador practicante en el año 2022, luego se enumeran las conclusiones y consideraciones finales que sustentarán las propuestas entregadas a la institución educativa. En conclusión, se evidenció que el uso de herramientas tecnológicas para la mejora de la comprensión lectora en el área de inglés ayudaría a comprender mejor esta lengua.

Research Line

Bilingualism in technology-mediated distance education

Academic, linguistic, and social challenges in learning English.

Conclusions

After applying the instruments and collecting the data, I realized that the reading comprehension rates improved considerably since students are more attracted to interactive activities than to traditional ones. Interactive activities represent a novelty for them that challenges them to overcome obstacles and to want to be the best in each task.

The work uses Genial.ly as an online tool to create visual content, in this case it was used in teaching reading comprehension in English in 6th grade students. The paper will show the impact of the didactic (part of pedagogy that studies teaching techniques and methods) use of media by ICT in the conceptual strengthening of reading comprehension in English.

Advisor

Edith Grande Triviño

Abstract

Based on my experience as a teacher, I have realized that gamification has become a very relevant educational strategy, when you want to capture the attention of students, since, through it, concentration is increased and communication between student and teacher is strengthened. Due to this, the present investigation has as a general objective, to improve the reading comprehension of the English language through the learning style of gamification by means of ICT Genial.ly in the sixth-grade students of Institución Educativa Fe y Alegría Popular Numero 1. For this purpose, a qualitative approach is used with instruments such as pretest, participant observation and analysis.

Within the theoretical framework, it is evident that the Genial.ly platform is used to create educational games, since it has an intuitive and easy-to-use interface that facilitates the gamification of content and interactive communicative experiences.

Finally, a discussion of the theoretical contents and the revised background will be presented, as well as a comparison with the findings obtained in the practical process of the study. And the conclusions and final considerations that will support the proposals delivered to the educational institution are listed. It is hoped that the results presented will serve as a reference source for future research that addresses problems associated or similar to those presented here.

Keywords: Reading comprehension, Learning style, Gamification, ICTs, Genially.

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I thank my directors, tutors and degree advisors, without you and your virtues, your patience and perseverance, this work would not have been possible. Your advice was always useful when I couldn't find ideas to study and write. You are a fundamental part of this history with your professional contributions that characterize all of you. Thank you very much for your many words of encouragement, when I needed them most; for being there when I was disoriented and lost asking for your help. Thank you for your guidance, because your words were wise, your rigorous and precise knowledge, to you, my dear teachers, I owe my knowledge. Wherever I go, I will take you with me on my professional journey. Your seed of knowledge germinated in my soul and my spirit. Thank you for your patience, for sharing your knowledge in a professional, invaluable and selfless way, for your dedication, perseverance and tolerance.

I also thank my family, you all have always been the engine that drives my dreams and hopes, who were always by my side in the most difficult days and nights during my study hours. You have always been my best guides in my life. Today when I finish my studies, I dedicate this achievement to you, as one more goal achieved. Proud to have an honest, honorable, hard-working, exemplary and forward-thinking family. Thank you for being who you are and for believing in me.

Lastly, I would like to thank my friends and fellow travelers, some of them already graduated and others with some subjects yet to finish, but for most of them this wonderful adventure is coming to an end and I can't stop remembering how many afternoons and hours of work we got together throughout these 5 years. Today we have to close a wonderful chapter in this life story and it is hard to stop thanking you for your support and perseverance, being in the most difficult hours, for sharing hours of study. Thanks for always being there.

Table of Contents

Dedication	2
Specialized Analytical Summary	3
Abstract	6
Acknowledgements	7
Table Of Contents	8
List Of Tables	10
List of figures	11
Introduction.....	12
Significance of the Study	13
Statement of the Problem.....	16
General Objective	22
Specific Objectives	22
Literature Review.....	23
Learning Styles	31
ICTs, Gamification and Genial.ly.....	35

Methodology 43

Results 56

Conclusions 62

References 63

Appendix 68

List of Tables

Table 1. Results in development of Icfes and Genially instruments.....	54
Table 2. Results in development of Icfes test... ..	57
Table 3. Results in development of Genially test	59

List of Figures

Figure 1. Problem Tree	20
Figure 2. Genial.ly	41
Figure 3. Ages of the students.....	46
Figure 4. Classroom Observation	47
Figure 5. Vark Test... ..	47
Figure 6. ICFES comprehension design... ..	49
Figure 7. Genially Comprehension Text Design... ..	50
Figure 8. Types of Learners... ..	53

Introduction

An introduction is the first paragraph of a written research paper, or the first thing people see, hear, or experience about your project. It has two parts: One, a general introduction to the topic you will be discussing and, two, Your Thesis Statement. Without an introduction it is sometimes very difficult for your audience to figure out what you are trying to say. There needs to be a thread of an idea that they will follow through your paper. The introduction gives the reader the beginning of the piece of thread so they can follow it.

Significance of the Study

The last two decades have been marked by the intensive use of the English language, as the language of international communication, hence the need to develop teaching processes that take into account the improvements in the activities of English learning styles, cause of the teachers, as well as educational centers consult new teaching methods where technologies are an important tool for learning. In this order of ideas, it is important to develop research projects where the use of ICTs and English is united, hence this work emerges as that way of generating a proposal for the improvement of the acquisition of reading in the English language through the learning style of gamification through ICTs Genial.ly in the sixth-grade students of Institución Educativa Fe y Alegria Popular Numero 1.

In this context, the learning style of gamification is enhanced much more with the use of technological tools like Genially, which according to authors Acosta (2021), states that it is an online tool that facilitates the creation of interactive multimedia content, through presentations, elements of communication, infographics, among other concepts that help a better learning.

This perspective led to consider the relevance of the implementation of the Genial.ly tool, because teachers orchestrated different activities focused on work at home, using digital tools, the Internet to be evaluated in the classroom with the intention of dynamizing the teaching, learning and improving skills.

Likewise, this research is supported, since it will use the contribution of gamification, which has been valued as a learning technique that transfers the game to the academic area (Castillo, 2021). In the same way, according to Figueroa (2015), there is a strong connection between gamification and emerging technologies, which is why teachers need to become familiar with the platforms that allow them to design activities based on digital games, in this case

Genial.ly.

In relation to sixth grade students, this initiative seeks to advance in the understanding and use of the subject of reading in English, with which concepts are built that guarantee improvements in the appreciation of children where the processes of reasoning, communication, modeling in English writing exercises are given. You, as a researcher, should also examine what impact the study might have not just on the academic or scientific community but also on the public. It is worth saying that this project will be based on the Basic Learning Rights of English in Colombia, with which there will be consistency with the Curricular Guidelines and the Basic Standards of Competence of the institution and given in sixth grade, since these allow identifying the aspects keys in the development of students' communicative competence in the language, such as written comprehension skills. That is, they will be based on what is stated in Law 115 of 1994, which sets forth within its objectives, the acquisition of elements of conversation, reading, conversation, comprehension, and the ability to express oneself in a foreign language, in this case English.

This work will allow teachers of the English subject to implement interactive activities through Genial.ly, thereby leaving aside the traditional methodology and achieving meaningful learning. In this context, one of the reasons why this project acquires a new and interesting character is because the practical activities are carried out using a language according to young people, which helps the student to understand its content, through of attractive and playful resources. This work will allow teachers of the English subject to implement interactive activities through Genial.ly, thereby leaving aside the traditional methodology and achieving meaningful learning. In this context, one of the reasons why this project acquires a new and interesting character is because the practical activities are carried out using a language according to young

people, which helps the student to understand its content, through of attractive and playful resources.

Likewise, when developing this project, objectives will be achieved in children such as: First, to make children become digital natives, and they are interested in this type of tools such as ICT, which provide them with knowledge, culture and entertainment. Second, to serve so that ICTs are presented as the possibility of learning by playing with a tool that at its age is novel and striking. Third, to achieve methodological support for teachers, since it will become a useful tool to develop their classes, being an opportunity to use innovative teaching aids that facilitate the apprehension of basic elements of English, at inferential and literal reading comprehension levels.

As a result of the above, by carrying out this intervention proposal, it will possibly be possible to overcome the remains that are being faced due to the Covid-19 pandemic and bring students even closer to significant knowledge of the classroom and a better look is given on the pedagogical reflection, which contributes to the construction of new schemes and models of formation not only in the 6th grade but is projected as a contribution to the institutional culture pretending that ICTs achieve impact.

Finally, personally, as a student of a degree in English, it is important to implement Genial.ly as a didactic strategy, because it will expand knowledge in the use of new technologies, which in the case of Colombia is relegated to being traditional.

Statement of the Problem

The command of a second language such as English, has become a key for the development of skills and learning in current education, since through it people improve their abilities in the globalized world in which they live, as well as that open doors for you to exchange knowledge and grow professionally; Hence, the subject of English has become a fundamental learning in any program of a teaching center. In this sense, authors such as López (2020), cite that "the importance of learning foreign languages, particularly in these times, is indisputable, because the mastery of another language becomes a trend in academic and labor growth" (p. two). In the case of Latin American countries, English has been positioned because of policies that are based on economic strategies related to globalization processes, for which English has become mandatory from preschool education.

For instance, in countries like Colombia, during the last decades, national strategies have been designed to create English learning programs for everyone, and to offer real opportunities for access to learning another language (Fuentelba, et al., 2019). But although this subject has become something fundamental in the teaching of all students, some of them currently do not do so, which has probably led to difficulties in learning English, given on many occasions by the traditional teaching models, which have been routine and rote, that is, with little innovation. For example, Jaime, et al, (2021), cites that the difficulties in teaching English are presented by the "little connection between the academic curricula developed by teachers and the current reality of the student, added to the fact that the teaching of this science is given in an elementary and rote way" (p.2), where little reflection and analysis is presented within scientific contexts. In this same context, authors such as Rosales, et al, (2016), state that the learning styles of English in the classroom, "is similar to that developed in past decades, where there is no innovation, added

to the fact that they present deficiencies in teaching resources, as well as little mastery of some content” (p.20). A review of materials was made and it was shown that there are no speakers, screens, projectors or a stable internet connection, so the lack of materials is a very important problematic factor to consider since, despite the years, the school continues teaching classes with the same lack of resources as in past decades. Additionally, on some occasions, parents do not fulfill their role of helping at home with the educational process of their children. Consequently, in educational centers, there is a lack of interest of some students in English, where behaviors such as apathy, frustration, anxiety, incompetence, and hopelessness arise in students, which interfere with their learning process.

If figures are brought that support the difficulties in the results in English, Colombia is far compared to other countries in the world, because according to international results they have not been the best, since according to the English Level Index of Education First (EF) 2021, specifies that from the analysis of 102 nations, Colombia ranked 81st, with a low score (Education First, 2021).

According to the above and if the results are observed, state tests called Saber 11 of 2021, at the national level, the area of English is one of the worst qualifications, since only 75 percent of students reach levels A- and A1, the lowest according to the Common European Framework, while only 2 percent have level B+, which is not the highest in international standards, but the highest evaluated by ICFES. (Ministry of National Education, 2021).

Based on the information mentioned, it is relevant that teachers have the need to create learning styles such as gamification through Information and Communication Technologies (hereinafter ICT), with which skills and competencies are developed that Increase motivation in your students. Therefore, it is urgent to promote spaces where technology-based skills are

developed, which go beyond the use of the computer and promote interdisciplinarity, the relevance of the themes, innovation, and flexibility of content for students.

In this same sense, it can be said then, that education should not be oblivious to the help that ICTs can provide in everything that has to do with facilitating the teaching process in the classroom, because in the educational field the ICT has several media, tools, formats and resources that help the development of didactic strategies and these at the same time to the creation of knowledge (Basantes et al., 2017). Considering what has been said in the previous paragraphs, the present proposal is based on the improvement of the acquisition of the English language through the learning style of gamification by means of ICTs Genial.ly in the sixth-grade students of Institución Educativa Fe y Alegría Popular Numero 1. This educational center is taken, because students have been presenting difficulties in learning English, due to circumstances such as the methodology of the teachers, this is carried out through traditional teaching which is a educational model that gets children into more passive people. The teachers are the ones who provide the information, the knowledge, and the students are the receivers. In this way, the creative capacity of the children is reduced since the teacher provides them with everything they need. Likewise, there is little participation in this course by the students, characterized by lack of motivation, caused in some cases, there is no enough teaching material or tools for learning. Likewise, there is a lack of web material and accompaniment of their parents to carry out the activities at home. If studies carried out in previous years in the educational institution are taken, in 2016, the Directorate for evaluation of education of the Secretary of Education of Medellín, carried out the characterization for the comprehensive system of evaluation and accreditation of quality, where showed that among the factors that affect the academic performance of students, including 6th graders, is the considerable rate of

students who repeat the school year, which has repercussions on the demotivation of these boys and girls. Likewise, another factor, that affects the school results of students in English reading comprehension activities, is based on the age differences between the apprentices, since some are younger or older than the year they should have in said course, which when adding these two events in the relation to students at fair ages, causes an environment of coexistence and disparate learning, all this derived from the interest of each young person as a result of age (P.E.I. Santa Lucia Educational Institution. 2016).

In this named study, carried out by the Secretary of Education, it was specified that the educational center should advance in overcoming difficulties in relation to academic performance, by educational level and areas such as English, for which it was advised to carry out pedagogical strategies focused on mitigating the number of underperforming problems students.

It is good to say that within the problems, there is the basic ability to use ICTs by English teachers, who make very little use of these technologies, due in the first instance to the motivation for self-training that they should have to add a better quality performance in teaching-learning activities, and second, to the lack of training by the Ministry of National Education and Local Government in what has to do with ICTs in education.

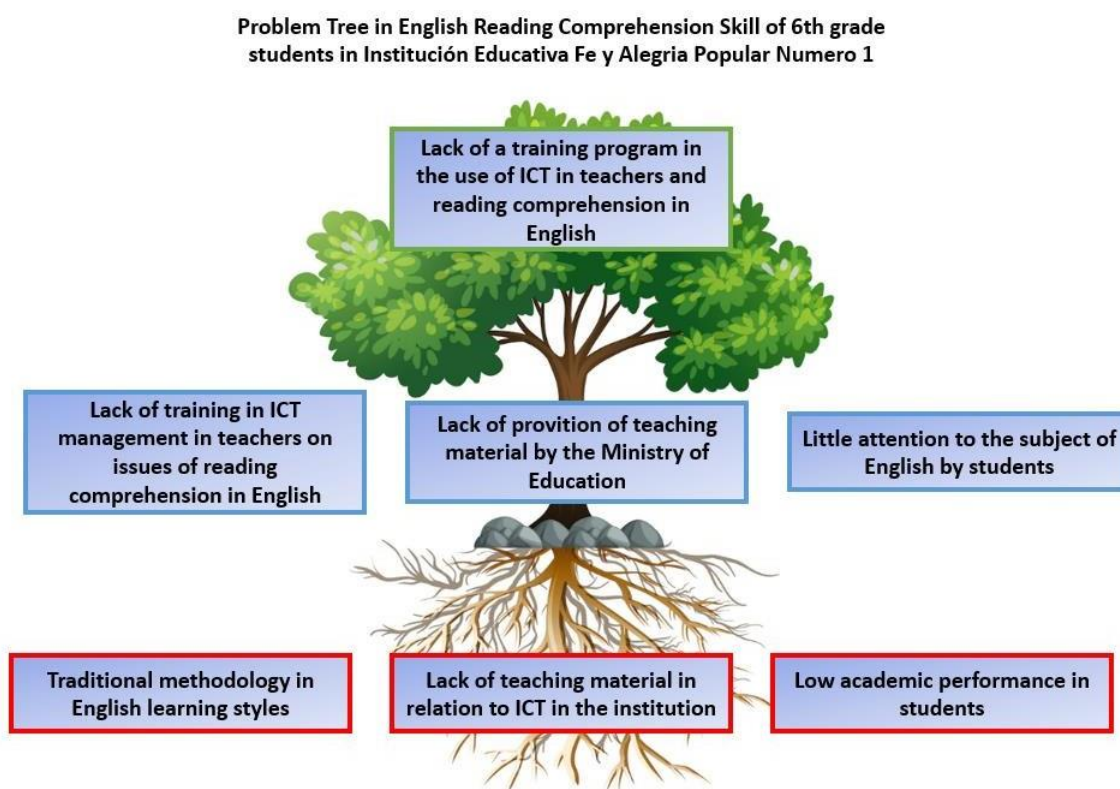
In addition to all of the above, the situation of distance classes given at the Educational Institution in 2020 and part of 2021, forced by the appearance of the SARS-Cov 2 virus (Covid-19) pandemic, showed that the educational center was not prepared for this type of teaching, since it did not have the connectivity and technological tools for the proper functioning of virtual classes, for which these difficulties became another aspect that helps demotivate the subject of English by sixth grade students. It is worth mentioning that this period of distance and virtual

classes was carried out under a traditional methodology for the development of pedagogical guides, which were delivered physically to the students and they delivered them digitally through photos sent by different means. messaging, such as the WhatsApp application or email, this generated a nonconformity of the entire educational community, which revealed shortcomings in the methodology with which distance classes were intended to be developed.

Keeping in mind what was said in the previous lines and to be more specific with the academic problems that the students of the Institution studied have, it is good to look at the following problem tree (see figure 1).

Figure 1

Problem Tree



Based on what is shown in the previous figure, the following problem question is proposed: How would reading comprehension of the English language be improved using

Genially and gamification and considering the learning style of the sixth-grade students of Institución Educativa Fe y Alegría Popular Numero 1?

Objectives

General Objective

To improve the reading comprehension of the English language in sixth-grade students of Institución Educativa Fe y Alegría Popular Número 1 considering their learning style and using gamification applied in Genial.ly

Specific Objectives

To identify the knowledge of the students of 6th grade in Institución Educativa Fe y Alegría Popular Numero 1 about reading comprehension in English.

To design activities with the Genial.ly didactic strategy in the teaching-learning of reading comprehension in English.

To implement didactic activities with Genial.ly in the teaching-learning of reading comprehension in English.

To evaluate the relevance of Genial.ly as a didactic strategy in teaching reading comprehension in English in 6th grade students.

Literature Review

Reading is a highly demanded competence of the human being, especially nowadays, in which the intersection between globality and the Internet provides a massive volume of information that can be accessed and, by integrating it into a network of understanding, it can be acquired knowledge. Due to the above, a theoretical search is then developed in relation to reading and its teaching, reading comprehension (hereinafter RC) and RC in the teaching of English.

For many decades in educational communities, topics in language communicative skills such as speaking, reading, listening and writing, have been fundamental for students when developing learning processes. Hence, authors like Hoyos & Gallego (2017), state that "communicative skills serve as that self-directed and intentional process" (p.30), which is developed through a purpose, goal or objective, all based on achieve something and that something directs and modulates an activity.

From the foregoing, it can be expressed that within the communication skills, the one that is most important is reading, hence Zárate (2019), defines it as "that process of flexible transactions in which he reads finds a meaning to seen in the words" (p.190). In this same context, on reading, many have been the authors who have exposed their position on it, for example Lluch & Sánchez (2017), they cite that it is that "competence that performs autonomous learning where each individual progressively uses the knowledge acquired, exercising and raising the level of efficiency" (p.7). In this sense, reading is much more than knowing how to recognize words and letters or trying to literally understand the sentences of a text; rather, reading is understanding, using, reflecting on, and engaging with written texts to achieve one's goals, develop personal knowledge and potential, and participate in society.

In agreement, authors such as De la Cruz (2018), specify that learning to read is characterized by "being a process that has its initial part before the child enters systematized education and extends throughout both academic and work life" (p.8). For all that has been said and seeing the importance of reading, it can be said that it has great relevance at all academic levels, since its use is essential for students in any area of learning, in addition to serving as that form of improvement in the cognitive and intellectual performance of people in all circumstances of their lives.

On the other hand, and with regard to reading and its teaching, Rodriguez et al., (2019), state that "the teaching of reading in basic education must first of all break with the system of repetitive and rote teaching" (p. 3), in order to get the students motivated and won for innovation, in which the teacher's action is essential for the accompaniment in which learning is achieved by doing and living reading.

Likewise, Gallego (2019), explains that at the time of developing the teaching of reading in schools, this must "be based on the concept known as processes of social construction of knowledge, where the student's own skills must be adhered to the acquisition of content" (p.201), that is, knowledge should take advantage of curiosity about what was read in the periods prior to its formal teaching in primary school, but these authors state that skills should not stop at that point, because these must be extended and improved as students pass through secondary school.

Due to what was expressed in the previous paragraphs and in search of improving the concepts related to reading, nowadays topics such as RC have emerged, which has been seen as that opportunity that the reader has to interact with the text, to put in relation to it, taking as its axis their previous and current knowledge; as well as having the ability to debate and reflect through the content that was judged, valued to adapt it or not to their knowledge.

On the subject of RC, there have been many scholars over the years who have tried to develop contributions on it, for example, Diez (2017), RC, "is the set of knowledge and skills that allow a reader to understand sufficient, adequate or pragmatic a written text" (p. 50), in other words, through RC one reflects on written texts to achieve one's own objectives, develop personal knowledge and potential, and participate in society.

In this context, Gonzalez (2019), cites that RC "is the ability to process a text, understand its meaning and integrate it with what the reader already knows" (p.35), in this sense, it must be said that the fundamental skills needed for effective RC are knowledge of the meaning of words, the ability to understand the meaning of a word from the context of discourse, the ability to follow the organization of a passage and identify antecedents and references in it, the cleverness of inferring from a passage about its content, the relevance of determining the main idea of a passage.

As well as the importance of answering questions that occur in a passage, the ability to recognize literary devices or propositional structures used in a paragraph and understand the situational mood, that is, agents, objects, temporal and spatial landmarks, accidental and intentional intonations. , among others; conveyed by statements, questions, commands, withdrawal, and finally the ability to determine the writer's purpose, intent, and point of view, as well as draw conclusions about the writer.

For global entities such as the Progress of International Reading Comprehension Study (PIRLS), RC is defined as the ability to understand and use those forms of written language required by society or valued by the person; In this order of ideas, PIRLS highlights four processes that occur in RC: the location and obtaining of explicit information, the making of

direct inferences, the interpretation and integration of ideas and information, and the analysis and evaluation of content, language and the textual elements.

For Fonseca, et al., (2019), "the understanding of any written material is understood today as a prerequisite for learning and performing any daily task" (p.91). In fact, the comprehension processes within the approach of what has often been called significant learning, or what is the same, a learning loaded with meaning for the learner.

Cardona & Londoño (2016), consider that the idea of comprehensive reading "in effect allows to awaken the critical thinking of the person, promoting the cognitive and cognitive abilities involved in the process of language development" (p.380), however, they also affirm that it is not possible to remain at this level of understanding, but that it is necessary to advance and project towards critical interpretation, taking into account the social environment that surrounds the individual. In this sense, the exercise of reading has a greater impact than that of the classroom, because social contribution is necessary in the interpretations, their effect will represent the transforming action of each individual.

On the other hand, other authors such as Romo (2019), specify that there is also "a literary and a non-literary reading competence since it must be understood that reading literary and non-literary texts is not the same" (p.166), the knowledge, strategies, reading experiences, specific or adequate cognitive mechanisms for reading are not the same between non-literary texts and those that have an aesthetic intention.

Within reading comprehension there are some levels that are important to describe, because through them the person who reads correctly perceives the symbols and written signs, as well as organizes through them what the author exposes, interpreting and inferring the concepts developed there, as well as assess, select, oppose and carry out the solution of problems (Murillo

& Martínez, 2020, p.85). In this order of ideas, there are three levels of reading comprehension, which are literal, inferential and critical-intertextual. In the literal, the reader explicitly explores the writing and makes an introduction to the information that the author wishes to convey, but does not delve into the reading. At this point, teachers should stimulate skills in students and have students develop questions.

With the previous questions, the student must be able to identify the contributions or central idea of the text, the analogies, understand the different meanings, as well as discover the sequence and order of the content he is reading, how the temporal and causal relationships that are given and that help structure the document. In what has to do with the inferential level, Cárdenas (2020), expresses "that in this there is a global understanding of the document, that is, the reader deduces the information from the text, provided as clues or between the lines (p.29); logically relates the social and cultural values of the context with the world of knowledge to symbolize the information given in the text. In this section, the person who reads develops thought exercises, therefore the teacher must teach students skills and ask questions.

With reference to skills at the inferential level, these manage to develop cognitive processes that have to do with ordering, deducing, and organizing ideas effectively, which help to obtain ideas and knowledge that are not explicit in the document. Likewise, in what has to do with the inferential level questions, these facilitate the formulation of pre- and post-reading hypotheses, as well as developing conclusions and making a more enjoyable reading, which allows students to get involved in the document. Finally, Basto (2018) indicates that at the critical-intertextual level, "a global understanding of the text is sought and knowledge from different sources is used" (p.4). In this sense, the reader develops his own judgments and ideologies based on what the author of the document wants to show. At this point, it is relevant

that teachers provide specialized readings, thus helping students to carry out a self-reflective and critical analysis.

With the above skills, teachers are able to promote an environment of dialogue and democratization in the classroom that facilitates student teaching. In what has to do with the questions, these should allow the student to obtain an opinion and judgment about the text read.

In other lines, the reading levels affect comprehension according to the level of difficulty RC also includes metacognitive skills: the awareness and ability to use a series of appropriate strategies when processing texts. Metacognitive skills are activated when readers think, control and adjust their reading activity for a certain purpose (Romo, 2019). So, there are two factors that become fundamental at the time of reading and that directly intervene in the processes of reading comprehension and competence: cognition and metacognition.

Having said all of the above and planting a position on the RC, it can be said that it becomes that transversal tool for all areas of knowledge, including the teaching of English, being present from the first and last levels of schooling to the studies university, which represents a significantly essential factor in the student's academic performance. In this context, RC should be seen as that strategy to be used from the classroom to conjecture the most effective way in which critical human beings can be conceived, with great ability to develop ideas, capable of offering new alternatives in favor of progress and growth not only of families and the economy but of the country in general. The purpose of the RC is to benefit the formation of thoughtful citizens, who have controversial capacity and at the same time have the freedom to express their thoughts, with ease of understanding the opinion of others, considering the different points of view and ideology.

For authors such as Guillen & Maldonado (2019), RC becomes an essential component in the teaching of the English language, "because it serves as that way of learning the most relevant concepts of a writing and grouping them to have a more meaningful meaning of course" (p.3). It also helps the interaction between thought and language, where the reader needs to recognize letters, words and phrases. In other words, RC is a skill that determines success in a process of learning foreign languages such as English, since it contributes to increasing vocabulary, also facilitates the identification of grammatical structures, allows the reader to know other realities, and even depending on the context of reading, you can have the opportunity to acquire scientific and cultural knowledge.

In what has to do with theories in relation to the teaching of English and foreign languages, authors such as Cummins (1983), argue in his theory of linguistic interdependence, that if an infant from his beginnings in the academy is instructed through strategies to achieve the comprehension of texts in their first language, a motivation to read is generated in posterity, since they will use these qualities to study a text in another language. It is worth saying that if the first reading processes in the first language are of little motivation, deficient and routine, there is a high percentage that the student feels apathy towards the readings and in particular those of another language. Then it becomes essential that the English teacher groups concepts from other subjects, with the aim of developing text and English comprehension skills in students, that is, their emphasis lies in understanding the text itself and not its grammatical structures.

Likewise, Prado & Escalante (2020), cite that learning a foreign language does not necessarily imply the development of the four skills (speaking, listening, reading and writing), one more skill can be developed, which will provide benefits to those who know take advantage of this learning such as cognitive (predict the content of the text, get the general idea, understand

the main idea, infer the meaning of unfamiliar words or phrases, among others.), metacognitive (relate previous knowledge, network of words and categorizations, organizing information, among others.), compensatory (taking notes and using clues).

On the other hand, from the use of ICTs in the teaching of English and RC, Bacca (2018), says that ICTs, as a pedagogical tool, allows students to learn the English language, not only from its linguistic components, but also from communicative aspects that influence the interaction and the negotiation of cultural meanings. In this context, learning English can also contribute to the use of technological tools and stimulate their use as a resource and not as an end. In this sense, a pedagogical use of them as teaching-learning tools is directed and promoted. An example of this are the multiple applications that have been developed for this purpose and the massive use of them within various spaces and even as an autonomous learning tool.

Finally, when talking about RC in English as a foreign language, it is also affirmed that it influences its learning and teaching, considering its stages of pre-production, early production, discourse emergence, immediate fluency and, finally, advanced fluency, which since Colombian legal framework revolve around the communicative approach as mentioned in the series "Guides 22", Basic Standards of Competences in Foreign Languages: English (2006), Basic Learning Rights, documents issued by the Ministry of National Education of Colombia.

For all of the above, Vargas (2021) specifies that it must be borne in mind that the competence of reading comprehension in English "is important for the development of the other skills of the target language, since if a learner has difficulties in this competence" (p.158), the student will have misunderstanding of the meaning of the keywords due to confusion or approximation, the student will not be able to understand the most complex grammatical categories, the derivative morphemes to deduce the words from their context, they will continue

to be dependent on the literal meaning of the words and dependent on the grammar of Spanish to transfer it wrongly to English; consequently, the student would generate bad inferences that do not contribute to knowledge, as well as spending more time in the processing of their learning and effort in the use of their cognitive resources.

Learning Styles

Continuous learning is the best way to keep knowledge and skills current, but everyone learns in their own way. In this section, it will be brought to the scene what learning styles (from now on LS) are and which ones exist, as well as which are the most used in the teaching of English and how ICTs help it.

Initially it can be said that for authors such as Cimermanová (2018), the term LS "comes from cognitive psychology and didactics, which is formed by the attitudes, behaviors and habits that determine a person's preferred way of learning" (p. .220), that is, the learning style ultimately determines how you absorb and process information. In this order of ideas, the learning style is a psychological characteristic of individuals, which determines how they perceive, process and retrieve information.

In this context, Villanis, et al., (2020), cites that LS "refer to the different ways in which people can better learn new information" (p.290), the idea of different learning styles arises from extensive psychological research that has identified how people receive new information, mentally encode that data for storage, and recall that stored information at a later time. While traditional forms of education have only focused on one or two different learning styles, more recent educational approaches have focused more on the use of multiple LS to ensure that different students can learn as effectively as possible.

If other insights about the LS are brought, Raleiras (2022) names that these refer to an individual set of differences that include not only a personal preference expressed with respect to teaching or association with a particular form of learning activity, but also to the individual differences found in intelligence or personality psychology. In this same context, it can be said that the definitions of the LS concept refer to characteristic ways of acting, to predispositions or preferences regarding the teaching and learning contexts, information processing and personality characteristics.

Research on learning styles, Rodríguez (2020) names, "began in the 20th century, driven mainly by the work of David Kolb, who exposed four LS (p.83)". First, the manufacturer, this is mainly focused on new experiences, where the student likes to experiment and find solutions to a problem or question by trying things. The doer usually adapts well to new situations with ease and often has a tremendous zest for action. Second, the dreamer, the person first and foremost is an observer, usually taking his time making decisions, carefully weighing the pros and cons and variables before making a decision. The dreamer sees many solutions and can look at a topic from different angles. As a result, his/her decisions need a little more time.

Third, the thinker, he is first and foremost an analyst and theorist, this type of person is good at thinking and logical reasoning and prefers to get his knowledge from books. See the logic behind an idea is often more important to the thinker than its practical feasibility. And fourth, the decision maker, he is good at planning and execution, he is not so interested in abstract theories, but he likes to deal with technical issues.

Along these lines, Kolb argues that learning involves the translation of experience into knowledge, skills, and behavior, the three basic components that together form a competency. In addition, Kolb differentiates between four learning methods, which are: Doing (active learning);

feeling (concrete learning); Looking (reflective learning) and thinking (abstract learning) (Rodríguez, 2018, p.58). Ultimately, one's own learning style can be said to be the result of two preferences for the learning methods one chooses (unconsciously) when in a learning situation. For example, a doer has a predilection for doing and feeling, while a thinker is more attracted to the combination of thinking and looking.

What has been said in previous paragraphs, shows that unlike the traditional educational environment, there is actually a wide range of LS that adapt to each student, schools generally use linguistic or logical LS, but other styles may be more effective for some students. When students aren't performing as well as they should, they most likely just need different instruction, so it's important to remember that diversity isn't just about qualities and beliefs, it can also determine how best to learn new skills.

Some people learn through hands-on activities and movement, while others need visual information to fully understand a concept. A successful teacher is one who not only imparts knowledge and encourages learning, but is also able to identify the learning styles of students and cater to each of them.

In what has to do with learning styles in the English language, Corvo & Barsanti (2022), states that the following have been used: Grammar and translation method, this basically consists of learning the grammatical rules of the language and translating texts. Today it is not normally used to teach a modern language. Direct or natural method, is the one where learning is done through direct oral communication, that is, you speak, you listen, you make mistakes, you repeat yourself, you do not learn grammar but you intuitively or say, and in the end it ends speaking the language correctly.

The audio-lingual method is based on the repetition of words, phrases or dialogues. The student learns, in this way, to speak and listen, leaving for when the knowledge is acquired, the skills of reading or writing; and finally, the communicative approach. Part of the idea that language is basically used for communication between people and the objective is, therefore, to improve all the aspects included in this communication. It is a method that places special emphasis on interaction and the use of language in real situations (Ramírez, et al., 2018).

For other authors such as López (2021), he states that the didactics in English most used by teachers in the classroom are the following: First, development of opening activities: In this section, opening activities are given that involve dynamics of routine and motivation. In them, the teacher receives his students, greets them, takes roll and introduces the topic; Second, the way in which the teacher presents the vocabulary, introduces the grammatical structures and explains the material. Third, logical order of the development of language skills; Fourth, development and strengthening of communication skills; Fifth, use of technological resources or support materials; Sixth, teacher's attitude and mutual collaboration between teacher-student, student-student and student-teacher; Seventh, respect for the learning styles and multiple intelligences of the students; Eighth, evaluation process and finally, ninth, closing activities.

Everything said in the previous paragraphs reflects that the teaching of English has been shaped by the search for the best method of teaching the language. If the instruction was the focus of the teaching, the grammar rules and vocabulary of the target language (for example, the grammatical translation method), the way of speaking (how to communicate the target language, such as the direct method, the method audiolingüística, the attempts of the teaching profession have been shaped by the desire to find a better teaching method than the existing method (Zamora, 2020).

The latest method in development is computer-assisted learning, hence some experts and professional language learners strongly support the use of information and communication technologies (hereinafter ICTs) in language learning to improve the efficiency of language teaching, which can improve the quality of comprehension and mastery. In other words, the integration of ICTs in the field of language learning is inevitable, knowing that ICTs and language learning are two aspects that reinforce each other like the two inseparable sides of the same coin. Fortunately, the use of computer-assisted language learning has successfully increased among English teachers, who find it flexible, rich, and interactive.

ICTs, Gamification and Genial.ly

Today, information and communication technologies are used in almost all areas of life, including education. In the academic field, ICTs have become an essential element for governments to put these advances at the heart of education (Vega, et al., 2021). Hence, its use has recently begun to take advantage of potential and significant advances in language learning. It has become an important topic in the world of education and has been used from kindergarten to university, which has helped students and teachers to teach and learn.

Due to what has been expressed, international entities such as UNESCO (2017), have proposed certain ICT-based standards for teaching competence, from which it can be said that it was aimed at the more constant use of digital technology to help learning. An example of the above is that in this community of knowledge, the amount of information that teachers can have to improve their work and instructional models is highlighted, since new technologies are characterized by generating knowledge in social, economic, political aspects, cultural and, of course, educational.

In this same context on ICTs, authors such as Andino & Barragán (2017), specify that ICTs in education help students to better social interaction with other individuals, since this tool achieves a form of interaction that facilitates eliminating the cultural barriers, since teachers and students achieve better communication, also developing cognitive and technological skills such as planning their own learning and self-assessment.

Consequently, with what has been said, it is noteworthy that the teaching of English currently has a lot of support in ICTs tools, hence Akpabio & Ogiriki (2017), cite that these tools "play an important role as a means that connects and facilitates the process of learning, or as direct communication between students and teachers even if they are not present in the same room or in the same place at a given time" (p.30). In this aspect, a language learning program can be created to allow the students to learn the lessons with additional advice, instructions, information or explanations. That is, ICTs in language learning is used as a reference work, since the computer can store an unlimited number of lessons or references, which can be accessed anytime, anywhere and accurately.

For example, ICTs support the teaching of English through presentations, since some language learning materials, such as texts, audio and video, must be presented to the students, which help them to fully understand the learning material (Jiménez, 2018). Likewise, certain types of exercises are possible with ICTs, since they incorporate presentation stimuli in various combinations of text, audio and video formats. Alike, ICTs also provide the opportunity to analyze student responses with appropriate feedback.

In this scenario, Gómez (2019) explain that by applying ICTs to language learning, the teacher can create their own exercise materials using various authoring tools or also develop the so-called computer-assisted evaluation, which is playing an increasingly important role in the

teaching and learning of foreign languages, because this medium tested and evaluated the understanding of students after learning certain courses.

In such circumstances, ICTs tools exist to help teachers and students in English classes to publish or integrate their work on a local network, using Word (word processing and desktop publishing software; create audio recording and editing tools to record interviews, discussions, teaching materials, use a digital camera and camcorder to record presentations, plays, role plays, etc., or use web pages as web authoring tools.

In this vein, ICTs that can be used in English classes as information carriers include email, which allows language learners to communicate with "web friends" in other countries; second, tandem learning; third, computer discussion; fourth, web-based learning environment; fifth, audio conferences; and sixth, videoconference. In relation to the above, the computer can be a stimulus that generates analysis, critical thinking, discussion and writing, since programs that include simulations are particularly effective as stimuli (Mogrovejo, Mamani & Tipo, 2019).

Named the relevance of ICTs in learning, there is currently a field in education that is benefiting from these tools, which is Gamification. In this order of ideas, games, which include activities with objectives, rules and fun, have been considered very important components in education. In addition, they offer an engaging way for students to engage in learning. In this sense, it can be said that gamification reduces anxiety, increases positive feelings and improves student self-confidence. Therefore, gamification can be recognized as student-centered activities that provide opportunities for active participation (Mekler et al., 2017).

Among the advantages of using games in educational contexts, it is highlighted that they capture the attention of students, reduce stress levels and provide them with the opportunity for

true communication; however, teachers must carefully select the games that really meet the needs of the students in terms of age, language level and time to implement them.

Consequently, gamification in education means not only the use of out-of-the-box games, but also the transformation of the entire educational process into a game. For example, in an online educational platform, users are awarded points for completing the task and a student grade is formed based on the number of points. The desire to lead the rankings to dominate the social group is an incentive to complete more tasks and earn points.

In this scenario, the game approach to teaching has already managed to prove its effectiveness compared to traditional methods. People of all ages like games, so they are used in all areas of education: in school and higher education, for training staff in companies, for students in online schools. Due to the game, boring tasks become interesting, and complex ones become simple. Games engage students in the process and facilitate the perception of information.

In the form of a central idea, it is understood that gamification is a game-based learning technique that is very useful in teaching English, since it achieves objectives, such as students obtaining better results thanks to a dynamic that involves them and motivates progress (Molina, et al., 2021, p.725). The gamification tools in learning this language point to a dynamic and personalized internalization of concepts, thanks to which learners become actors in their own academic progress. Hence, ICT-based games that use activities such as earning lives, getting points or going to the next level, are some of the gamification motivations that drive students to get involved in learning through gamification.

In relation to the above, gamification in learning English consists of using game mechanisms to increase the student's motivation in a learning situation and limit the fear of

failure. In my experience I have noticed that gamification in the school context is the way in which the teacher uses the game for educational purposes in learning English. Since when a child or young person plays a video game, they can spend hours there, until they lose. However, this failure will not prevent him from starting over and trying a new strategy to get around the obstacle in front of him.

In a learning situation, there are few occasions when the student, faced with his mistakes, wants to start over again to improve. Conversely, if you make too many mistakes, you risk becoming discouraged and locking yourself into a negative self-image. This is particularly true when learning a foreign language like English, where the student must learn to express themselves in front of others, which is not easy as a teenager. To overcome this fear of ridicule, this fear of revealing oneself in front of the other, it is interesting to use certain strategies related to the concepts of the game.

For Oviedo (2020), one of the ways of learning English through gamification is with the use of the octalysis model developed by Yu-Kai Chou, which exposes eight drivers of motivation. First, call to action and epic sense, it makes the player feel that he has been chosen to complete an important mission. Second, development and achievement, it seeks to develop skills to achieve a goal. Third, liberation of creativity and feedback, it is about trying, starting over in another way, using one's own creativity and analyzing the reasons for a victory or a failure. Fourth, acquisition and possession, consists of sticking to what you have and wanting to have more. Fifth, social influence and belonging, the social dimension resides in the fact of belonging to a group and being similar to others. Sixth, scarcity and impatience, is wanting to get something rare. Seventh, unpredictability and curiosity, is to wonder what will happen in the next episode or

in the next chapter. And finally, eighth, avoid loss, since avoidance is the act of not wanting to lose everything that has been obtained after hard work.

Knowing the relevance of gamification in education and how it uses ICT to improve learning in English, it is good to name one of the tools that is being used the most in this field, it is called Genial.ly that according to the site Educaciontrespuntocero, it is a highly intuitive technology tool, and each project is provided with the option to show the interaction of the active elements. This is a great convenience for students and teachers who are not digital natives. Numerous suggestions of templates that you can use when preparing your classes, even doing tedious writing exercises in English. Thanks to the interactivity of the illustrations, the student has the opportunity to know the real use of language in texts, movies or music.

In this order of ideas, according to Espinoza, et al., (2020), it is impossible to ignore that working with the use of the application promotes brain development, since it provides visual and auditory stimuli and enables group or individual activity of students, which is due to the innovation of the Genial.ly tool, that favors the functioning of the brain. Often the use of this tool also meets the aesthetic needs of students and teachers.

Genial.ly allows you to conduct classes using the elements of gamification, which has been gaining more and more popularity for a long time, and the situation has expanded the group of its followers. The application also offers a substitute for education through experience, thanks to which you can prove yourself not only in the environment of children or teenagers, but also in that of adults. Genial.ly is an online service for creating games, where you can attach links to web resources, textual information, video, audio and any object embedded in interactive tags (see figure 1).

Figure 2

Genial.ly



Enclaveproductiva.es. (2022). Guía completa de Genial.ly: Crea contenido interactivo en imágenes. [Imagen]. Retrieved from <https://enclaveproductiva.es/genial-ly-crea-contenido-interactivo-y-visual/>

Note: Genial.ly (2022).

It can be said that Genial.ly is an application that not only allows you to create games, quizzes or escape rooms, but also infographics, interactive illustrations, guides, true-false tasks, exercises consisting of joining and completing a timeline or a map. This online tool offers the possibility of designing a presentation in three variants: traditional, with text and graphics, video, in the form of a short film, which can be an alternative in student learning.

Gamification is a learning technique that transfers the full potential of games to the educational field to improve results. Therefore, it is essential that students previously assimilate the game dynamics that are going to be carried out in order to carry out gamification in the classroom. With this, greater involvement is achieved and, as a consequence, the proposed objectives are achieved. It is increasingly widespread in the different educational stages: from

childhood, through primary, to higher educational levels. This is because it allows generating significant learning in the student, facilitating the internalization of content and increasing their motivation and participation using the score-reward-objective systems of the games.

It is a system that contributes to improving the teaching-learning process, making it more attractive. Since it is a method that uses the dynamics of the game in environments that are not conceived as playful. When introducing ICT in the classroom, it is very important to do it from this basic premise; You will always connect better with the students if you do it while playing.

One of the main advantages of ICT is that the wide variety of resources allow adaptation to very different educational levels and subjects. Therefore, they can be used already from the childhood stage. The role of teachers will be key to selecting the applications, programs or learning platforms that best suit each student.

Gamification is a technique that allows us to use various resources and tools in the classroom that will help teachers motivate students, customize activities and content based on the needs of each student, favor the acquisition of knowledge and improve attention.

Methodology

The research proposal has a mixed approach, qualitative and quantitative, since the results of the VARK test give us a qualitative result and the reading test gives us a quantitative result. The procedures given in the classroom with the use of the technological tool are described in detail, which allow reflecting on the way that sixth grade students develop competence in teaching-learning comprehension. English reader. With this approach, situations or events, people, observed behaviors, interactions and their manifestations are highlighted to understand the reality of the school dynamics cited in the pedagogical intervention process and the achievements, the level developed and all the aspects inherent to significant learning involved. in this process.

This proposal is of the Pedagogical Action Research (PAR) type, whose interest is linked to research analyzing the actions and social situations experienced by teachers in the educational field within their classroom practice (that is, practical problems) trying to thereby understanding the best ways to get students to learn the concept, characteristics of reading comprehension through the application of innovative strategies with the use of ICT to understand the teaching practice itself.

The PAR, according to Restrepo (2004), states that teachers must be in constant training to know, manage and make proper use of digital tools, since it allows them to carry out meaningful and collaborative work with students, who are native digital; for which this helps students to be more "autonomous, dynamic, cooperative, participatory and investigative, and that traditional classes have a different learning approach" (p.2).

The phases that seek the development of the objectives are the following.

Diagnostic phase

In this section, activity number two will be developed, which consists of a diagnosis under ICFES-type questions to the total number of students that will be taken as a sample, that is, to the 21 students, with which it is intended to have clarity about the knowledge and skills that they have on the subject of reading comprehension in English.

It is good to name, that at this point the first specific objective of this work is put into solution, to describe the knowledge of the students of 6th in Institución Educativa Fe y Alegria Popular Numero 1 about reading comprehension in English, in order to establish the elements of the most appropriate ICT teaching strategy. In this order of ideas, in this phase, instruments such as observation will be used, to detail the behavior in the classes by the teachers, likewise it will be seen if the teaching didactics and the methodology are being carried out in an appropriate way. Subsequently and as a third activity, a Pre-Test will be carried out.

Pre-Phase

This phase consists of a bibliographic review of the topic to be worked on, this will be based on theoretical aspects in relation to reading comprehension in English, ICT in education and meaningful learning.

Programming phase

In this phase the test Vark, the comprehension ICFES TEST is applied along with Genially. The teaching strategy will be designed based on the Genial.ly tool to strengthen English skills. In this phase, the second specific objective of the project is developed, designing activities with the Genial.ly didactic strategy in the teaching-learning of reading comprehension in English, for which a selection of multimedia content based on units will be made. didactics that focus on the contents of reading comprehension and that these are based on the age of the population. Genial.ly in the teaching-learning of reading comprehension in English, which will

have a time of 4 weeks, given in 4 hours by cycle and where students will probably have learning under ICT, with which their best use is sought.

In this phase, the fourth specific objective of this work was carried out, which was to evaluate the relevance of Genial.ly as a didactic strategy in teaching reading comprehension in English in 6th grade students. It will look at the impact of the didactic use of media by ICT in the conceptual strengthening of reading comprehension in English in sixth grade students. In this section of the work, the functioning of Genial.ly is checked; Thus, different aspects such as validation and acceptance by students will be analyzed.

Post-investigation phase.

Finally, in this phase the presentation of the results is sought, as well as the elaboration of the conclusions of the project developed in the institution.

Population and sample

The population is made up of 21 students from the Institución Educativa Fe y Alegria Popular Numero 1, located in Medellín, Antioquia. The student population, they are students come from extended families mainly and socioeconomically they belong to strata one and two and whose level of schooling is primary and secondary with a low percentage of parents with some type of higher education.

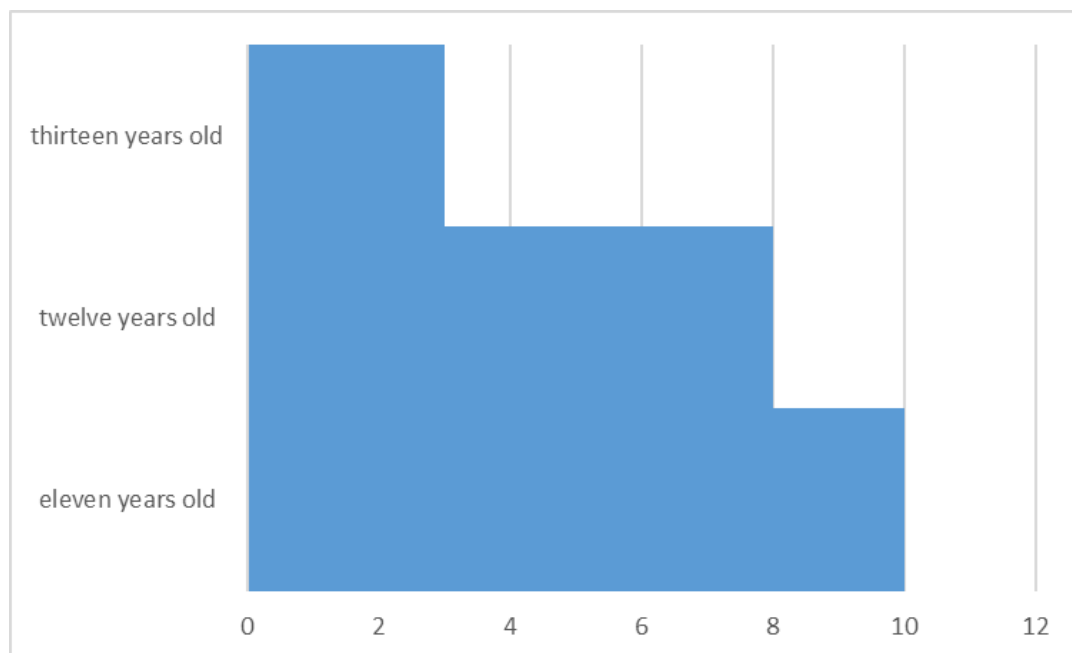
The sample for this study is taken intentionally, not probabilistically; characteristic of qualitative research, because the context of the children is known and the daily pedagogical practice in the area of English is developed, which has allowed collecting enough information to select 21 students from 6th grade between 10 and 13 years old; of which 9 are female and 12 male.

It must be said that they are active young people, with some disciplinary difficulties but that they have been developing learning processes based on the competencies of the Institutional Evaluation System (being – doing – being and living together). Their joy and motivation towards new technologies because they attract them, amuse them and allow them to learn in creative ways, where they are protagonists and have the possibility of creating and feeling part of the educational process they develop.

An important aspect of this population is that the vast majority of them do not have devices such as a computer or cell phone at home and even less connectivity; but their mastery of these tools is especially focused on the processes that they develop within the educational institution, in the different classes, especially the technology and computer science class.

Figure 3

Ages of the students.



Techniques and instruments

Figure 4

Classroom Observation

Classroom Observation Form	
Instructor:	Course:
Peer/Observer:	Date and Time:
Use criteria that apply to format of course observed.	
Review Section	Description/Comments
1. SUBJECT MATTER CONTENT (Shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	
2. ORGANIZATION (Organizes subject matter; <u>excellent</u> preparation, is thorough, states clear objectives, emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)	
3. RAPPORT (Shows interest of students, is respectful, fair, and impartial; provides feedback, encourages participation, interacts with students, shows enthusiasm)	
4. TEACHING METHODS (Uses several effective methods, aids, materials, techniques, and technology; includes variety, balance, integration, group treatments; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	
5. PRESENTATION (<u>Excellent</u> online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	
Review Section	Description/Comments
6. MANAGEMENT (Uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)	
7. SENSITIVITY (Shows sensitivity to students' personal culture, gender, differences and disabilities; responds appropriately in a non-threatening, pro-active learning environment)	
8. ASSISTANCE TO STUDENTS (Assists students with academic problems)	
9. PERSONAL <u>Excellent</u> self-confidence; maintains professional comportment and demeanor)	
10. PHYSICAL ASPECTS OF CLASSROOM (optional) (Stage location and physical attributes of classroom; number of students in attendance; layout of room; distractions if any; list any observations of how physical aspects affected content delivery)	
Strengths observed: There are some students who really show a desire to learn, ask questions and participate in class.	
Suggestions for improvement:	
Overall impression of teaching effectiveness:	

In this project, considering what type of child teacher has in class; he follows VARK's way to model his way of teaching:

VARK

Figure 5.

Vark Test



1. Te encuentras a punto de dar instrucciones a una persona que está junto a ti. Esa persona es de fuera, no conoce la ciudad. Está alojada en un hotel y quedan de encontrarse en otro lugar más tarde ¿qué harías?

- a. Le dibujo un mapa en un papel. b. Le digo cómo llegar. c. Le escribo las instrucciones (sin dibujar un mapa). d. Voy por ella al hotel.

2. No estás seguro de cómo se deletrea la palabra trascendente o tracentente ¿qué harías?

- a. Busco la palabra en el diccionario. b. Veo la palabra en mi mente y escojo según como la veo. c. La repito en mi mente. d. Escribo ambas versiones en un papel y escojo una de ellas.

3. Has recibido una copia de un itinerario para un viaje alrededor del mundo. Un amigo tuyo está interesado en él ¿qué harías?

- a. Le llamarías inmediatamente por teléfono y le contarías acerca de él. b. Le enviarías una copia impresa del itinerario. c. Se lo mostrarías en un mapa del mundo. d. Le compartirías lo que vas a hacer en cada lugar que visitarás.

4. Vas a cocinar algo especial para tu familia ¿Qué harías?

- a. Cocinar algo familiar sin necesidad de instrucciones. b. Hojearías el libro de cocina buscando ideas de las ilustraciones. c. Buscarías en un libro especializado de cocina donde haya una buena receta.

5. Te han asignado un grupo de turistas para que les enseñes las reservas de vida salvaje en que trabajas ¿qué harías?

- a. Les darías un recorrido por coche a los turistas. b. Les mostrarías fotografías y diapositivas. c. Les proporcionarías folletos y/o trípticos. d. Les darías una charla en el auditorio acerca de las reservas de vida salvaje en el parque.

6. Estas a punto de adquirir un nuevo estero ¿qué otro factor, además del precio, influiría en tu decisión?

- a. Que te diga el vendedor lo que quieres saber. b. Leyendo los detalles sobre el estéreo. c. Jugando con los controles y escuchándolo. d. Luce muy bien y a la moda.

7. Recuerda un momento en tu vida cuando aprendiste a hacer algo, a jugar un nuevo juego de mesa. -Evita escoger una destreza física, como andar en bicicleta- ¿Cómo aprendiste mejor?

- a. Usando pistas visuales -fotos, diagramas, cuadros, etc b. Instrucciones escritas. c. Escuchando a alguien que me lo explicara. d. Haciéndolo o probándolo.

8. Tienes un problema de salud, tú prefieres que el doctor:

- a. Te diga que está mal. b. Te muestre un diagrama de lo que está mal. c. Use un modelo para enseñarte lo que está mal.

9. Estas a punto de aprender a usar un nuevo programa en la computadora ¿qué harías?

- a. Sentarte frente al teclado y comenzar a experimentar con el programa. b. Leer el manual con el que viene el programa. c. Telefonar a un amigo y hacerle preguntas sobre el programa.

10. Vas en tu automóvil a otra ciudad en donde tienes amigos que visitar. A ti te gustaría que ellos:

- a. Te dibujen un mapa en un papel. b. Te den las instrucciones para llegar. c. Te escriban las instrucciones (sin el mapa) d. Te esperen en la gasolinera de la entrada a la ciudad.

11. A parte del precio ¿qué influiría más en tu decisión para la compra de un libro de texto en particular?

- a. Has usado una copia con anterioridad. b. El que un amigo te haya hablado acerca del libro. c. Que hayas leído rápidamente partes del libro. d. El diseño de la portada del libro es atractivo.

12. Una película nueva acaba de llegar a la ciudad ¿qué influiría más en tu decisión de ir al cine o no? (asumiendo que tienes dinero para la entrada)

- a. Escuchaste en la radio acerca de la película. b. Leíste las reseñas de la película. c. Viste la reseña en la TV o en el cine

13. Prefieres que un conferencista o docente use:

- a. Un libro de texto, copias, lecturas. b. Diagramas de flujo, cuadros, diapositivas, gráficos. c. Excursiones, laboratorios, sesiones prácticas. d. Discusiones, profesores invitados.

Figure 6

ICFES comprehension design.

Read the text and select the correct word for each space.

For questions 1 - 8, mark A, B, or C on your answer sheet.

In this research, a traditional test with paper and pencil was carried out in order to ratify the results of the poor performance of the students in the written ability in the area of English and their disagreement with the traditional evaluation models.

Fruits



There are so many varieties of fruit in the world that it is almost impossible to try them all! Each one has a color, a size and a peculiar flavor that make it very (1) _____ from the others.

There are (2) _____ ways to classify the fruit according to other particularities: according to the seed inside (stone, pip or grain), by common characteristics (citrus, tropical, forest fruits...), by its degree of acidity or sweetness, etc.

The fruit (3) _____ obtained directly from nature and is essential for proper nutrition. In addition to being very good, it has many beneficial properties for health. Do you want to know some of them?

- Provides essential vitamins and minerals for (4) _____ body and brain to function properly.
- Helps prevent diseases, improves the appearance of our (5) _____, prevents obesity and keeps us young, agile and strong for longer.
- It contains a lot of water, important to eliminate toxins and cleanse the body.
- It is rich in fiber, a vegetable component that keeps our colon in good condition and prevents (6) _____ constipation.

Health and nutrition experts insist that we should eat at least five servings of fruit and vegetables a day. If you already do, we congratulate you because you are contributing to a healthier and more balanced diet. If, on the other hand, you (7)_____one of those who do not want to see fruits and vegetables or in painting, read the previous lines again. You will end up convincing yourself that they are really healthy and surely based on trying and trying, after a while you will love (8)_____. You have nothing to lose by trying!

- 1) A. different B. icial C. same
- 2) A. one B. some C. same
- 3) A. are B. is C. be
- 4) A. you B. we C. our
- 5) A. skin B. skill C. school
- 6) A. annoys B. to annoy C. annoying
- 7) A. is B. are C. be
- 8) A. them B. they C. their

Figure 7

Genially Comprehension Text Design

My Daily Routine

I wake up around 6:20 a.m. and I get up at 6:30. Then I go to the bathroom, get dressed, brush my teeth and leave for school at 6:50.

I eat breakfast or a snack on the school bus. I study there until 1 p.m. I go back home and do my homework. I play with my friends until 5 p.m.

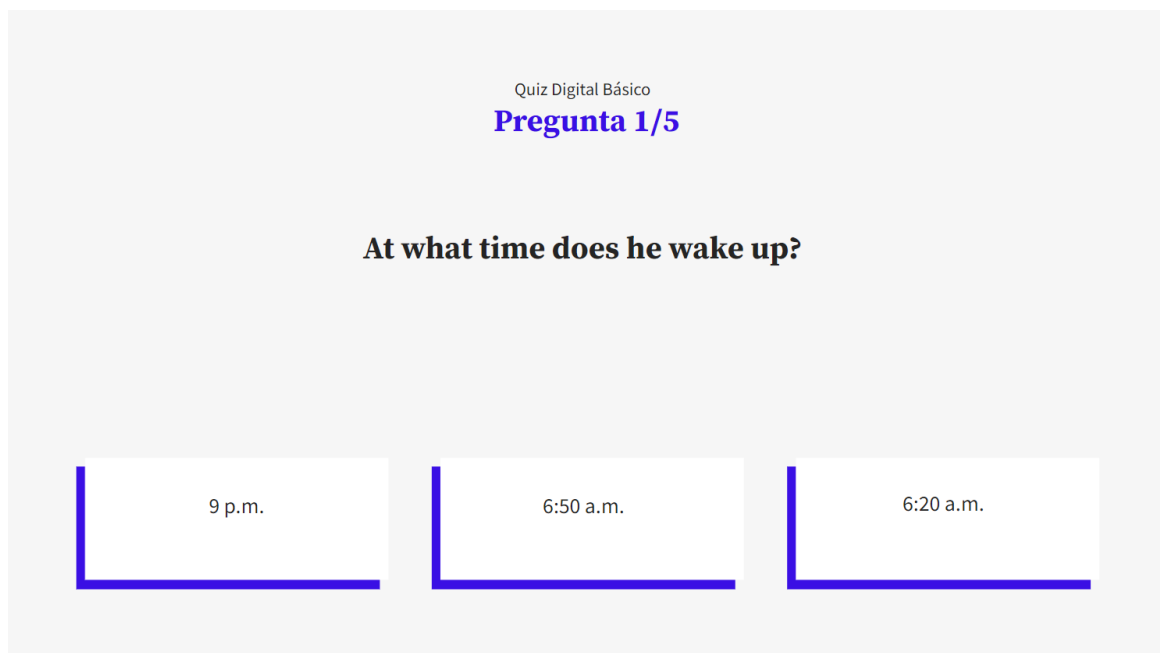
At 7pm. I have dinner with my parents and my sister. Then we watch TV and at 9 p.m. I go to bed.

Empezar

Quiz Digital Básico
Pregunta 1/5

At what time does he wake up?

9 p.m. 6:50 a.m. 6:20 a.m.

The image shows a digital quiz interface. At the top, it says "Quiz Digital Básico" and "Pregunta 1/5". The question is "At what time does he wake up?". Below the question are three answer options, each in a white box with a blue border: "9 p.m.", "6:50 a.m.", and "6:20 a.m.". The interface is set against a light gray background.

Application of Classroom Observation

In carrying out the activities, the 6th grade teacher, with reference to the 6th students of Institución Educativa Fe y Alegría Popular Numero 1, it was detected that in the second academic semester of 2021 there was a low performance in the grades, a circumstance due to which detailed that currently there were no basic standards of English skills. These shortcomings were presented by the little interest of the students and the little creativity in teaching and the lack of use of the afore mentioned ICT by teachers.

Application of the VARK Test

Neil Fleming and Colleen Mills developed an instrument to determine the preference of students when processing information from a sensory point of view. The authors do not speak of strengths, but of sensory preferences.

The authors consider that people constantly receive information through the senses and that the brain selects part of that information and ignores the rest. People select the information they pay attention to base on their interests, it also influences how the information is received. If,

for example, after an excursion a group of students is asked to describe some of the places they visited, each of them will probably talk about different things. Not everything that happens can be remembered, but part of what happens in the environment. Some students focus more on visual information, others on auditory information, and others on what is received through the other senses, or through reading and writing.

Their model takes the name VARK for the acronym in English for the sensory modalities they identified: Visual, Auditory, Read/write, Kinesthetic.

Auditory: This learning style has a strong preference for oral presentations, lectures, discussions, and anything that involves listening. Apparently, the student can be a distracted person but he/she is always aware of what is being said. In class he may not make eye contact with the teacher, but he is listening to him. One characteristic of the student is that, to assimilate the new information, the student may need to explain it to others or say it out loud.

Kinesthetic: People who fall into this learning style prefer what involves experience and practice (simulated or real). In order to correctly explain or understand the new information, they must transfer it to a real situation. They are characterized by being active and learning from concrete experience, mainly through experimentation. It is recommended to use examples or ask them to cite specific situations of the use of the new information. Practical activities, use of simulators or those that require active participation are usually very helpful for this type of person.

Visual: This learning style has preferences for the use of images, charts, diagrams, sheets, etc. Both to receive new information and to communicate it. Student tends to use more graphic representations for the organization of information and it is easier for him/her to understand new information if it is accompanied by images or graphs that illustrate it.

Read-write: This learning style, as its name suggests, has a marked preference for everything that has to do with reading or writing. When reviewing written materials, they often make notes on the side or on some other document. The use of summaries and synthesis favors learning in people with this style.

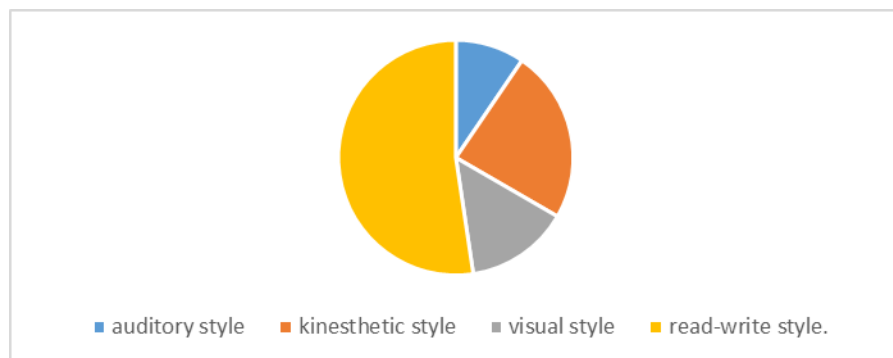
Within the techniques, we use the VARK test:

Here come the percentages:

The application of the VARK test shows that 2 students have an auditory style, 3 have a visual style, 5 have a kinesthetic style and 11 have a read-write style.

Figure 8

Types of Learners



9.5 are auditory

14.2 are visual

23.8 are kinesthetic

52.3 are read-write

According to the previous image, most of students are read and write which means, they have a marked preference for everything that has to do with reading or writing and that is the reason the project can be fun for them. The fact of working on comprehension texts written and online.

Application of ICFES and Genially

Table 1

Results in development of Icfes and Genially instruments.

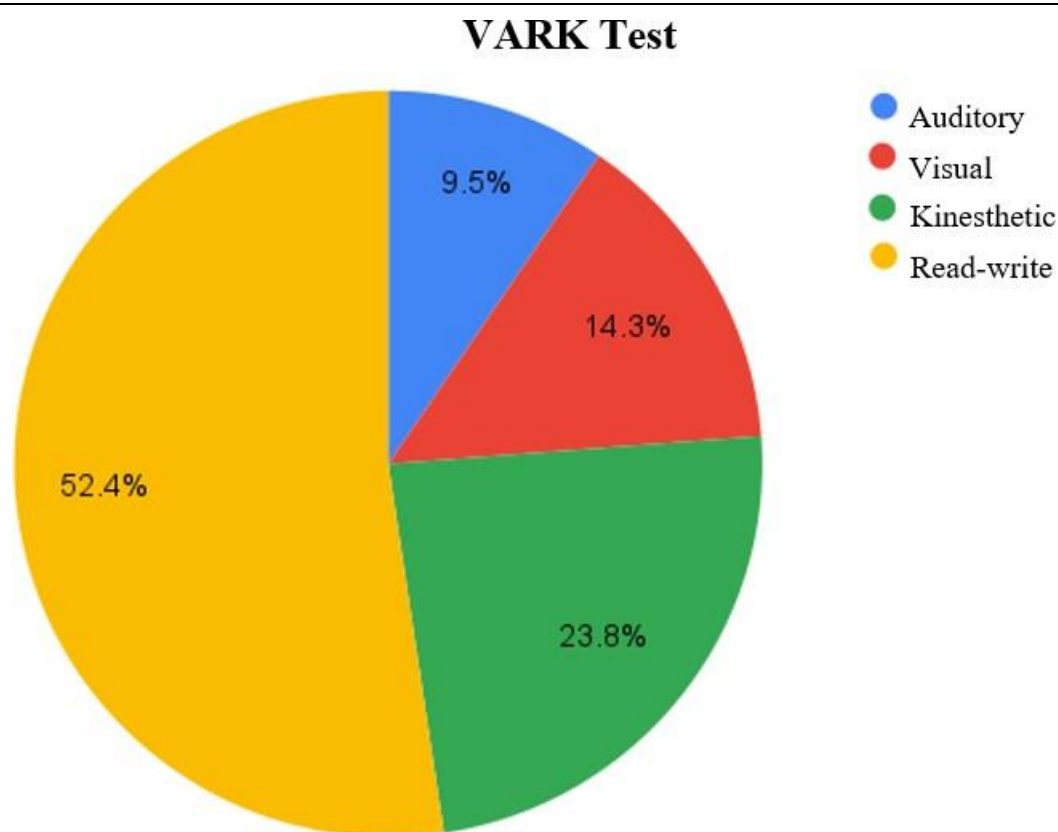
Student	Genially grade in terms of points Scale 1-5	ICFES grade in terms of points Scale 1-8	Genially grade percentage	ICFES grade percentage
1.	4	3	80%	37%
2.	4	2	80%	25%
3.	4	2	80%	25%
4.	5	3	100%	37%
5.	5	4	100%	50%
6.	4	5	80%	62%
7.	5	4	100%	50%
8.	4	3	80%	37%
9.	5	3	100%	37%
10.	3	2	60%	25%
11.	4	4	80%	50%
12.	5	5	100%	62%
13.	5	3	100%	37%
14.	5	2	100%	25%
15.	4	4	80%	50%
16.	4	3	80%	37%
17.	5	3	100%	37%

18.	4	1	80%	12%
19.	5	3	100%	37%
20.	5	4	100%	50%
21.	5	4	100%	50%

The results of the ICFES-type tests are very deficient and show some situations: (1) that the students are not used to this type of test, (2) that the instruction by the teacher to take the test was not clear, (3) that the students' level of reading comprehension in English is very low. On the other hand, the results of the tests on the Genially platform were much better because the instruction by the teacher was clear, the activity is interactive and much more dynamic than the previous test (ICFES).

Results

VARK Test		
Style	N° Students	Percentage
Auditory	2	9.52%
Visual	3	14.29%
Kinesthetic	5	23.81%
Read-write	11	52.38%
Total	21	



As we can see, most of the students obtained a result that identifies them as readers, 52.38%, this could be due to many reasons. Some of these are: the child's intelligence, the child's ability to learn and retain information, the child's motivation to learn to read and write, the availability of educational materials and resources at their school or home, and the quality of education that the child receives, understanding education as a process that takes place inside and outside of school.

In the second step, with 23.81%, we see children who identify with the kinesthetic ability. This is fully evidenced since several of them are restless in class, but it does not mean that they are undisciplined, since they show that they understand the lessons and that they follow their own pace of learning, but they need to move to process the information.

14.29% of the population have a visual learning style which means that these students may have an innate ability for visual processing, or may have been exposed to vision-based teaching methods during their childhood. Children with certain medical conditions, such as dyslexia, may also perform better when information is presented to them visually.

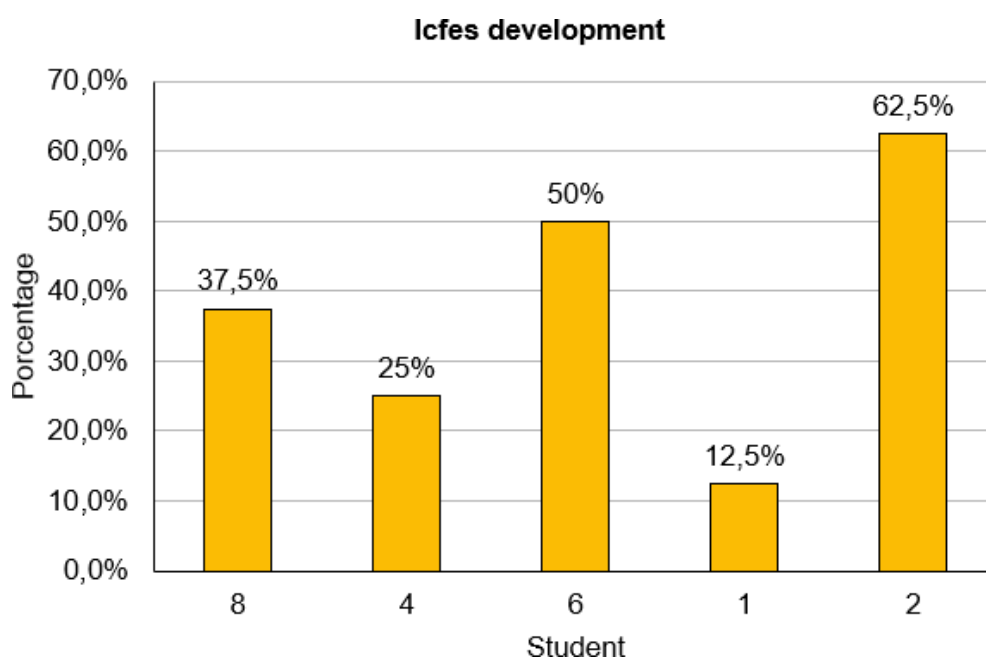
Finally, we found only 9.52% of the population with an auditory learning style and there are several reasons why some children develop this learning style. For example, if a child has difficulty reading or writing, he or she may be more comfortable learning by listening. It may also be that the child is more sensitive to sound and music and therefore feels more attracted to auditory learning and must exploit that ability in order to learn.

Table 2

Results in development of Icfes test.

Development of ICFES		
Student	Grade	Percentage
1	3	37.5%
2	2	25%
3	2	25%
4	3	37.5%
5	4	50%
6	5	62.5%
7	4	50%
8	3	37.5%

9	3	37.5%
10	2	25%
11	4	50%
12	5	62.5%
13	3	37.5%
14	2	25%
15	4	50%
16	3	37.5%
17	3	37.5%
18	1	12.5%
19	3	37.5%
20	4	50%
21	4	50%



As we can see in this graph, only two students obtained a score of 62,5%, being the highest on the test, but very insufficient for what they should know in this grade. There are many possible reasons why these students have excelled. One is that they have had more opportunities to be exposed to English both at school and at home, listening to music, watching series, reading

stories or simply receiving instructions on this foreign language from their own parents or a private teacher. Other children may simply have better reading comprehension in both English and Spanish.

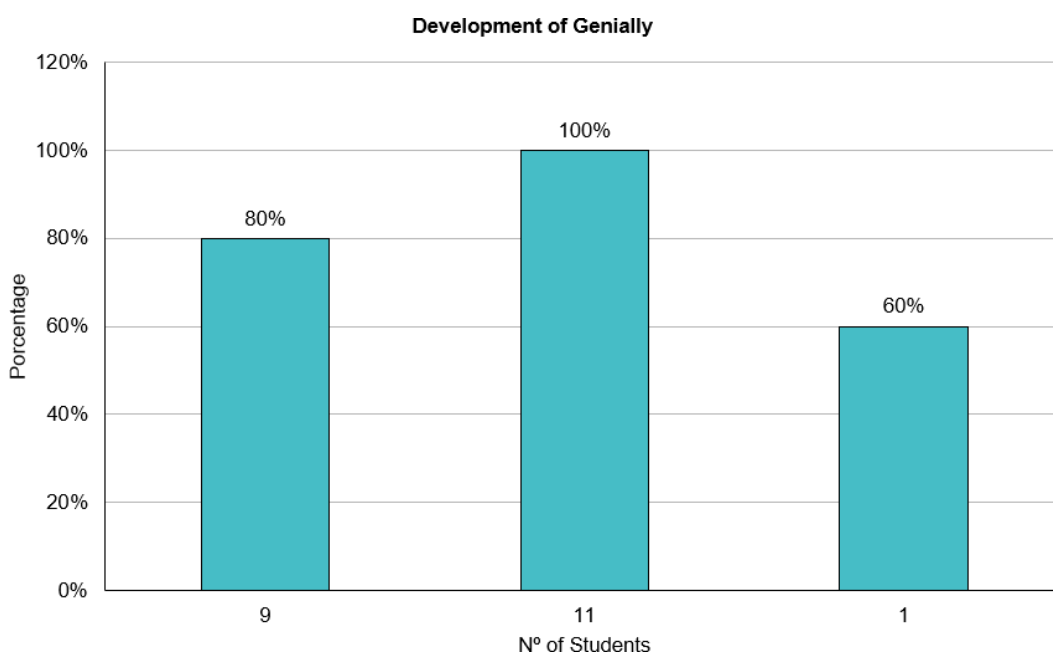
5 students obtained the lowest marks in this test, between 12.5% and 25%, which is because the children are not fluent enough in this foreign language, they do not recognize the words or because, although they recognize the words, they do not know how to answer questions. Often, it is a matter of skills and abilities. Some children do not have the ability to understand written language, or do not have the resources to learn the necessary words and phrases. There may also be problems with motivation or interest in reading.

Table 3

Results in development of Genially test

Student	Development of Genially	
	Good Answers out of 5	Percentage
1	4	80%
2	4	80%
3	4	80%
4	5	100%
5	5	100%
6	4	80%
7	5	100%
8	4	80%
9	5	100%
10	3	60%
11	4	80%
12	5	100%
13	5	100%
14	5	100%

15	4	80%
16	4	80%
17	5	100%
18	4	80%
19	5	100%
20	5	100%
21	5	100%



During the development of the gamification test in Genially the highest score was 100% obtained by 11 students, a huge difference with only the 2 students who obtained 62% positive responses in the conventional pencil and paper test. There can be many reasons why some children pass English reading tests on gamification platforms like the one mentioned above. Some children have a large amount of English vocabulary and are good readers, skills and knowledge that they may have gained both at school and at home. Other children may have a good understanding of grammar and can follow the instructions of the games and the teacher.

There may also be kids who are just good video game players and can apply those same skills to gamification games.

Of the 21 students, 20 obtained a mark between 80% and 100%, and only 1 obtained a mark of 60%, which was enough to pass the test, but let's say that the result was not entirely satisfactory. In this case it could easily be said that the student is not good at languages, but this is not always true. Most likely it is due to a lack of motivation, since children need to have a goal to play and to read. When they have no goal, they simply lose interest and give up the book or game. Some may even hate books if they feel like they are being forced to read them.

Conclusions

The results obtained in this research suggest that gamification through Genially would greatly improve English reading comprehension at school regardless of the learning style of each student. Gamification platforms provide a fun and engaging way for students to practice their reading skills. They also allow educators to track student progress and identify areas of weakness.

Reading comprehension of the English language could be improved using the Genially platform by turning it into a game. Students would receive points for each correct answer and would be able to compare their scores with others encouraging positive behavior. This would make learning more fun and would also motivate students to improve their reading skills.

It is a well-known fact that today's youth spend a lot of time on their phones, tablets, and other electronic devices. And it's not just about social media or gaming: A growing number of studies have shown that young people use their devices for school work, too. With that in mind, we cannot, as teachers and parents, ignore this learning technique. A University of Wisconsin study found that students who used a gamified reading comprehension tool improved their reading scores by 21%. Use digital tools to make reading more interactive and engaging for your students. Encourage them to share their reading progress and achievements with others. If you are interested in using gamification to improve English reading comprehension at school, there are several different platforms and tools you can use including Genially.

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Appendix

Appendixes serve as repositories for materials that help clarify your research, but do not belong in the main text. It is not required to include an Appendix. Include one or more only if you need to:

Items that might be included:

Letters granting permission to reproduce or adapt images, instruments for research, or other copyrighted materials in your project.

Copies of IRB's.

Survey questionnaires that you have created.

Tables, figures, or instruments that do not belong in the main text.