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ONLINE RESOURCES AND GAMIFICATION STRATEGIES TO ENCOURAGE MOTIVATION IN EFL READING COMPREHENSION EXERCISES

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Abstract

Technological developments during the last decades have had an impact on all areas of life, including education. In the context of EFL instruction, these advances have translated into new language teaching techniques and methodologies that can be applied to different language aspects. For this dissertation, the main focus is set on reading comprehension and how this can be practiced in the English classroom nowadays. After analyzing the previous literature on the subject, it was obvious that there was no conclusion as to whether technological improvements such as the use of digital-based texts are beneficial for the language learning process. Some preliminary research with a sample group of students from 2º of ESO was conducted and the results suggested that learners would enjoy using digital-based activities for reading comprehension exercises. For this reason, the present paper proposes a didactic proposal that is centered on the combination of both printed and technological material for the reading text and the follow-up activities respectively. This proposal revolves around a reading text from a student's book and includes a set of eight different types of online resources, some of them incorporating gamification techniques, through which teachers can improve the motivation and engagement of their students.

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1. Introduction

Today's society, for better or for worse, has suffered rapid changes during the last decades. These transformations have turned our world upside-down, especially in Western countries, and have changed the way people see and understand reality. As Ivić (2019) considers, this development is, without any doubt, a revolution; a technological revolution to be more specific:

[T]he potential effects of which at least equal the revolution caused by literacy (which underlies our division of the past on prehistory and history) and the industrial revolution. As any true revolution does, the digital revolution touches upon all spheres of life (economy, society, education, science, art) (p. 27)

In this sense, technological devices and transformations have digitized our existence and almost everybody nowadays uses digital displays such as mobile phones, tablets, or computers in their daily life. As a consequence of this, every aspect of our society has been developed into a digital version. For instance, online shopping or distance learning have emerged as innovative ways of doing something that we were used to doing in a traditional way. These advances have also translated into new needs and, for this reason, new businesses and jobs have been created.

Looking into this digital development in depth, it is obvious to mention that, taking into consideration the fact that technology has influenced all spheres of life, education, therefore, has not escaped the impact of modern technology. For this reason, important transformations have been made to the educational context: the development of ICT tools has had an impact on learning and teaching, and this has brought both positive and negative consequences (Alhumaid, 2019). For this dissertation, the focus is set on the importance of these digital devices on language learning and the ways in which they can have a beneficial effect.

One of the spheres of language teaching and learning in which technology has had significant effects is reading. The importance of literacy in

the modern world is undeniable, and therefore the relevance of properly teaching how to read (and write) to students makes a teacher's task a very complex one. When it comes to a foreign language class, in this case, to an English as a Second Language environment, teaching learners how to read in the foreign language becomes an extremely essential part of language teaching. In the context of an English classroom, being able to read and understand what is being read in the language is the base for further learning.

However, for current and past students of English as a Foreign Language (EFL), reading activities are a tedious practice that is hardly ever enjoyed. In this sense, the academic experience of language learners when it comes to reading comprehension activities could be improved through the usage of more interactive and entertaining activities that can be planned around the usage of certain platforms such as, in this case, digital instruments. These would help the teacher present the material in a more appealing way for the learners. In this regard, much literature has been devoted to the investigation of how technology can be used to improve reading techniques in an EFL classroom (Liu, 2015; Picton, 2014). One of the main foci has been the difference between reading paper-based and digital-based texts, and on which one improves the learning process better (Abdi, 2013; Mangen, Walgermo & Bronnick, 2013; Singer & Alexander, 2016; Ziegler, 2019). Despite this analysis, very contradictory conclusions on this topic have been written by diverse authors and none of them has arrived at a clear idea as to which format is preferred.

Therefore, teachers must know how to teach reading but, maybe more crucial, how to make students feel motivated in the reading task so that they can have a better learning process and performance. This last aspect, motivation, becomes of major importance in a language classroom. Having motivated students not only makes the teachers' job an easier task but it also

facilitates considerably the learning process of the learners. In this dissertation, online resources will be used to try to improve student motivation.

Furthermore, another parameter that the present research tackles is the use of gamification. It is believed that the utilization of gamification instruments in the classroom improves the motivation of language learners, and for this reason, this study will deal with this idea in the same follow-up activities from a reading exercise. These gamification tools will be used together with digital and online resources in order to engage students in the reading process and experience and to encourage better performance in the post-comprehension reading activities.

These will be utilized as a way to improve the entertaining aspect of the activities done in a language class. According to this, the present dissertation will, therefore, focus on digital tools and gamification instruments as the means through which a teacher can improve the motivation of students and, eventually, increase their satisfaction towards the learning experience.

1.1. Justification and objectives

Although much has been written about the topics of reading and technology, there is still a gap in the literature as to how the format of the comprehension questions or activities affects the reading performance. That is, whether using a digital platform to present the follow-up activities to students increases their motivation when they have to do the exercise. For this reason, the main goal of this investigation is to answer the question of whether technological platforms may have a beneficial impact on students' performance of reading comprehension activities.

The choice of this particular topic for the present paper has not been coincidental. One of the reasons for deciding on reading comprehension is that, in my opinion, more importance should be paid to the way in which reading

activities are presented and used in an English class. In this sense, motivation is another aspect that should be taken into consideration when trying to improve reading activities, as it should be reinforced in order to make students feel engaged in the lesson and have a better performance.

For this reason, this paper will concentrate on the idea that the incorporation of digital tools into the reading sessions of an English as a Foreign Language class can have a beneficial impact on the task. This positive effect lies in the improvement of the students' engagement in the activity and, therefore, the increase of their intrinsic motivation. These come along with an inevitable general amelioration of the learning process and, eventually, the students' performance. In order to accomplish this, digital tools will be used together with gamification techniques, which are expected to increase even more the satisfaction of the students towards the reading task and to improve their motivation.

Therefore, the main general aims of this paper are, first, to provide an overview of the literature that has been written about this topic and, second, to present a didactic proposal that is concentrated on the reading comprehension skills of the students. Some of the specific objectives of this proposal are to increase learners' motivation during an English as a Foreign Language class, to improve the digital competence of students through the usage of technological platforms, and to show a way of presenting material to young people that may be more appealing to them. These specific aims all revolve around the main goal of incorporating digital and gamification instruments into the English class.

The following pages will be devoted to the development of this hypothesis and, for this purpose, they have been divided into different parts. Section 2 deals with a review of the literature that has been previously written about this subject, which focuses on reading comprehension, motivation, and gamification. The third section provides a didactic proposal with initial research and its results, together with a set of eight activities. To finish, the conclusions

of this paper will be presented, and in the final pages, the references and the appendixes will be included.

2. Literature review

The following pages cover a review of the literature that has been previously written regarding the matter that is tackled in this paper, which is mainly centered on digital resources and reading comprehension. This theoretical background has been divided into several sections.

The first part (section 2.1) is devoted to a general outlook on the role of reading in nowadays' world, in which there is a subdivision dedicated to the different formats in which this can appear and the current trends that transform reading into a digital-based activity. A second section (section 2.2) deals with the main ideas related to motivational elements in general and in the classroom specifically. This afterward leads to part 2.2.1., that is centered on some authors' view on motivation during a reading comprehension session. Following this, this literature review includes another part (section 2.3) that covers the theory previously written regarding gamification tools and the main impressions on their inclusion into the EFL classroom.

2.1. Reading in the 21st Century

Literacy is a crucial aspect in these times and it is undeniable that being able to read and write allows human beings to develop both individually as people and socially as part of a group. Therefore, in Western society, it is unimaginable to live without these two skills, and for this reason, children are taught how to read and write from a young age in order to prepare them for their adult life.

In the so-called Information Society that surrounds us in the 21st century, the main focus has been set on the importance of knowing, perceiving, understanding, and receiving anything at any time. Information, then, is available in multiple forms and formats, and it is sometimes difficult to differentiate between the real and unreal. Regardless of this, in order to be able to acquire this information, reading is necessary. Additionally, in the educational context, reading becomes “a prerequisite for students to learn all courses successfully” (Wu, Valcke & Van Keer, 2019, p. 35), and this is one of the reasons why this skill becomes so important.

According to Aksan and Kisac (2009), reading is also essential to the point where “the fundamental of learning is apprehension and the fundamental of apprehension is reading” (p. 834). Therefore, reading becomes indispensable for learning. In this sense, reading is without any doubt the means through which people get to learn and experience everything (Riahi & Pourdana, 2017). Apart from being crucial for the process of learning, reading has also become a tool through which we communicate, especially thanks to social media in the last decades. For these different reasons, unlike the situation in past centuries, in today’s world reading (together with writing) appears inherent to the human being.

Regarding the aim of this paper, it is necessary to define what reading is and how it applies to education and, more specifically, to language teaching and learning. First of all, a differentiation between reading and reading comprehension should be made. According to Cambridge Dictionary (“Read”, 2020), to read means “to look at words or symbols and understand what they mean”. In this sense, reading is related to decoding symbols—which in this case are letters that create words—and understand their meaning. This would be the first task that a person needs to carry out when facing a text. Nevertheless, reading comprehension can be described with more specific nuances. Therefore, in this context, reading comprehension can be understood

as the “process of obtaining and constructing meaning from a written text” (Karimi & Hamzavi, 2017, p. 95). That is, to understand not only the meaning of the written words but also the general meaning of the text. Using other words, Kavcar, Oguzkan and Sever (1994) describe reading comprehension as the fact of “[cognizing] in all respects the information, feelings, and thoughts that are desired to be transmitted as they are, without having caused any misunderstandings, in its course and without leaving any doubtful points behind” (p. 4, as cited in Aksan & Kisac, 2009, p. 835).

With this description, reading comprehension acquires a new magnitude and relates not only to the idea and meaning of the text but also with what the text implies and what the author wants to express. Moreover, for a student to understand a text, they need to develop different tools that go beyond the simple comprehension of words. Thus, the task of teaching how to read differs from the mere idea of showing how to decode the symbols and rather focuses on a new variable: understanding them, not only in isolation but as a whole. With this idea in mind, the work of teachers becomes more important and, hence, more complex and multidimensional. In a language classroom, when working with a reading task, the teacher has to ensure that students understand the text. One of the ways in which this can be done is through the usage of adequate comprehension activities and questions, specially prepared for their level and their needs, but also planned according to their interests and motivations.

Having described the difference between reading and reading comprehension, it can be pointed out that in the context of secondary education and language learning, which in the study of this case will be EFL learning, the focus is usually put on reading comprehension. Therefore, when mentioning reading, I will from now on continue talking only about reading comprehension *per se*, which as I have seen implies much more than just reading a text.

2.1.1. Digitization of education: e-reading

In the last decades, all spheres of life have been affected and transformed by developments, especially attached to the fields of science and technology. These transformations have influenced every aspect of our daily routines and, therefore, education has not been an exception to this. In this sense, the academic environment changed and developed as the digital world did. The digitization of education is by no means inevitable: in the present world, the necessity to adapt education to recently developed needs becomes a momentous issue. Nevertheless, some difficulties arise as today's society transforms. In this sense, the digital competence has become an important capacity for people to develop in all aspects of their life. Regarding education, some current teachers may not have been born in the digital era and therefore are not as digitally competent as they should be. For this reason, probably not all teachers are able to provide their students with a technologically rich environment and do not use digital tools in their daily class sessions.

In relation to this, it is important to distinguish between *digital natives* and *digital immigrants*, or *digital residents* and *digital visitors*: in this case, the first ones in the dichotomy would be defined as people who were already born with the presence of technology (Prensky, 2001) and use the virtual world as a tool to develop themselves, create relationships, etc. (White and Le Cornu, 2011); while the second ones would be those people who were already born by the time these digital instruments were being introduced into the society and they had to adapt themselves in order to live with these developments (Prensky, 2001), which they use for a goal (White and Le Cornu, 2011).

Nevertheless, most current students are digital natives or residents, so they are capable of dealing with digital tools and working with them perfectly, as they have been exposed to them since their birth. Nonetheless, most teachers nowadays are mere immigrants or visitors, and for this reason, they might face more difficulties when using technology and their digital competence may be

less developed. In this sense, today's society lives in a context where teachers should be the ones showing students how to use digital instruments, but the latter are actually the ones with higher capabilities to do so. In this natural contradiction, it is necessary for teachers to receive training regarding technology and to implement their use in the classroom, adapting like this to the new educational needs of the students and the 21st-century world.

The introduction of digital tools into the academic context has been inevitable, translating into improvements for the academic experience of both students and teachers, but also bringing along some opposing views. These technological developments in the classroom have changed the way students are exposed to the language and the way they work with it. Alexander and Fox (2004) define the present period as “engaged learning” (p. 50), which comes along with transformations in the format of the texts involved in the reading process of the students: before this era, texts were usually provided in printed format and were to be read in a linear modality (Wade & Moje, 2000, as cited in Alexander & Fox, 2004). This way, the emergence of hypermedia and hypertext changed the reality of the formats in which texts were presented to the students, as “less traditional and nonlinear forms” were being introduced (Alexander, Kulikowich, & Jetton, 1994; Bolter, 1991, as cited in Alexander & Fox, 2004, p. 50).

In this sense, the reading process at high schools was transformed as digital textbooks, e-books, individual laptops, digital blackboards, amongst others, were gaining importance and presence in the classroom. Related to this, the process of *e-reading* emerged and was spread all over educational contexts. In this sense, *e-reading* can be defined as reading texts on a digital format or platform, moving away from the traditional use of paper or printed materials. In nowadays' educational context, and putting more attention to recycling and reducing the usage of paper, *e-reading* has become a common practice in classrooms.

Also related to these technological advances and their introduction into the reading environment of students, raising awareness of the fragility of the virtual world is of major importance. In this sense, students should not only be able to read, but they should also be *effective readers*, which according to Alexander and Fox (2004) is the fact of “[becoming] capable of assessing credibility, identifying possible biases, analyzing persuasive or literary techniques, and locating and selecting optimal sources” (p. 54). Therefore, another magnitude is added to the definition of reading that I have previously described. Here, reading acquires a new meaning and also implies the idea of critical analysis. Accordingly, with this new contribution, reading becomes even more complex to teach and to learn, so more attention should be paid to the development of this language skill and more importance should be added to the different ways in which a language instructor can deal with it.

Hence, the role of the teacher has extended and nowadays it means much more than just teaching how to read and understand a text. Language instructors also need to make students conscious of the implications of this digital world and to help the young ones be able to differentiate the legitimacy or not of the infinite reading input that they can be perceiving every day through, for example, fake news. Despite this increasing extra difficulty added to the reading process by the usage of technology and the digital world, it is inevitable that experts are more aware of the benefits that the modern technologies bring to the learning process than its disadvantages.

With this increasing use of technology in high schools, the education community has to decide the extent to which these digital tools should be used in the classroom, depending on their methodology, context, students' characteristics, and so on. Biancarosa and Griffiths (2012) see the integration of these technological instruments as the usage of “affording tools that teachers can deploy in their quest to create young readers who possess the higher levels of literacy skills and background knowledge demanded by today's

information-based society” (p. 139). In this quote, a very important word comes out: *affording*. This is probably the most interesting and advantageous part of technology, that it is at everybody’s disposal. Having in mind that digital tools are to be used by everybody in almost any context, it appears easily as a possibility in any classroom.

Likewise, digital texts provide teachers with more versatility and adaptability when it comes to the content or the format (Biancarosa & Griffiths, 2012). By using online resources, teachers can access infinite amounts and types of reading texts and post-comprehension activities that they can use in the classroom. Other authors also agree on the idea that the digitization of the students’ reading process can have beneficial outcomes on academic performance. For instance, Ofra Korat found that e-books with dictionaries or exercises for younger learners supposed an improvement of their reading process regarding phonology and vocabulary amongst others (Biancarosa & Griffiths, 2012). In addition, McLaughlin and Kamei-Hannan (2018) carried out a study analyzing the deployment of digital texts with visually impaired students from secondary education and they concluded that some aspects such as reading speed were moderately improved when learners used an iPad2 to read. Regarding EFL learning, Abdi (2013) developed a study on EFL university students that showed that learners benefited from online EFL tools; and Liu (2015) also found out that EFL students performed better in reading comprehension when reading an ebook.

Nevertheless, not all authors and academics feel so sure about the benefits of reading through a digital format. Some of them, therefore, discuss the general aspects related to *e-reading* that could be considered as negative. Köpper, Mayr and & Buchner (2016) analyzed the effects that reading on a screen has on health in contraposition of reading on paper format, and they found out that the most damaging consequence of this is the eyestrain that readers may suffer from after being exposed to the brightness of these

technological displays for a certain period of time. Other authors also see the use of the digital format as detrimental for the reading process of learners in a language classroom. In a study carried out in 2018 comparing the comprehension of paper-format and digital-format texts, Delgado, Vargas, Ackerman and Salmerón (2018) found out that the comprehension of digital-based readings was lower than the comprehension using printed material. In another piece of research on teenage students from a Norwegian institution, the authors ascertained that those learners reading on paper-based texts had better results than those reading on a screen (Mangen, Walgermo & Bronnick, 2013). In addition, in another study analyzing undergraduate students, Singer and Alexander (2016) concluded that learners had better results in comprehension questions when they read from a printed text. Furthermore, Ziegler (2019) stated that some of the negative effects of reading a digital text go from suffering from fatigue to having difficulties creating a mental map of the reading input and being less immersed in the text because of distractions from the technological display.

In order to develop the activities from the didactic proposal, the motivation of the students will be taken into account as the means through which the learning process can be improved. For this reason, the following section will focus on motivation in general and specifically concentrated on language learning and reading.

2.2. Motivation

Taking into account the fact that the research done in this study includes the motivational variable in order to present the best way for students to carry on reading comprehension activities, it is necessary to draw a picture of the concept of motivation.

All the variables that influence education and learning, like students' academic performance or the rate of school drop-out, have traditionally been analyzed by the point of view of cognitivism, where intellectual capacities, knowledge, and abilities of the person indicate their academic success or failure. However, with the passage of time, investigators have progressively been taking into account other aspects from the learner and have intertwined cognitive elements together with motivational aspects (Núñez, 2009).

Núñez (2009) distinguishes between *ability* and *will* in order to analyze the interrelation between these two types of elements and points out that, in order to be able to learn something new, it is essential to have the necessary abilities, knowledge, strategies, and skills, which would be the *ability*, and to have the disposition, intention, and motivation enough, which would be the *will* (p. 41). These two aspects are closely related, as in order to have an optimal learning process it is necessary to have both, as he states that the will to do something can guide us towards the search for the most favorable procedures for our purposes; while the lack of knowledge about the forms of procedure, about when and how, can lead us to apathy and abandonment (Núñez, 2009, p. 41). García Bacete and Doménech Betoret (1997) also see the learning process from the point of view of constructivism, where not only the student's cognitive aspects are taken into account, but it is also necessary to pay attention to other motivational aspects like intentions, goals, perceptions, and beliefs that the learner has (§ 3). Thus, research about motivation developed during the end of the 20th century and the beginning of the 21st, and diverse theories about it arose as the concept was shaping.

This motivational investigation is based on the integration of cognitive theories, the vision of self-concept as the cornerstone of this motivational component, and the importance of goals with relation to motivation (Valle, Cabanach, Gómez & Piñeiro, 1998, as cited in Núñez, 2009). Along these lines, it is clear that, in the field of education, it is paramount for teachers to give

motivation the importance that it actually has in the learning process and to manage these motivational aspects the best way they can. In order to do this, it is necessary for the teacher to know the type of motivation of their students, so that they can guide the methodology and the effort towards the direction that best helps learners (Luján García, 1999, as cited in Minera Reyna, 2010).

Therefore, motivation has been defined as a combination of procedures implied in the activation, direction, and persistence of behavior (Beltrán, 1993a; Bueno, 1995; McClelland, 1989, etc. as cited in García Bacete & Doménech Betoret, 1997). This way, one can understand this concept as a series of reasons that lead one person to do a specific action. Morris and Maisto (2005) relate these two concepts, reason and motivation, in the following way:

Un motivo es una necesidad o deseo específico que activa al organismo y dirige la conducta hacia una meta. Todos los motivos son desencadenados por algún tipo de estímulo: una condición corporal, como bajos niveles de azúcar en la sangre o deshidratación; una señal en el ambiente, como un letrero de “oferta”; o un sentimiento, como la soledad, la culpa o el enojo. Cuando un estímulo induce una conducta dirigida a una meta, decimos que ha motivado a la persona. (p. 289)

Therefore, motivation can be said to start from an inner stimulus from the person, which would be the reason that incites them to do the action. Paying closer attention to motivation in language learning, Gardner (1985) defined it as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (as cited in Drbseh, 2015, p. 238). In this definition, the desire from the person to learn the language and the satisfaction they feel when doing it are taken into consideration in order to justify the effort and the work that the individual needs to put in the task.

Regarding this, motivation has usually been classified into two different types depending on the kind of stimulus that influences the person. Then, these are extrinsic motivation and intrinsic motivation. Extrinsic motivation is based on an external stimulus that drives the individual to carry out the activity for alien reasons; that is, to achieve something —like a prize— or to avoid something else —as a punishment. This type of motivation is closely related to behaviorism, where the student relates a stimulus with a concrete response (Rivera Mendoza, 2014), and specifically to B. F. Skinner's operant conditioning, where the reinforcement of behavior once obtained the desired results makes this conduct to repeat (for instance, the student associates the fact of getting good marks with a present from their parents, and therefore is motivated to study). This type of motivation is easily improved with external reasons.

On the other hand, intrinsic motivation comes from oneself and is composed of inner stimuli from the individual that motivate them to do something; for instance, the pleasure the person feels when carrying out that specific activity. This type of motivation is associated with cognitivism from authors such as Piaget (2001) and Vygotskiĭ and Cole (1978), which is centered on the inner processes of the person, and for this reason may become more difficult to improve, as it depends on the person. There are other classifications of motivation, such as instrumental motivation or integrating motivation, but the present paper will concentrate on the intrinsic and extrinsic types.

One of the ways in which motivation in the classroom can be enhanced is through the use of technological devices. Chuang (2014) assures that students' motivation to learn and to work collaborating with other learners during their learning process can be improved through the creation of a learning environment based on technology, active participation of students, and constant feedback from the student to the teacher. This way, it seems that the implementation of digital tools in the classroom can help students feel more

engaged in the lesson. A study developed by the Universitat Autònoma de Barcelona in 2015 analyzed the benefits and inconveniences of ICT in primary and secondary classrooms from the point of view of teachers, and it discovered that students using computers, tablets, mobile phones, digital blackboards, and digital books felt more motivated and had a higher rate of participation, which lead to a better learning process (La Vanguardia, 2017).

2.2.1. Reading motivation

When it comes to the reading process in a language class, the motivational elements also play their part. It is in the hands of the teacher to make students feel motivated in the language session. In order to make reading more appealing to students, the teacher should try to increase their intrinsic motivation and make them enjoy the exercise. This motivation in the reading process can be dealt with by using content that makes learners feel interested in the topic, deploying texts in a format that appeals to young people or creating a good rapport in the classroom and a nice environment so that they feel relaxed when reading.

Namaziandost, Nasri and Ziafar (2019) argue that many theorists and teachers state that motivation is “a basic factor to enhance reading comprehension” (p. 5). For this reason, teachers should pay more attention to the reading motivation of students. In relation to this, Protacio (2012) assures that “reading problems occur partly due to the fact that people are not motivated to read in the first place” (p. 11, as cited in Namaziandost et al., 2019, p. 5). Having said that, it is undeniable that the work done in the classrooms to engage students in the reading task has usually been insufficient, and learners commonly see themselves immersed in a tedious activity.

In their study on EFL students from 16 to 21 years old and their reading process, Namaziandost et al. (2019) concluded that learners’ internal motivation

should be boosted in the process of learning English, as this would foster cognitive processing and behavior, amongst others. For this reason, as I said, the teacher should focus on the intrinsic motivation of students in order to improve the learning interest, concentration, performance, and, eventually, process. One of the ways in which these authors found out that motivation can be increased in the reading activity is through the usage of materials one level more advanced than their actual level, which promotes motivation and challenge in students (Namaziandost et al., 2019). This way, they proved Krashen's idea that students have a better progression in their language learning process when the materials are slightly from a higher level than their own (1982, in Namazianadost et al., 2019).

In addition, Dahki and Damanik (2018) also studied reading motivation and carried out research that concluded that the most influential variables in the motivation during the reading process are curiosity and challenge. This challenge can be fostered, as it has been said before, with the increase of the materials' level, and curiosity can be addressed with the content and topic of the reading. Taking this into account, the English teacher should not only take into consideration the contents of the reading materials but also their level in order to increase learners' willingness to perform the reading task.

In the current research, reading motivation will be addressed through the format of reading comprehension activities. Therefore, the focus will be set on two variables: digital format and gamification. Moving around one reading text, different ways to present the post-comprehension activities in a digital platform will be suggested, while some gamification techniques will also be incorporated with the aim to increase even more the engagement of young students. By looking at these two parameters —technology and gamification—, this dissertation will propose some ideas to use in an English language classroom as post-reading activities. These exercises will be especially thought to increase

the motivation of students and, therefore, improve their performance in the exercise and eventually obtain higher results.

2.3. Gamification

The use of gamification strategies in the EFL classroom is another major issue that concerns the present study. Due to the developments and advances in education and technology, learning methodologies have been transformed. In this sense, the context in which language is taught and learned is broadened and EFL learning escapes the traditional environment of a classroom (Lan, Botha, Shang & Jong, 2018).

One of the new techniques that are being applied to the classroom is gamification. Werbach and Hunter (2012) define it as “the use of game elements and game design techniques in non-game contexts” (as cited in Figueroa-Flores, 2015, p. 38). These game elements include components such as points, leaderboards, quests, avatars, or rewards (Figueroa-Flores, 2015). In relation to this, Dehghanzadeh, Fardanesh, Hatami, Talaei and Noroozi (2019) state that “language learning can easily be gamified with simple digital tools” (p. 12), such as *Kahoot* or jeopardy games. For this reason, the usage of games in a language classroom is not a complicated quest: nowadays teachers can include gamification in their lessons by just visiting a webpage, with the only material of a computer and a projector.

This utilization of gaming techniques in the L2 learning context has been studied by many authors who understand and analyze the positive effects of this innovative technique. Using games in a lesson plan not only motivates students but also makes them use language in a more unconscious and natural way. Thus, learners’ are performing without the pressure of traditional learning that sets the focus on grammar, results, etcetera, and instead are presented with language in a different context. Malliarakis, Satratzemi and Xinogalos

(2013) see the advantages of gaming instruments in the classroom and consider gamification a “play-learn-improve-win” technique in which students’ motivation is boosted (as cited in Chen, Tseng & Hsiao, 2016, p. 70). In this sense, gamification can be regarded as a playing field in which learners do not perceive the setting and the activities as a traditional language exercise. Figueroa-Flores (2015) also considers gamification a way to improve learners’ participation and “unchain a more attractive and effective learning experience for the student” (p. 43). Therefore, students can feel more relaxed, engaged, and, even participative and interested in the activity, considering the “attractive” aspect of these gamification instruments.

Apart from this, Wei, Kao, Lu & Liu (2018) revealed in their study that using gaming scenarios promoted the reduction of anxiety (both situational and English reading anxiety) that students feel when learning the language. In consequence, gamification can be considered a tool through which the student can learn without feeling the pressure that they may experience when encountering a reading task, which can sometimes be perceived as a difficult or tedious activity. With these gamification tools, learners are able to use the language in a less traditional way and, moreover, improve their skills by using them in more natural scenarios.

In addition to this, Wei et al. (2018) analyzed the immersion level of students when carrying out an activity in a gaming scenario. This immersion level is related to flow theory, developed by Csikszentmihalyi (1975), which is known as a flow pattern that makes individuals be completely involved and immersed in their learning process, which promotes the learning process (as cited in Wei et al., 2018). This flow theory consists of four facets: control, concentration, curiosity, and intrinsic interest (Beard, 2015; Csikszentmihalyi, 1975, as cited in Wei et al., 2018). In their study, Wei et al. (2018) proved that the usage of gamification techniques enhanced curiosity, control, and inner

interest, and therefore promoted the learners' immersion in the flow, which increased their performance in the language.

3. Preliminary research

3.1. Introduction

Due to the global health crisis that is currently battering the world, produced by Covid-19, the extended investigation that this dissertation planned on doing had to be canceled, on account of the suspension of the academic course 2019/2020. In normal circumstances, further research would have been done. In particular, I would have divided the participants into their three class groups and I would have had one control group, in which I would have done three readings using post-reading questions in paper format, and two test groups, one that would have done the questions with digital instruments and another one that would have carried them out using gamification tools through online resources. However, as it has been explained, this part of the investigation had to be canceled and, for this reason, no further research will be conducted and this initial investigation will serve as an analysis of students' preferences in order to be able to present a coherent didactic proposal, adapted to these learners' needs and interests.

This initial quantitative research is aimed at obtaining information on how students prefer to do reading comprehension activities in an English class. More particularly, this study departs from the hypothesis that young learners will feel more engaged in the reading process when the post-comprehension questions and activities are presented through a technological instrument. Furthermore, this investigation also focuses on the use of gamification tools to increase students' motivation even more.

Nevertheless, this idea was not applied to the format of the text itself, but to the presentation of the post-comprehension questions instead. Even though much research has been done regarding the format of the reading text, there is not an agreement as to which format —digital or paper— benefits the reading process more. However, not many experts have focused on the format of the post-reading comprehension questions and how this influences the performance of students. For this reason, I consider it useful to pay more attention to the effects of the different means through which a teacher can present the post-reading exercises to students.

To accomplish this, the preliminary research is focused on a questionnaire in which learners were asked different questions about their preferences when participating in reading sessions in their English as a Foreign Language class. This questionnaire is centered on two different aspects: the usage of digital instruments and the utilization of gamification techniques. I used a sample of high school students from 2^o of ESO that are using their textbook in a traditional way and are doing reading activities strictly using printed material. These participants answered some questions to determine whether they agree with the way in which reading sessions are carried out or whether they would improve or change something.

3.2. Context of the school

IES Marratxí is located in the municipality of Marratxí, in the area of Es Raiguer, which has an extension of 54,18 km² and a population of almost 36.000 inhabitants (mostly adults, with only a 7,78% of foreign people) (IES Marratxí, 2016b). IES Marratxí is a high school founded in 2002 and has about 1,000 students divided into 24 groups of ESO, 9 groups of “bachillerato” and 3 groups of vocational training (IES Marratxí, 2016a). Students come from medium and medium-high socioeconomic levels and they were mostly born in the Balearic

Islands (IES Marratxí, 2016b). Accordingly, almost all the students are bilingual in Catalan and Spanish.

Regarding the methodology used in this high school, the most differentiating aspect is that students work with projects in 1º and 2º of ESO. Furthermore, the school is focused on Content and Language Integrated Learning (CLIL), languages, and their importance, as it also develops the European Section Program until 3º of ESO, International Programs (which organizes language exchanges in Europe), and the EOIES program. The high school also incorporates ICT in their teaching techniques, and it has digital blackboards and projectors in all the classrooms, it provides students from 1º and 2º of ESO with individual laptops and has four computer rooms (IES Marratxí, 2016a).

3.3. Participants

The subjects used for this research were three groups of 2º of ESO from IES Marratxí, more specifically A, B, and D groups, with 13 students each. In total, there were 39 students ranging from 12 to 13 years old. From this, 16 were girls and 23 were boys. All students were born in Mallorca except for a girl from the Basque Country, a girl from Romania, and a boy from Ecuador. From this group, 5 students repeated course in 1º of ESO. Their proficiency level would be around A2, according to the Common European Framework (CEFR).

Table 1. Participants.

	Girls	Boys	Total
2º ESO A	5	8	13
2º ESO B	6	7	13
2º ESO D	5	8	13

3.4. Research instruments

For this initial investigation, a questionnaire (see annex I) was used to collect the information and analyze the variables that were studied. In this questionnaire, students had to answer some questions on their preferences when practicing reading comprehension (such as the type of text, the activities, the format, etc.). These questions also dealt with the way they have usually carried out the reading sessions during their academic life and how they felt during these tasks.

This survey allowed me to check the experience that these students have had during their language learning process and to see different ways in which this could be improved. Taking into account the results obtained, I will be able to point some of the areas through which teachers could upgrade the reading sessions from their language class. This would benefit not only the learners but also the educator and it would mean an improvement of the whole learning experience.

The questionnaire given to students was created and answered through *SurveyMonkey*. Nevertheless, the information obtained was analyzed through *Google Spreadsheets*. Through this tool, a graph was created to show the results of each question. In this case, it consists of a color pie chart with the percentage of each option.

3.5. Data analysis and administration

The questionnaire from this preliminary research was given to students during one of their English lessons. As the participants were students from three different courses of 2º of ESO, each of the groups took the questionnaire on a

different date, depending on their day of class, but all of them were done during the same week (the first week of March 2020).

In order to be able to analyze the results in an easier way and to start promoting the usage of digital tools as the main aim of this dissertation, it was decided to create the questionnaire on an online survey resource, which in this case was *SurveyMonkey*. This was chosen among very many other online tools to create and release questionnaires because of its specific tool to combine multiple-choice questions with an “other” section with open answers. This was very useful so as to give students the possibility to include another answer if none of the presented matched their thoughts. This way, results can be considered completely reliable, as no student would be obliged to choose one of the given answers and they would have the option to write their own.

The questions included in the survey were based entirely on what I thought the needs of the students were after observing the class. Moreover, it was also adapted to what I considered would give me more information for the research.

Previous to their English class, I uploaded the link to the questionnaire to the group’s *Classroom* so that all of the students would have access to it. Then, during their session, learners were asked to take their personal and individual laptops (provided by the school) and to enter the link in order to answer the survey individually. Students were explained that the questionnaire was not marked and that the answers were anonymous so that they would feel as free as possible to give their personal and unbiased opinion. Furthermore, students were required to answer the questions with absolute sincerity and were invited to include their own answers where necessary.

It should be mentioned that the survey was written in Spanish and not in English. This was done in order to ensure the complete understanding of the

questions by students and to erase any possible pressure that students may have felt if the questions were to be answered in the foreign language.

3.6. Results

On the basis of the data collected through the questionnaire, I was able to draw some conclusions regarding the students' preferences and attitudes when carrying out reading comprehension sessions. By analyzing these results and presuming that the sample I was surveying was representative of a broader population, I was able to generalize and suggest a didactic proposal created according to the data collected.

In question 1 I asked the participants through which skills they preferred to learn English. Results show that students do not usually enjoy the reading sessions that they carry out. As it can be seen in chart 1, while one 41% (16 students) of the class and another 41% chose that they enjoyed learning English through speaking and listening, only a 15'4% (6 students) stated that they liked to work on their language level through reading. This means that reading becomes the second least enjoyed skill in an English class for these students, only after writing, which was chosen by a 2'6% of the class (1 student). For this reason, it is important to work on the students' motivation in order to make the reading task more likable and pleasant to learners.

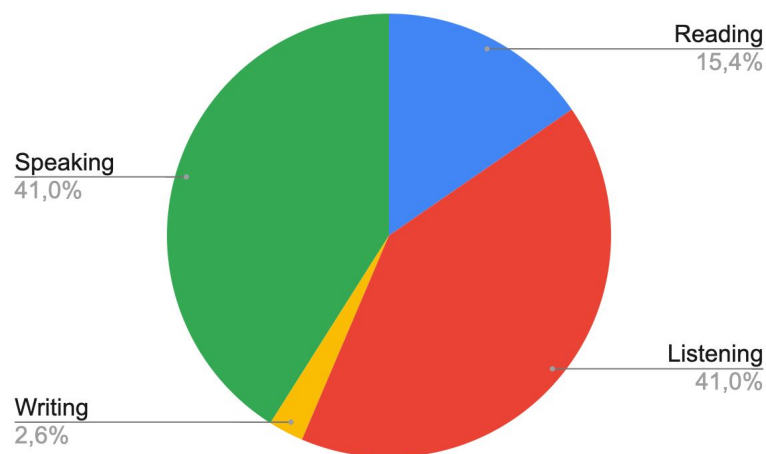


Figure 1. Question 1 “How do you like learning English better?”

In question 4, students were also requested to give their opinion and preference on the format in which a text is presented to them during an EFL class. As you can see in chart 2, 79,5% of students, that is, 31 out of 39, replied that they preferred to read the text in paper format and to be able to handle the text with a hard-copy. Therefore, only a 15,4% (6 students) and a 5,1% (2 students) chose the options of an online text through a computer and an online text through the projector in class respectively. Given this data, it can be concluded that students prefer to read a text on paper.

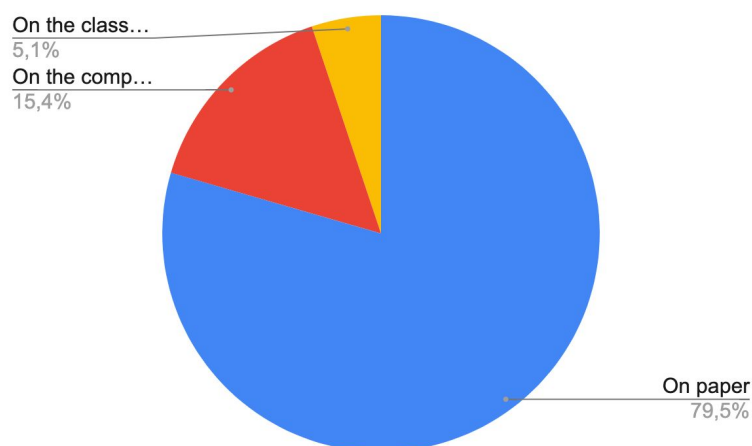


Figure 2. Question 4 “How do you prefer to read a text in the English class?”

In question 5 from the survey, students were asked how they liked to answer the post-comprehension questions when doing a reading activity. As you can see in chart 3, 66'7% (26 students) stated that they preferred to play a game, while a 23'1% (9 students) chose to answer questions through an online activity and a 10'3% (4 students) decided on carrying out exercises on paper. Hence, these results show that students would like to use gamification in the classroom as part of the reading session.

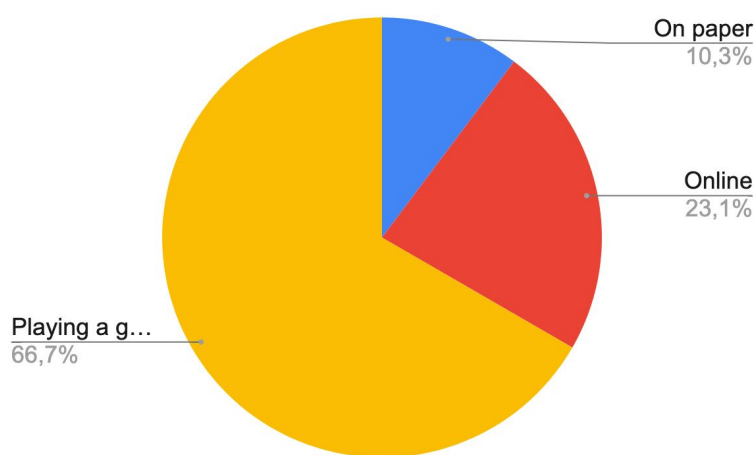


Figure 3. Question 5 “How do you prefer to do the reading activities during an English class?”

In question 6 of the questionnaire, I asked students how they felt while carrying out a reading session. The results, as seen in chart 4, show that a 59% of the students (23 students) feel neutral when doing a reading task and just do it because it is compulsory (against a 23'1% —9 students— and a 17'9% —7 students— that feel bored and motivated respectively). This data makes it clear that learners do not feel engaged with the reading activity and, as a previous question showed, they do not enjoy this type of task and just carry them out because they have to. Thus, the didactic proposal from this dissertation will take this into account and try to increase the students' motivation during reading sessions.

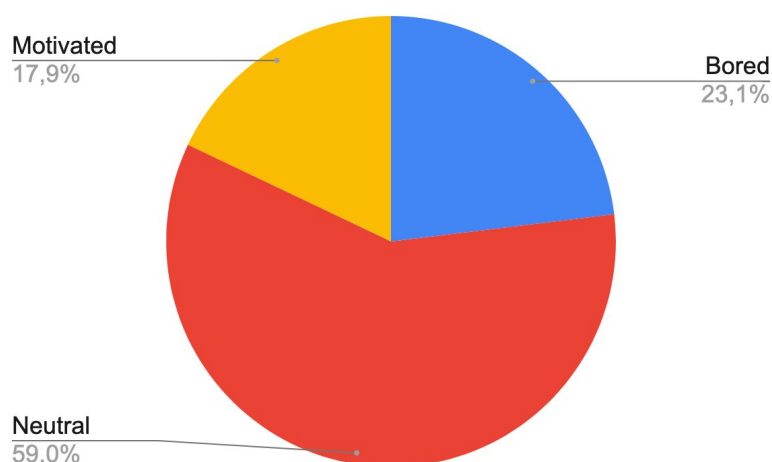


Figure 4. Question 6 “How do you feel when doing a reading activity in the English class?”

In question 7, students were asked to write whatever they thought could be changed or improved from a reading task. Some of their answers showed that they were willing to do more fun and entertaining activities (“hacer más actividades divertidas,” “cambiaría hacer más juegos,” “más divertidas,” “haría lecturas más divertidas tipo juego o con ordenadores, que no sea todo un papel,” “haría más juegos y cosas divertidas,” “que no todas las actividades se hagan en el libro,” “se podría hacer jugando también”). Other students highlighted the idea that the texts they read could be more realistic or, if possible, real (“elegiría alguna historia más realista,” “que se leyeran textos reales,” “leería textos de lectura actual”). These results suggest the importance of the type of text students read and the activities they carry out after in order to determine their engagement and motivation towards the reading task.

4. Didactic proposal

4.1. Introduction

The didactic proposal from this dissertation aims at suggesting different ways in which a teacher can enrich the reading sessions from an English as a Foreign

Language class using the textbook as a base. Due to the fact that some authors find it preferable to use paper-based texts and questions, while some others state that digital platforms offer benefits over the latter, it is clear that there is no agreement on which format improves the learning process of students. Furthermore, the students from the sample group of the initial research from this dissertation have a coursebook with readings that should be covered in the subject curriculum. For these reasons, the present paper will not get into this discussion and will use a paper-based reading from the textbook. Besides, this dissertation will not pay so much attention to the format of the text itself but will otherwise focus on the format of the post-reading comprehension questions. As there is a lack of research on the post-reading questions, this paper will combine both paper and digital formats to propose an improvement of the reading motivation and experience of students. Finally, gamification techniques will also be included in order to suggest some ideas to make reading sessions more appealing for young learners.

It is important to mention that the reading text used for the activities presented in this dissertation was extracted from the students' textbook. Therefore, the text would be presented to students in a paper-format and only the means through which the comprehension questions are presented would vary, as in the initial research students manifested their satisfaction with the usage of printed materials in order to read the text. As teachers are often required to use coursebook material, I will propose a series of activities through which the language instructor can use the book and, at the same time, incorporate other types of activities that are not included in the textbook. In order to do this, in the didactic proposal of this dissertation, the reading text will be suggested to be presented in the way students are used to, so that I can propose a method through which teachers can improve their learners' motivation by just changing the format of the post-comprehension questions that they include in a reading exercise.

In this case, several possibilities through which a language instructor can create follow-up activities for the reading texts found in the book will be presented. In order to do this, this proposal will take into account diverse options to work with using only one single text from the book. This will illustrate the infinite possibilities that teachers have to distance themselves from the traditional usage of the language book and will show some examples to do so. Therefore, the didactic proposal described here will present a combination of a reading text on paper format and post-comprehension exercises designed around some online resources and gamification tools.

Likewise, the exercises presented in this investigation have not been randomly created: after analyzing the results from the questionnaire given to secondary education students (from 2^o of ESO), the vast majority expressed their discontent and boredom in the language reading sessions and their willingness to use more digital instruments and gamification tools. For this reason, these activities have been specially built for students to feel more engaged and motivated in the reading sessions.

As the results obtained from the initial research made through the questionnaire show, students are in need of a more digitized educational context and are willing to use online tools when carrying out reading sessions. Moreover, these young learners also want to utilize more gamification techniques in the language classroom as a way to improve their learning process. According to these results, it seems necessary to include these instruments into the class to satisfy students' desires.

The different proposals will have the same questions as a base. These will consist of multiple-choice questions, true or false sentences, and short open-answer questions. In the case of the latter, students with a low level of language proficiency may have difficulties answering the questions with their own words; therefore, as I am not assessing written production but reading comprehension, students will be asked to answer these questions by giving

evidence from the text. Thus, those learners with lower writing skills will still be able to prove that they understood the text.

The several options presented in the following pages will use online resources specifically addressed to educational contexts and/or commonly used amongst teachers. Therefore, these digital tools are completely available for teachers and do not present any difficulty in terms of usage. Furthermore, these adaptations are done from the textbook that teachers commonly use in class, so no extra material is needed —apart from a computer and a projector in order to use the digital tools. Any language instructor could make these variations using their book. In some cases, individual laptops or tablets for students will be necessary, but in case the high school does not have these, some adaptations will be presented.

4.2. Contextualization

The reading sessions presented in this didactic proposal are addressed to a group of 2º of ESO (compulsory secondary education) students with around an A2 English language level according to the Common European Framework (CEFR). Departing from the results obtained in the questionnaire, the learners highlighted their willingness to carry out different types of activities in the reading sessions apart from the work done in the book. Besides, they expressed their inclination to use more online learning tools and gamification instruments in the class. For this reason, this proposal considers that students at this stage of academic life and language learning are in need of extra reading exercises that differ from the traditional ones done in the printed textbook. Therefore, this type of exercise should be incorporated into the language class.

Nevertheless, the activities or instruments used in this didactic proposal can be adapted to different levels of language learning and group ages. The reason behind this is that these exercises are thought to enhance students'

motivation and to improve language reading sessions, and this could be done at any learning level. Not only young learners but also adult students may benefit from the incorporation of digital instruments into the language sessions, so the ideas presented in the following pages can be used and adapted for any group of students.

In the particular case of the reading used for this didactic proposal, the text is extracted from the book *Student's Book of Mosaic 2* (Pelteret, 2016) for 2º of ESO students, specifically from Unit 6. This unit, entitled "Work and Play", deals with jobs, vacations, and experiences in the past, and will be taught at the end of the academic year (during April-May). The reading text is called "Searching for the ideal job" and explains the experience of a young man who has 52 jobs in a year. As some of the results from the questionnaire showed, most of the students expressed their preference for reading realistic texts or, even if possible, real ones. The text used for this reading activity is a real story, therefore students could feel more engaged in the narration, knowing that what is being explained really happened.

This reading is the first activity from the unit after a warm-up page in which students talk about jobs in general. Therefore, this reading task could be done in the first session of the unit. With this text, some vocabulary related to jobs and experiences is introduced, as well as a new verb tense, the present perfect. Throughout the text, there are many verbs conjugated in the present perfect so that students get familiarized with its structure before studying it in the following page of the unit. Also, there is some highlighted vocabulary related to the topic of the unit.

4.2.1. Curricular contents and learning outcomes

The Organic Law 8/2013, of 9th of December, for the improvement of the educational quality (LOMCE), points out the importance of students being

proficient in one or more foreign languages as a consequence of the globalized world we live in (*Primera Llengua Estrangera (ESO)*, p. 1). Therefore, the teaching and learning of foreign languages has become essential for educational institutions. In the case of Spain, English is the first foreign language that students learn in schools. In the English language curriculum designed by the Govern de les Illes Balears for ESO courses, the contents, learning outcomes and assessment criteria that should be followed in an English class from the Balearic Islands are thoroughly described.

In order to create a frame where this didactic proposal could be placed, I will go through the different aspects of this EFL curriculum that are present in the different activities that I propose. First of all, this part of the curriculum is especially addressed to students from the first cycle of ESO, that is, from 1st to 3rd of ESO. As this didactic proposal is thought for a 2º of ESO class, this will be the part of the curriculum that will be taken into account. The focus will be set on block number 3 from this curriculum, which is devoted to comprehension of written texts, as the main skill that students will be working on through the set of activities here presented will be reading comprehension.

First of all, regarding the contents of the curriculum, the exercises proposed in this dissertation will be aimed at working on students':

- Mobilization of previous information on the type of task and topic
- Identification of type of text, adapting comprehension
- Distinction of type of comprehension (general meaning, essential information, key points)
- Formulation of hypotheses about content and context
- Inference and formulation of hypotheses about meanings based on the comprehension of meaningful elements, both linguistic and paralinguistic
- Reformulation of hypotheses based on the comprehension of new elements
- Narration of occasional and common past events

- Written vocabulary that is commonly used related to family, work and occupation, free time, travels, education, and studies (*Primera Llengua Estrangera (ESO)*)

After teaching students all these aspects, the curriculum includes some assessment criteria in order to evaluate what they learned. In this case, learners should be able to:

- Identify the essential information, the most relevant points and important details from texts
- Know and be able to apply the most adequate strategies for the comprehension of general meaning, essential information, main ideas or most relevant details from the text
- Know and use sociocultural and sociolinguistic aspects related to daily life, living conditions, interpersonal relationships, and social conventions in order to understand the text
- Distinguish the most relevant communicative function(s) from the text and the most frequently used discursive patterns related to the text organization (introduction, body, and closure)
- Recognize and apply to the comprehension of the text the most frequently used syntactic structures related to written communication
- Recognize written vocabulary related to daily life, interests, studies, and occupations (*Primera Llengua Estrangera (ESO)*)

4.2.2 Skills and competences

Throughout the different activities presented in this didactic proposal, the students get to work on several skills and key competences. First of all, as the basis of this proposal is a reading task, it is obvious that learners will be increasing their reading comprehension ability. Nevertheless, they will also be working on some other skills. As the warm-up activity includes a conversation

with a classmate, students will be practicing their speaking through this exercise. Furthermore, the main reading task starts with the learners listening to the article recording, so they will also be training their listening proficiency.

In addition, these reading sessions will allow students to work on their several key competences. As the European Commission states, “key competences and basic skills are needed by all for personal fulfillment and development, employability, social inclusion and active citizenship” (European Commission, s.d.). For this reason, it is important that teachers incorporate the practice of these competences as much as possible into their sessions. In this case, being a language class, it is fairly simple to include a wide range of key competences in the classroom.

To start with, as in every language class, the main focus will be set on the linguistic competence. However, as this is an English as a Foreign Language class, learners will practice their communication in foreign language competence. Through this reading session, students will be working mostly on their reading ability in the English language, but other language skills such as speaking or listening will also be fostered. In addition, they will be learning new vocabulary and grammatical structures.

The other main key competence that students will be working on is their digital competence. As this didactic proposal is focused on the incorporation of digital tools into the English language classroom, students will have plenty of opportunities to improve this technological ability. In this sense, all the follow-up activities are based on the utilization of a digital instrument. In the case of the post-reading exercises done through *superteachertools.us* or *Quizizz*, amongst other online resources, learners will use their individual laptops or mobile phones to answer the questions and therefore will increase their digital competence.

Furthermore, being English a foreign language for these students, they will also be increasing their cultural awareness and expression competence, as

they will have to respect the culture from the language they are learning, show interest towards this cultural diversity, foster dialogue among different societies from other countries and languages, and apply different types of thinking and communicative abilities applied to the foreign language (European Commission, s.d.). Through the warm-up activity and the main task of this reading session, students get to talk about different types of jobs and to learn about a young man who had 52 jobs in a year. This can start a dialogue about what types of jobs are common in different countries and societies, and can lead students to know more about cultural specificities.

Another key competence that students will be working on through this session is the social and civic competence. In the reading task, students will be learning about a young man who donated all the money that he earned during a year to charities and who encouraged other people to do so. In this sense, this will increase students' sense of solidarity and help towards the other. Besides, as students can work in pairs in order to do some of the follow-up activities here presented, learners will have to work on their abilities to interact with one another in an assertive, sensitive, and respectful way.

Moreover, students will also increase their learning to learn ability, as during the reading task and post-comprehension questions they will have to be conscious of what they know or not know in order to continue with the reading text or an activity. Furthermore, this key competence is based on the students' capability to be motivated to learn and to have the curiosity to do so. As this reading session includes gamification tools, students will have to motivate themselves in order to compete in the game (Competencias clave, 2018).

4.3. Description of activities and online resources needed

In this section, I will suggest different tools through which a teacher can improve the students' motivation when carrying out a reading comprehension task. In

order to do this, I will give an overview of eight different online instruments that can be used for students to work on a series of questions. Thus, this will give teachers some tools to incorporate online resources into the classroom and to include gamification techniques in their activities.

The following section will include a thorough description of the different activities that will compose this didactic proposal. Even though each teacher has its own way of planning a session, the lesson plan for this specific English language session will include a warm-up activity, the reading of the text from the coursebook, and a follow-up activity. In this case, I will suggest eight different post-comprehension activities the teacher can choose from depending on the interests and needs of their students. The warm-up of this session is extracted from the textbook, so no modifications will be done to these initial exercises.

The sessions of this secondary school class last for 55 minutes, but the lesson plan will be thought for a duration of 50 minutes, as some extra time for getting students to sit down, prepare the material, and so on and so forth is usually needed.

4.3.1. Pre-task and main task

As the focus of this didactic proposal is the follow-up activity, the warm-up exercise for this lesson plan will be directly extracted from the book. Therefore, no original materials have been prepared for this part of the session.

This first set of activities will serve as an introduction to the topic of the new unit and to the vocabulary that they will be working with. In order to do this, students will do exercise 1 on page 71 from their Student's Book; once done, they will also do exercise 1 on page 72 in pairs (Pelteret, 2016). Through these activities, the teacher will make sure that students know the meaning of the jobs described in the text that they will read afterward. This whole warm-up activity

will be done in 15-20 minutes (see lesson plan and pictures from the book in annexes II and IV respectively).

For the main reading task, the students will read an article entitled “Searching for the ideal job” (Pelteret, 2016). In order to practice listening and pronunciation at the same time, first, the teacher will play the recording of the article read out loud. Then, students will read it on their own to focus more on comprehension. This will be done in 20 minutes (see the lesson plan and pictures from the book in annexes III and IV respectively).

Searching for the ideal job

After Sean Aiken graduated from university, he didn't know what to do. So, he decided to travel around the world while he was thinking about his options. After his trip, he was still unsure. His mother said, 'How about becoming a teacher?' His older sister said, 'Why don't you **apply** for a job in an **office**?' Then his father said, 'It doesn't matter what you do, just make sure you're passionate about it.'

So Sean took his father's advice and he started looking at newspaper job adverts. 'They all sounded really cool, but I had no idea what the job would actually be like. That's how I had the idea to start my One-Week Job project,' he says. Sean decided to do a different job every week for a year and promised to donate all

the money he earned to **charity**. He started a blog and asked people to send job offers. Soon he had replies from all over Canada and the USA.

So which jobs has he done? He's flown a plane, sold flowers and played music on a radio show as a DJ. He's rescued people as a firefighter, played professional volleyball, studied the stars with a team of astronomers, helped a vet with sick animals, and spent a week on a dairy farm looking after the cows. He's also made a film and written a book about his adventures.

Sean wanted to inspire other people who are searching for the ideal **career** to try something different. There has certainly been lots of interest in Sean's project. Thousands

of people have found his website and are following his blog. Because of Sean's project, many others have helped charities and have had some interesting **work experience** at the same time.

Did you know ?
At the end of the year, Sean wrote in his blog: 'I have travelled more than 55,000 miles and slept on 55 sofas!'

72 Unit 6 Complete all activities in your notebook.

Figure 5. Text from the book (taken from Pelteret, 2016)

4.3.2. Post-task

For the post-comprehension part of the lesson plan, I will include eight different possibilities in which the teacher can present the follow-up questions to students. All of the options will be created using similar questions, so the only variation will be set on the format in which these questions are presented.

Nevertheless, it should be mentioned that these questions will be adapted depending on the online resource that will be used for the post-comprehension activity. Furthermore, new questions can be added in order to complete an exercise, and some of the activities will center on vocabulary from the text while some others will concentrate on the story.

The questions that will be used for these activities are the following:

1. What did Sean do after graduating from university? (multiple-choice question)
 - a. He started to work in an office.
 - b. He took a trip around the world.
 - c. He asked his friends for advice.
2. Sean's father told him to find a job he loves (True/False question).
 - a. True
 - b. False
3. Sean's "One-Week Project" consisted of having a different _____ every week (open question)
4. What did Sean decide to do with the money he earned?
 - a. To save it all.
 - b. To donate it to charity.
 - c. To give it to his family.
5. What jobs has Sean done? (write 3) (open question)
6. Sean wrote a book about... (multiple-choice question)
 - a. his adventures.
 - b. people's lives.
 - c. his life.
7. Sean's intention was to... (multiple-choice question)
 - a. Help people find a job to earn money.
 - b. Tell people to donate money to charity.
 - c. Motivate people to try different jobs.

First of all, I will propose an activity with which the teacher can include a digital tool without students using a display, which is *Plickers*. A second suggestion will be focused on the use of *Socrative*, an online tool to create quizzes for educational purposes. The third possibility consists of an *ABC Game*, created using *educaplay.com*, through which students will play like a contestant of the famous TV show *Pasapalabra*. A fourth alternative is a crossword activity addressed to a class group with a lower language level, made through *Crosswords Labs*. The fifth reading activity will consist of one of the games included in *Quia*, in this case, a battleship. The sixth option is a *Who wants to be a millionaire?* game in which students will answer the same questions but through the format of this famous TV show using *superteachertools.us*. The seventh idea will incorporate *Quizizz* into the classroom, through which students will play a live game. The eight and last option consists of a jeopardy game through *jeopardylabs*.

These eight follow-up exercises will be done during the last 15-20 minutes of the session. The main focus in this didactic proposal is how any reading can be adapted with these online resources in order to make the language lessons more appealing for students by simply including online resources and gamification techniques. In order to engage students into the activity or game, the teacher can give a prize to the best student or students at the end of the class (it can be a privilege during another activity, the possibility to choose what exercise to do in class, some chocolate or candy, and so on and so forth).

As a way to illustrate how teachers should proceed with these activities, table 2 for the different online resources here presented has been included. Therefore, generally speaking, these are the procedures that the teacher would have to follow for any of these online tools. However, the teacher can make the variations that they consider necessary in order to carry out the activity.

Table 2. General table for online resources.

GENERAL TABLE FOR ONLINE RESOURCES	
Timing	15' - 20' (depending on the activity)
Assumptions	<ul style="list-style-type: none"> ● Students know about the online resource because they have used it before in class ● Students have read the text “Searching for the ideal job”
Target language items	<ul style="list-style-type: none"> ● Vocabulary related to jobs ● Present perfect tense ● Post-reading comprehension skills
Interaction	<ul style="list-style-type: none"> ● Teacher to students ● Class group
Aims	<ul style="list-style-type: none"> ● To revise the students’ comprehension of the text ● To incorporate digital tools to the class ● To include gamification in the session ● To improve students’ motivation
Procedure	<ol style="list-style-type: none"> 1. The teacher tells students that they will answer some questions about the text they have just read (1’). 2. The teacher reminds students what the online resource is about (1’). 3. The students answer the questions individually or in pairs (depending on the activity). The teacher shows the correct answers (10’). 4. The teacher answers any questions or doubts from the students (3’).
Resources	Computer, projector, mobile phones or laptops for students (depending on the activity)

4.3.2.1. Reading activity 1: *Plickers*

Plickers is an online resource especially thought for educational contexts in which a teacher can present an online activity to students without having them use their phones or individual laptops/tablets provided by the high school. This is a good option for those centers that do not have individual displays for each

student but who still want to incorporate technology into their classrooms. With *Plickers*, learners have an individual and personalized printed card that displays a certain answer (A, B, C, or D) depending on its position. The teacher needs the computer and the projector from the class in order to show the questions to students and a mobile phone or a tablet with the *Plickers* app in order to scan the students' answers. Hence, not much material is needed to use this online resource, which makes it very affordable for any teacher.

While the teacher is scanning the students' answers, they get to see whether that specific learner got the correct option or not. Also, once finished each question, the teacher can display or not the correct answer; and once the whole quiz is done, they can show the results from all the students. Questions have no time limit, so unlike other online resources students can have as much time as they want to think about the answer.

URL *Plickers*: <https://get.plickers.com/>

For this reading, I have created a set of questions that students will have to answer as a follow-up activity through *Plickers*.

URL: www.plickers.com/amayans/Reading--Searching-for-the-ideal-job--3121

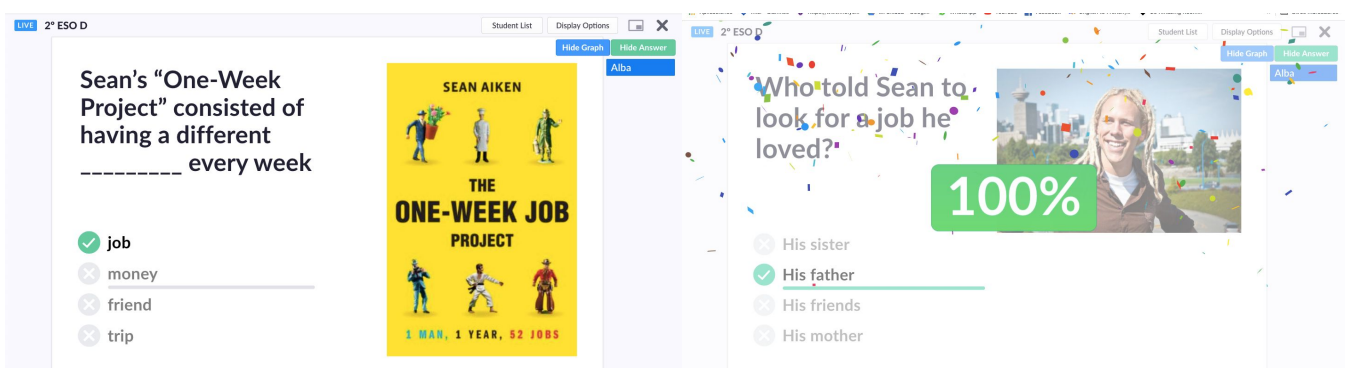


Figure 6. *Plickers*

4.3.2.2. Reading activity 2: *Socrative*

I have chosen *Socrative* among many learning online tools because with this students can answer the questions individually on their computers or mobile phones and there is no time limit. Therefore, learners will not feel peer pressure to answer in front of the class, as they would do the activity in isolation as if they had their own paper. This will allow students to use a different instrument in class and to develop the reading activity questions with a less traditional technique.

URL *Socrative*: <https://socrative.com/>

I have created a quiz for students to answer during this post-comprehension activity using their mobile phones or individual laptops.

URL: <https://b.socrative.com/teacher/#import-quiz/45677249> SOC-45677249

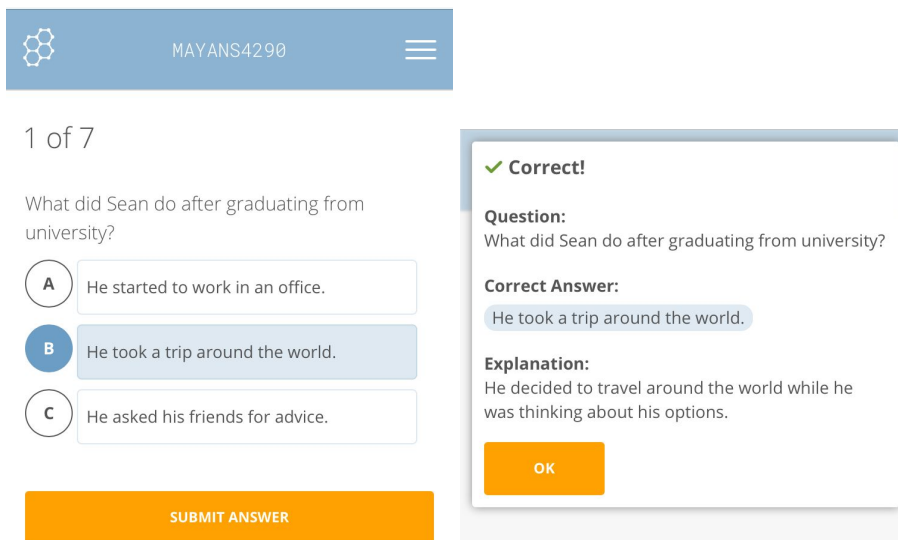


Figure 7. *Socrative*

4.3.2.3. Reading activity 3: *ABC Game*

On *educaplay.com*, there are many options to create engaging activities and games for students. Some examples of these are unscramble letters or words

game, matching columns game, video quiz, map quiz, word search puzzle, matching game, and memory game. The one I have selected is an ABC game, commonly known in Spanish as “Pasapalabra.” Students are familiarized with this game and TV show, and will probably be excited to play as a contestant. This is a useful tool for teachers as it is easy to create different types of activities and the language instructor can receive the students’ results directly in their grade book from the web page.

URL *Educaplay*: <https://www.educaplay.com/>

The idea behind this activity is to focus on the vocabulary that students learned through this reading task. In order to do this, learners will complete the sentences with the adequate word depending on the letter they are playing for. This can be done individually through the students’ mobile phones or using individual laptops. If the level of the class is low, the teacher can choose to do this activity in pairs so that students can work together.

URL:

https://www.educaplay.com/game/5576143-searching_for_the_ideal_job.html

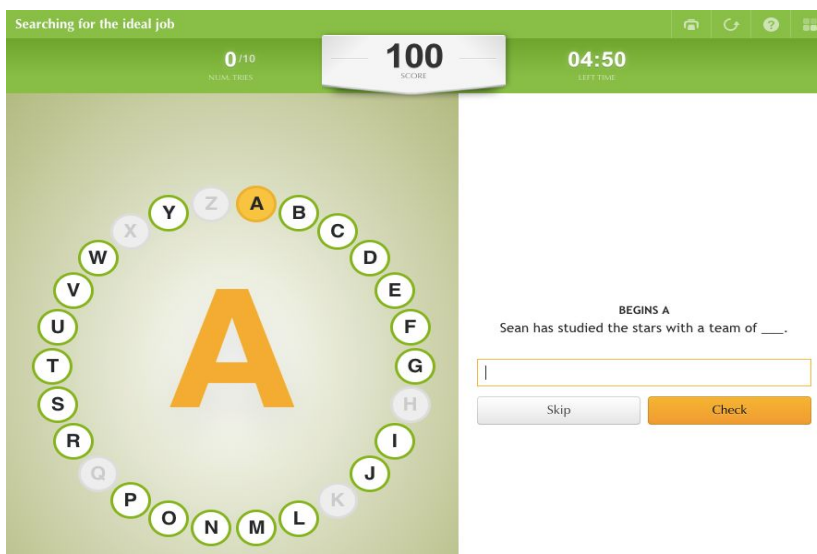


Figure 8. ABC Game

4.3.2.4. Reading activity 4: Crosswords

With *Crosswordlabs*, any teacher can create an online crossword game and share it with their students through an URL address. Furthermore, anyone can browse for crosswords on different kinds of topics and do them online or print them. With a crossword activity, a teacher can check their students' knowledge on the reading text by giving them some clues or questions in order to write the correct word in the space.

URL *Crosswordlabs*: <https://crosswordlabs.com/>

Students will be asked to do an online crossword on their mobile phones or individual laptops. For each of the word spaces, there will be a question or a sentence that will serve as a clue for students to guess the correct word or words. In each clue, it will be specified whether the answer consists of one or two words. Another possibility for lower-level students is to write a sentence with a missing word as a clue so that students have to write just the word.

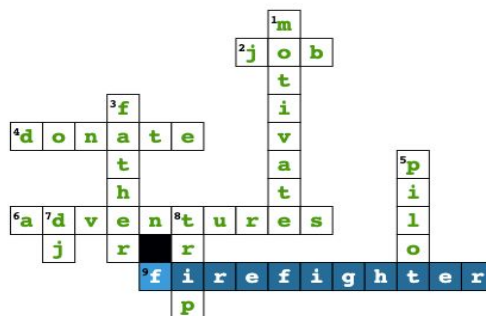
URL: <https://crosswordlabs.com/view/reading-searching-for-the-ideal-job>

Reading "Searching for the ideal job" Edit Share Focus Mode Print

[Instructions](#) | [Embed](#)

All Done! Make sure you bookmark this page, email it to yourself, or share it on Facebook or Twitter (use the Share button over to the right). If you don't, you may have a hard time getting back to this page!

Click a cell to start solving your puzzle, or select a print option. You can also [embed your puzzle](#) on your own website.



Across

- ✓2. Sean's "One-Week Project" consisted of having a different ___ every week.
- ✓4. Sean decided to ___ all the money he earned.
- ✓6. Sean wrote a book about his ___.
- ✓9. Sean has rescued people as a ___.

Down

- ✓1. Sean's intention was to ___ people to try different jobs.
- ✓3. Sean's ___ told him to find a job he loves.
- ✓5. Sean has flown a plane as a ___.
- ✓7. Sean has played music on a radio show as a ___.
- ✓8. After graduating from university, Sean took a ___ around the world.

Figure 9. Crosswords

4.3.2.5. Reading activity 5: *Quia*

Quia is short for “Quintessential Instructional Archie” and includes a variety of online tools that teachers can use in order to improve their language lessons. Among these instruments, one can find 16 types of online exercises that teachers can personalize with their questions (such as battleship, hangman, rags to riches, jumbled words, etc.). Also, this web page offers language instructors the possibility to create online questionnaires and an online testing system for teachers with automatic grading, feedback, and reporting. Furthermore, apart from creating their own material, teachers can also use the activities and quizzes that have already been created by other users and have been shared.

URL *Quia*: <https://www.quia.com/web>

For this reading session, many different activities from *Quia* can be used as post-comprehension exercises, but in this case, I have chosen the battleship game. Through this, students will have to try to sink the enemy’s battleship by answering correctly to a series of questions. This will be done individually or in pairs, depending on the students’ level or the teacher’s preference, as the game only allows playing against the computer.

URL: <http://www.quia.com/ba/839055.html>

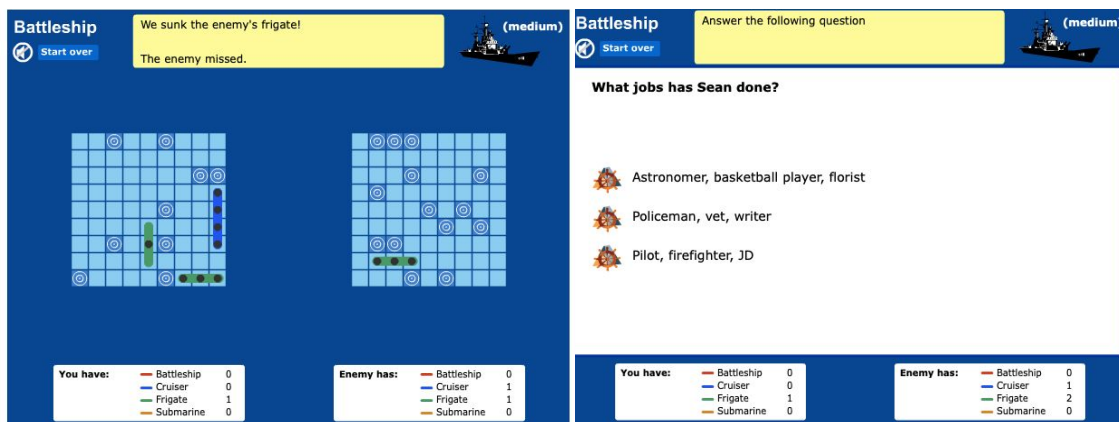


Figure 10. Quia

4.3.2.6. Reading activity 6: *Who wants to be a millionaire?*

With this online game, available at superteachertools.us, the teacher can create a set of questions that students have to ask as if they were taking part in the famous TV show *Who wants to be a millionaire?* As the format of the game is very simple, students will have no difficulty playing this game. Nevertheless, at the same time, learners will feel engaged when answering the questions, as the gamification tool promotes their motivation to carry out the activity and the prize variable improves their competitive spirit.

URL *Who wants to be a millionaire?:*

<http://www.superteachertools.us/millionaire/>

To play this game, students will use their individual laptops or tablets and will answer the questions individually. They will play for a maximum prize of \$1 million, so each correct answer will increase the amount obtained. They cannot make any mistake, as if they answer one question incorrectly, the game ends. Nevertheless, they can use some lifelines if they are not sure about the answer as in the real TV contest: the 50-50 option, ask the audience and skip the question. Students will play this game individually or in pairs using their laptops and then they will show the teacher how much money they won.

URL:

<http://www.superteachertools.us/millionaire/millionaire.php?gamefile=158729>

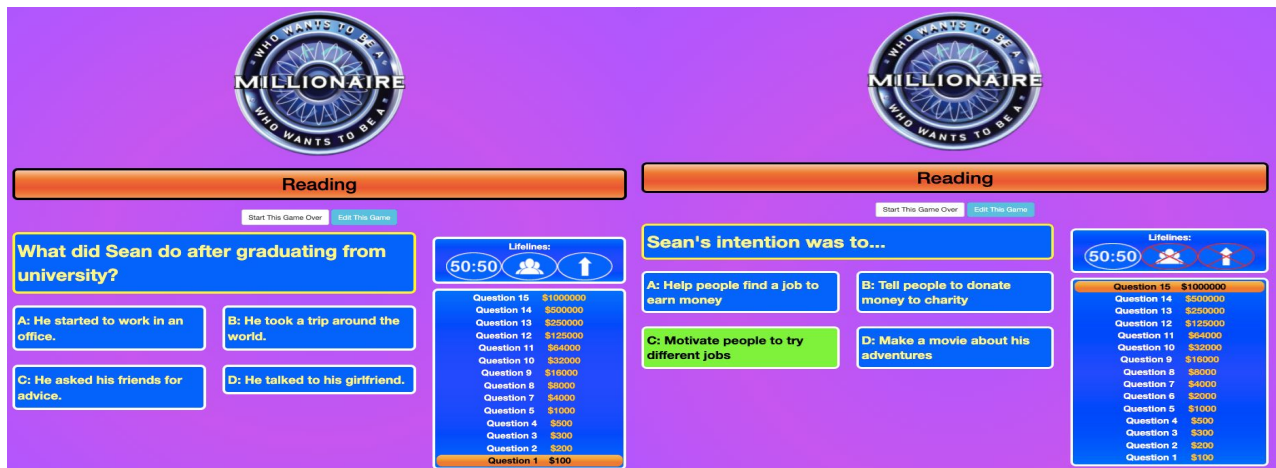


Figure 11. *Who Wants to Be A Millionaire?*

4.3.2.7. Reading activity 7: *Quizizz*

Quizizz is an online resource that allows teachers to create online quizzes for their students or just to browse in order to find one that is already done. This is a good option to include gamification techniques into the classroom. Through this platform, students can play this game in teams or individually, and the teacher can choose to play it live for the whole class or to assign it as a practice to do at home. *Quizizz* includes many gamification aspects, such as points, ranking, and bonifications. The latter are called *power-ups* and consist of rewards that students can earn when giving correct answers. Some of these include time freezing and eliminating one incorrect option, amongst others, and are very useful to increase students' participation and motivation. Furthermore, students are asked to answer a redemption question, which allows them to repeat the question that they have already failed. In order to make the content and the quiz appealing to students, *Quizizz* gives the possibility to include "memes" between questions.

URL *Quizizz*: <https://quizizz.com/>

Students will play the game using their mobile phones and will compete against the other simultaneously playing a live game. The students can see what position they occupy in the rank while they are playing, which will motivate them to try and answer the questions correctly.

URL:

<https://quizizz.com/admin/quiz/5ea0014d9b0723001bc9bbd4/reading-searching-for-the-ideal-job>

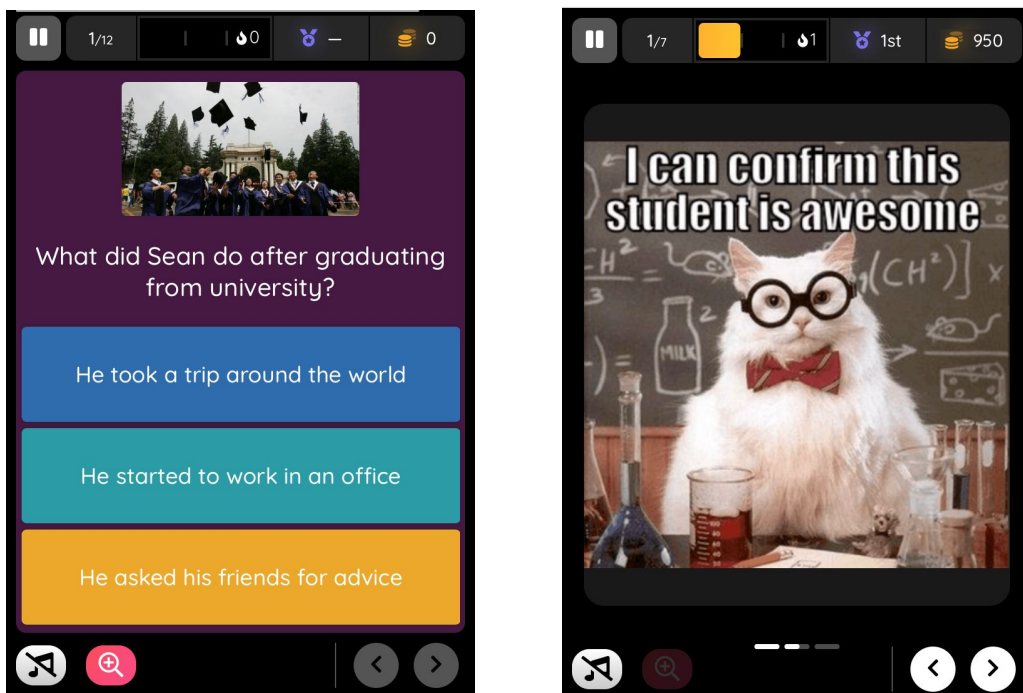


Figure 12. Quizizz

4.3.2.8. Reading activity 8: *Jeopardy game*

This jeopardy game will be played through *jeopardylabs.com*. This game consists of a board with squares with numbers that illustrate the points that students would earn if they answer the question behind the square correctly. The more points in the square, the more difficult the question is. *JeopardyLabs* allows the teacher to easily create their own jeopardy game and to select the

number of teams that will be competing, from 1 to 10. Therefore, the teacher can arrange the class group in different ways in order to carry out this entertaining activity.

For this game, only the class projector is needed, as the whole activity is done with the teacher's computer. Therefore, no individual laptops or smartphones for students are necessary.

URL *Jeopardy game*: jeopardylabs.com

For this activity, students would be divided into pairs or groups of three and they would compete to be the team who achieves the highest score by answering some questions depending on the square they choose (varying in difficulty and points earned). As this activity is done in pairs/groups, this will help students with more difficulties to be able to participate in the exercise with their classmates' assistance. This will increase collaboration and cooperation among students. The teacher will project the game on the screen and the students will start choosing the square they want to play for (the category and the points —10 to 50). Once the students have answered the question, the teacher can show the correct answer. Then, the teacher can select whether the team answered correctly or not.

For this game, there are several options. The first possibility would be to ask each team to choose a square and play. Another alternative would be to allow all teams to answer. Furthermore, the teacher can choose to take points off if the team gives a wrong answer. This will depend on the students' level and the teacher's preference.

URL: <https://jeopardylabs.com/play/reading-searching-for-the-ideal-job>

	Before his adventure...	Sean's adventure	Jobs	His project	
	10	10	10	10	
	20	20	20	20	
	30	30	30	30	
	40	40	40	40	
	50	50	50	50	
M E N U		Team 1 0 + -	Team 2 0 + -	Team 3 0 + -	Team 4 0 + -

Figure 13. Jeopardy game

4.4. Assessment

The presentation of this didactic proposal comes together with a description of the assessment tools that the teacher should use in order to evaluate students during this session. First of all, it is important to point out the relevance of assessing students' implication and participation in the class. For this reason, the teacher will use an observation grid (see annex V) during each of the sessions as a way to check the learners' behavior and to be able to compare it through the academic course, and this will have to be adapted to the type of session. During this reading task, the teacher will use this observation grid to evaluate students' contribution and participation during the warm-up and their behavior during the follow-up activities (especially during the gamified exercises) as well as their digital competence. As a way to improve their involvement in the class, students will always know that they are being assessed on their participation, which will hopefully motivate them to be collaborative.

Moreover, in order to achieve good cooperation and collaboration among students during the exercises they carry out in pairs or in groups, they will be asked to do peer-assessment. Therefore, they will have to fill up a rubric (see annex VI) for their classmate(s) in order to provide the teacher with information about the way they worked together (amount of work done, communication with each other, willingness to participate, etc.). This will foster students' participation in the task and will promote good communication and relationship among the pairs.

5. Conclusion

The present paper revolved around the idea that reading comprehension is an essential part of foreign language teaching and learning, and should, therefore, be given the importance and the position that deserves inside the classroom. In this particular context, the focus was set on English as a foreign language as it taught in Spanish high schools, but it could be adapted to any other language. In current classrooms, the way the reading skill is exercised in an English class is commonly considered by language learners as a tedious practice.

Hence, the main aim of this dissertation was to suggest innovative and different methods in which teachers can present reading sessions to their class group so that they can increase the students' motivation. In order to plan a coherent didactic proposal, initial research was conducted. Unfortunately, the extended investigation that was planned in the beginning could not be carried out because of the current world health crisis.

The participants of this preliminary investigation were 39 students from three groups of 2º of ESO from IES Marratxí, in Mallorca (Spain). They answered a questionnaire using *SurveyMonkey* in which they were asked about their preferences, their opinions, and their experience when carrying out reading tasks in their English lessons. The results from this survey showed that these

students felt apathetic about their reading activities and that their engagement and motivation towards the exercise could be improved using digital resources and gamification techniques. Nevertheless, the students' answers also proved that they preferred to have the reading text on paper format. Thanks to this initial research, I was able to design a didactic proposal according to the needs and interests of the learners.

This didactic proposal was addressed to a group of 2^o of ESO with approximately an A2 level of English proficiency according to the Common European Framework (CEFR). It consisted of a reading task departing from the usage of the students' coursebook and introducing additional resources. The first part of this proposal included a warm-up activity and the reading of the text extracted from the book (Pelteret, 2016). The post-comprehension activity is the backbone of the didactic proposal here presented.

The proposal included a set of eight online resources that teachers can use in order to easily incorporate digital tools and gamification into the classroom. These include *Plickers*, *Socrative*, *Educaplay*, *Crossword Labs*, *Quia*, *Superteachertools*, *Quizizz*, and *JeopardyLabs*. Each of these resources is used as a different means through which the teacher can present follow-up activities to the class and these can be adapted depending on the teachers' resources and the students' level of language proficiency.

As this dissertation could not carry out the whole research that was planned, I propose that further investigation is conducted in order to achieve a complete study in which this set of online resources is put into practice. This would allow researchers to test whether the usage of these digital activities really improves the students' motivation as it was suggested by the results of the questionnaire.

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7. Annexes

Annex I. Initial questionnaire

1. **¿Cómo te gusta más aprender inglés?**
 - a. Leyendo
 - b. Escuchando
 - c. Escribiendo
 - d. Hablando

2. **¿Qué tipo de textos te gusta leer en la clase de inglés?**
 - a. Historias divertidas
 - b. Noticias, entrevistas, reportajes
 - c. Textos sobre temas importantes como medio ambiente, educación, etc.
 - d. Otros:

3. **¿Qué clase de actividades prefieres hacer después de leer un texto en inglés?**
 - a. Actividades de respuesta múltiple
 - b. Actividades de respuesta libre
 - c. Actividades de verdadero o falso
 - d. Otros:

4. **¿Cómo prefieres leer un texto en la clase de inglés?**
 - a. En papel, prefiero tener el texto físico
 - b. En el ordenador, es más divertido
 - c. En el proyector de la clase
 - d. Otros:

5. **¿Cómo prefieres hacer las actividades de lectura en la clase de inglés?**
 - a. Contestando a preguntas en papel
 - b. Contestando a preguntas *online* usando el ordenador
 - c. Jugando a un juego
 - d. Otros:

6. **¿Cómo te sientes cuando haces una actividad de lectura en la clase de inglés?**
 - a. Un poco aburrido/a porque los textos o las actividades no me parecen interesantes
 - b. Neutral, lo hago porque es obligatorio
 - c. Motivado/a porque me encanta
 - d. Otros:

7. **¿Qué cosas cambiarías o mejorarías de las actividades de lectura en la clase de inglés?**

ANNEX II. Lesson plan for the warm-up activity

Warm-up activity	
Timing	15'
Assumptions	Students have previous knowledge about vocabulary related to jobs
Target language items	Vocabulary related to jobs, speaking skill
Interaction	<ul style="list-style-type: none"> • Teacher to students, • Student to student (in pairs), • Class group
Aims	<ul style="list-style-type: none"> • To introduce the new unit (Unit 6 - Work and play) • To elicit previous knowledge about jobs in order to do the main task • To learn new vocabulary related to jobs • To present the present perfect form to students
Procedure	<ol style="list-style-type: none"> 1. Introduction to the topic: the teacher tells students that they will start a new unit on their book and explains what it is about (1'). 2. Introduction of vocabulary: the teacher asks students to do exercise 1 on page 71 (see Annex IV). Once they have finished, the teacher asks students to share their answers with a partner. Then, the teacher corrects the answers (7'). 3. Finally, the teacher asks students to do exercise 1 on page 72 in pairs. Once finished, the teacher corrects the answers (7'). This way, students will certainly know the meaning of the jobs described in the text they will read in the following activity.
Resources	Book (Pelteret, 2016)

ANNEX III. Lesson plan for the reading activity

Main reading activity	
Timing	20'
Assumptions	Students have previous knowledge about vocabulary related to jobs
Target language items	Vocabulary related to jobs, present perfect tense, reading and listening skills
Interaction	<ul style="list-style-type: none"> • Teacher to students
Aims	<ul style="list-style-type: none"> • To read a text related to the topic of jobs • To learn new vocabulary related to jobs
Procedure	<ol style="list-style-type: none"> 1. Engagement with the text: the teacher tells students that they will read a text about a man who had 52 jobs in a year. The teacher asks students to comment in pairs how they think that was possible. After, the teacher asks some pairs to give their opinion (5'). 2. Listening to the text: first, the teacher tells students that they will listen to the article read. Once finished, the teacher asks them to highlight the words they did not understand in order for the teacher to explain their meaning (5') (see annex IV). 3. Reading the text: the students will be asked to read the text again on their own, making sure they understand all the words and focusing on comprehension (5').
Resources	Book (Pelteret, 2016), computer, speakers

ANNEX IV. Students' textbook (taken from Pelteret, 2016)

Work and play

In this unit, we

- talk about jobs, holidays, and past experiences
- ask and answer questions in an interview
- write an e-postcard

Warm-up


1 Match the jobs to the words in the crossword.

astronomer events organizer fashion buyer
film producer firefighter florist
journalist pilot radio DJ sales assistant
veterinary nurse yoga instructor

2 Answer the questions in your notebook.

- Do you know anyone who has done these jobs?
- Which job do you think is the most / least fun?
- Which job do you think you would like to do when you're older?

3 Watch the video.
Video: A New York florist



6.1 He has had 52 jobs in a year!

Vocabulary and Reading

1 Match ten of the jobs on page 71 to the descriptions in 1-10. Then think of descriptions for the other two jobs.

- work with animals
- fly planes
- play music to the public
- arrange parties
- teach people skills
- work in the film industry
- sell flowers
- look at the stars
- save people and buildings in danger
- choose next year's clothes and shoes

2 Read and listen to the article. How much money did Sean earn from his 52 jobs?

3 Are the sentences true or false? Correct the false ones in your notebook.

- Sean didn't know what to do after university.
- He travelled around the world looking for jobs in different countries.
- His mother and sister suggested careers for him.
- Sean looked at newspaper advertisements and found 52 jobs.
- The jobs he has done have all been quite different from each other.
- Sean has started his project in other countries too.

4 Copy and complete the advertisements with the highlighted words in the text.

Calling all students!
Do you like helping people? Would you like to work for a (1)? Come and get some (2) and support local people in need at the same time.

Business opportunities
This summer, school students can (3) to work in our new (4) in the city centre. You'll get valuable experience – it may lead to a successful (5) in banking or business.

Searching for the ideal job

After Sean Aiken graduated from university, he didn't know what to do. So, he decided to travel around the world while he was thinking about his options. After his trip, he was still unsure. His mother said, 'How about becoming a teacher?' His older sister said, 'Why don't you apply for a job in an office?' Then his father said, 'It doesn't matter what you do, just make sure you're passionate about it!'

So Sean took his father's advice and he started looking at newspaper job adverts. 'They all sounded really cool, but I had no idea what the job would actually be like. That's how I had the idea to start my One-Week Job project,' he says. Sean decided to do a different job every week for a year and promised to donate all the money he earned to **charity**. He started a blog and asked people to send job offers. Soon he had replies from all over Canada and the USA.

So which jobs has he done? He's flown a plane, sold flowers and played music on a radio show as a DJ. He's rescued people as a firefighter, studied the stars with a team of astronomers, helped a vet with sick animals, and spent a week on a dairy farm looking after the cows. He's also made a film and written a book about his adventures. Sean wanted to inspire other people who are searching for the ideal **career** to try something different. 'There has certainly been lots of interest in Sean's project. Thousands of people have found his website and are following his blog. Because of Sean's project, many others have helped charities and have had some interesting **work experience** at the same time.'

Did you know?
At the end of the year, Sean wrote in his blog: 'I have travelled more than 88,000 miles and slept on 66 sofas!'

Unit 6 Complete all activities in your notebook.

ANNEX V. Observation grid

	Good	Needs improvement
Attitude and behavior		
Participation and contribution (warm-up)		
Digital competence (depending on the follow-up activity)		

ANNEX VI. Peer-assessment

	Yes	More or less	No
(S)He has been motivated and willing to participate			
(S)He has been respectful and has communicated with me in a positive way			
(S)He has worked hard and contributed to the task			

ANNEX VII. Online resources

1. Plickers

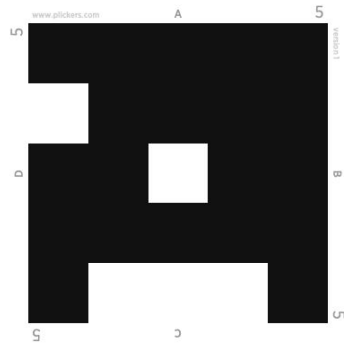


Figure 14. Example of a card for a student

Reading "Searching for the ideal job" 1 ● 80%

● 2° ESO D


Played Monday 27 April 11:50 AM

STUDENT OVERVIEW A-Z HIGH-LOW

Alba 80%


QUESTIONS ALL ANSWERED ☰

What did Sean do after graduating from university? 100%




A He started to work in an office.
 B He took a trip around the world.
 C He asked his friends for advice.
 D He talked to his girlfriend.

Who told Sean to look for a job he loved? 100%




A His sister
 B His father
 C His friends
 D His mother

Sean's "One-Week Project" consisted of having a different _____ every week. 100%




A job
 B money
 C friend
 D trip

What did Sean decide to do with the money he earned? 0%



A To donate it to charity.
 B To share it with his friends.
 C To give it to his family.
 D To save it all.

What jobs has Sean done? 100%



A Astronomer, cook, vet
 B Pilot, firefighter, DJ
 C Policeman, florist, writer
 D Actor, basketball player, farmer

Figure 15. Student's overview for the teacher

2. Socrative

5 of 7

What kind of jobs has Sean done? (write 3)

pilot, firefighter, DJ

SUBMIT ANSWER

Finished!

Score: 5/5

Percent: 100%

Non-gradable questions: 2

OK

Figure 16. Example of a question from *Socrative*

Reading "Searching for the ideal job" FINISH

Show Names Show Answers

Name ↑	Progress (%) ↓	1	2	3	4	5	6	7
Alba	100% ✓	B	True	job	A	pilot, f	C	C
Class Total		100%	100%		0%		0%	100%

Figure 17. Results from the quiz for the teacher

3. ABC Game

Searching for the ideal job

2/10
80
03:06

BEGINS U

From which country did he receive job offers? (apart from Canada)

USA

Skip Check

Figure 18. Example of a question from the game

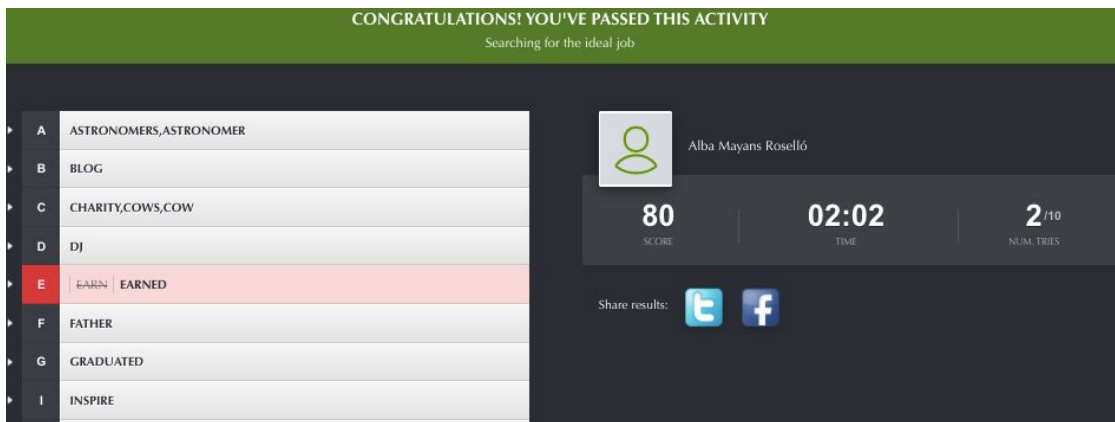


Figure 19. Final page of the game with the results

4. Quia Battleship

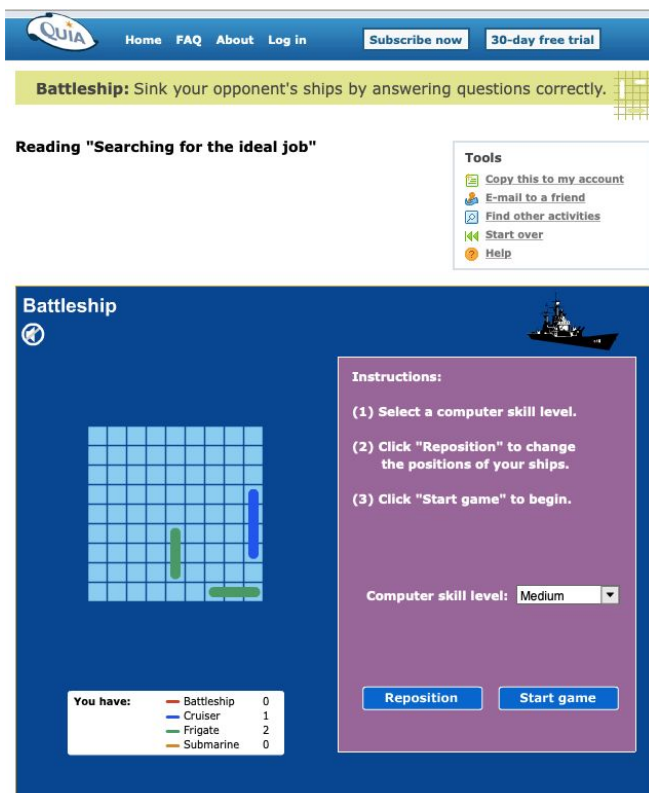


Figure 20. Initial page of the game

5. Who wants to be a millionaire? from Superteachertools

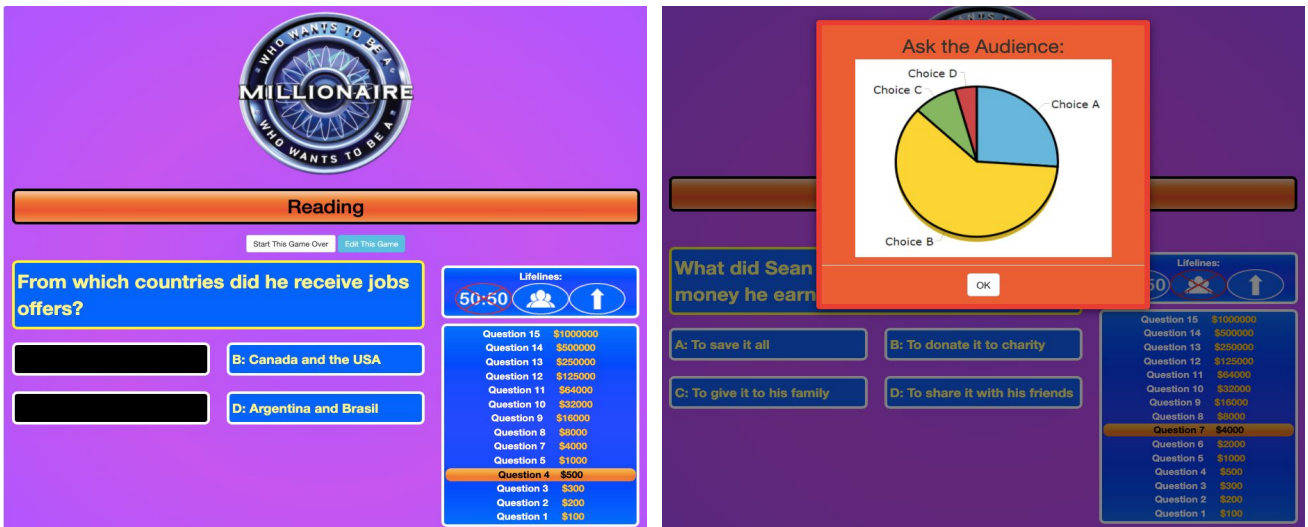


Figure 21. Example of questions from the game with lifelines

6. Quizizz

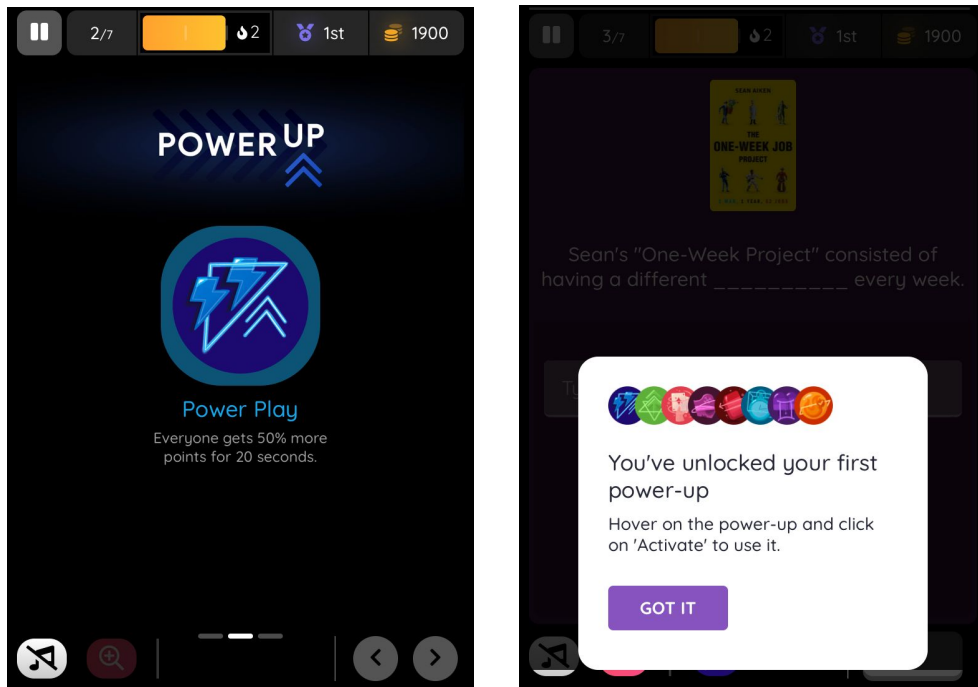


Figure 22. Example of a power-up from the game

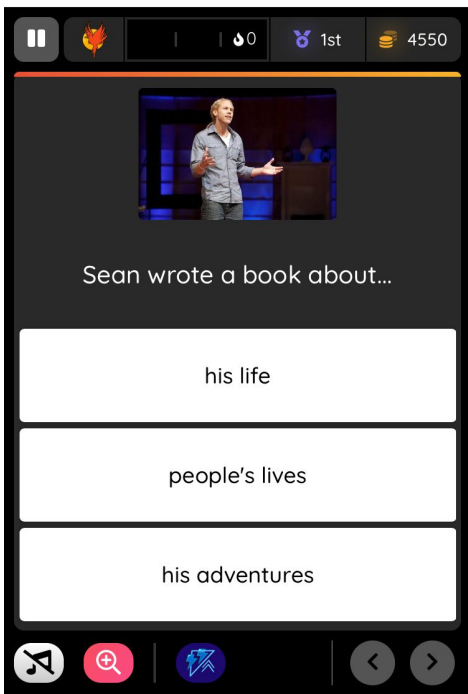


Figure 23. Example of questions from the game

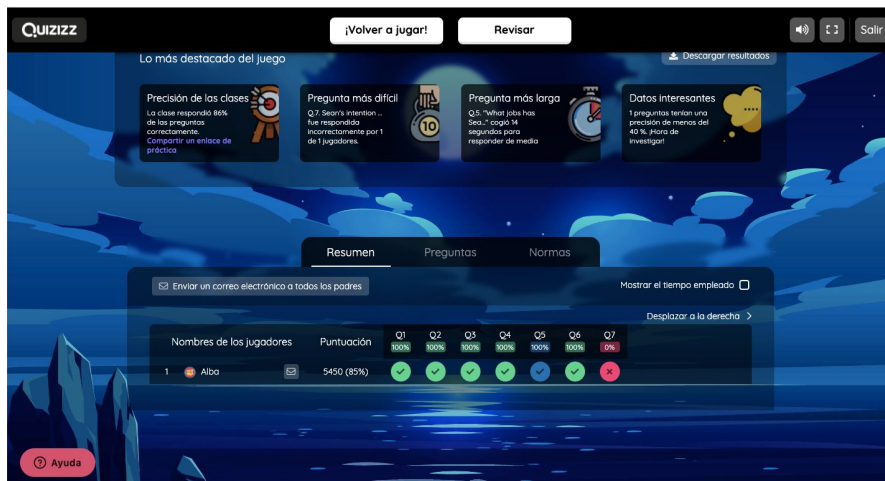


Figure 24. Game summary for the teacher

7. JeopardyLabs

Reading "Searching for the ideal job"				
	Before his adventure...	Sean's adventure	Jobs	His project
10	After graduating from university, Sean decided to take a _____ around the world.	Sean's "One-Week Project" consisted of having a different _____ every week.	Sean has played music on a radio show as a...	Sean wrote a book about his...
20	Did Sean know what to do about his future after his trip?	How many jobs has Sean had in one year?	Sean has flown a plane as a...	T/F: Not many people were interested in Sean's project.
30	T/F: After his trip, Sean asked his friends for advice.	T/F: Sean started a blog and asked people to send job offers.	Sean has rescued people as a...	What did Sean decide to do with all the money he earned?
40	Who told Sean to look for a job he loved?	From which countries did he receive job offers?	Sean has studied the stars with a team of...	Thanks to Sean's project, many people have also...
50	Where did Sean look for jobs first?	In how many sofas has Sean slept on?	Sean has helped a vet with sick animals as a...	What was Sean's intention after sharing his project?

Figure 25. Overall image of the game for the teacher

Continue **ESC** Sean's adventure for 20 Reveal Correct Response **Spacebar**

How many jobs has Sean had in one year?

52

Team 1	Team 2	Team 3	Team 4
20	0	0	0
+ -	+ -	+ -	+ -

Continue **ESC** His project for 20 Reveal Correct Response **Spacebar**

T/F: Not many people were interested in Sean's project.

False

Team 1	Team 2	Team 3	Team 4
60	50	60	60
+ -	+ -	+ -	+ -

Figure 26. Example of questions from the game