

Interactive games as an alternative of knowledge in reading comprehension for fifth grade children.



Los juegos interactivos como una alternativa de conocimiento en la comprensión lectora para niños de quinto grado de primaria

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ABSTRACT

This project is oriented to make known to the students of an Educational Institution the Americas, of the fifth grade (5) the intention to show the dynamics and effectiveness of interactive games as an alternative of knowledge and to overcome the different difficulties in the learning of reading. The research will be carried out from a qualitative approach, type of study action research, whose instruments of information collection will be processes that become an important tool to advance in the understanding of reading, recognizing the importance of the playful activity and games as a pedagogical implement to strengthen learning in children, and developing motivational activities for children's learning, from the classroom of the fifth grade.

Keywords: tools, games, knowledge

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RESUMEN

Este proyecto se orienta dar a conocer a los estudiantes de una Institución Educativa las américas, del grado quinto (5) la intención de mostrar la dinámica y efectividad de los juegos interactivos como una alternativa de conocimiento y superar las diferentes dificultades en el aprendizaje de la lectura. La investigación se realizará desde un enfoque cualitativo, tipo de estudio investigación acción, cuyos instrumentos de recolección de información serán procesos que se convierten en una herramienta importante para avanzar en la comprensión de la lectura, reconociendo la importancia de la actividad lúdica y juegos como implemento pedagógico para fortalecer el aprendizaje en los niños, y desarrollando actividades motivadoras del aprendizaje infantil, desde el aula del grado quinto.

Palabras clave: herramientas, juegos, conocimiento

Introduction

Reading is a skill that does not come naturally. The development of this skill is acquired little by little over the years. In this sense, the last thing that is acquired is reading comprehension. Understanding what is read is essential to be able to learn any content and information. It is the basis for being a good student. But, unfortunately, there are many children who do not achieve this goal. Reading correctly is not only about intonation and fluency, but it is a much more complex process whose ultimate goal is comprehension.

The educators are witnesses of the different problems that are generated daily in the classroom, especially with students who do not know how to read; the results obtained show that most students do not reach the respective competencies in the field of reading, for this reason in order to improve reading comprehension and prioritize solutions to the repetitive difficulties that were evidenced and thus advance in other

aspects of literature and its related areas, in the institution America is with the aim of pointing out that reading is a process of interaction between thought and language.

According to Pérez, E. J. (2014). Reading comprehension is the ability that people have to interpret what a paragraph or an author wants to convey in a written text, the ability to understand in order to disseminate it to other people or in its effect to understand what the subject is. Reading competence is the ability of a human being to grasp as objectively as possible what is meant by a text.

In fact, learning and assimilation of knowledge cannot be achieved without good reading comprehension. Therefore, we must ensure that children develop this skill from their early years of life and school age, since it is an essential tool for oral and written communication, and for the knowledge and interpretation of the world around us; thanks to reading comprehension we can more easily solve problems, both academic and everyday life. In this technological era, we have a multitude of information at our fingertips. If we do not develop the ability to understand it, we will be missing a valuable opportunity to enrich ourselves as human beings. Strengthening reading comprehension prepares and opens the door to knowing how to read, and also conditions us to want to read more and more clearly. The students of the educational institution Las Americas, urban area of the District of Buenaventura - Valle del Cauca, present many shortcomings when doing different readings in class.

Taking into account the above, the following problem question is formulated for this research: In what way will interactive games, as a didactic strategy, strengthen reading comprehension levels in fifth grade students at Las Americas School?

On the other hand, the District of Buenaventura is a place rich in biodiversity and natural wealth, most of its population is Afro-descendant, which has cultural and ancestral characteristics that place them in a special category within the country. With the transformation of the socio-territorial organization of the region since the twentieth century, changes were generated in the territory, "from a network of mining enclaves along the rivers to a dense distribution of populations whose regional epicenters are the seaports of Buenaventura and Tumaco" (Centro Nacional de Memoria Histórica, 2015, p. 28).

Buenaventura has a strategic location on the Pacific Ocean, it also has a water system, which has allowed it to be "the main seaport of the country on the Pacific Ocean, it is not only a city near the Panama Canal and the coasts of Ecuador, but it is also equidistant to the ports of Vancouver (Canada) and Valparaíso (Chile)" (Centro Nacional de Memoria Histórica, 2015, p. 32). The District of Buenaventura, is

comprised of the urban area and the rural area, "the rural area of the municipality is administratively made up of 19 corregimientos, 31 community councils of black communities and nine indigenous reservations belonging to the Waunan, Embera, Eperara Siapidara, Nasa and Embera Chamí ethnic groups" (Centro Nacional de Memoria Histórica, 2015, p. 33). The urban area of Buenaventura is distributed by twelve communes, which are composed of the insular and continental zone, "in the insular zone (better known as Cascajal Island) are communes 1, 2, 3 and 4; while in the continental zone are communes 5, 6, 7, 8, 9, 10, 11 and 12" (Centro Nacional de Memoria Histórica, 2015, p. 34). For the displacement in the zones the dwellers use different means of transportation that allows them to have access from one place to another. In its economic aspect, the District of Buenaventura, has played a fundamental role for the country's economy, its strategic location and the biodiversity of the territory has allowed to have a diverse economy. "Buenaventura's port operation is led by the Port Society and the Buenaventura Container Terminal (TC Buen)" (Centro Nacional de Memoria Histórica, 2015, p. 51).

In the last International PISA 2018 evaluations, it was shown that most of the students of the different educational institutions in Colombia, who presented these tests obtained low levels in reading comprehension, with many shortcomings where the country significantly deteriorated and among the 37 member countries, Colombia was ranked as the one with the lowest results; While it is evident that most of the students showed that they were interested in reading, this was not reflected in their capacity for reflective, argumentative and critical analysis, this was one of the conclusions derived from the results of the so-called PISA tests.

The problem situation is determined by some effects and symptoms presented by basic and secondary education in Colombia, especially those related to reading comprehension, reflected in the PISA tests conducted in 2018 as mentioned above. Cited by Barón Ayala, S. P., & Herrera Ordúz, C. Y. (2021).

Through an online learning method of mathematics and reading for children from 4 to 14 years old, Smartick conducted a test of 10 questions divided into: reading comprehension, spelling, morphosyntax and morphology, and revealed the position of Colombia among five countries evaluated, which ranked last where it is stated that every 6 Colombian students do not have a good reading comprehension and text analysis.

In the research conducted by the Javeriana University, which was applied to students between 15 and 16 years of age, it was found that young people in Colombia have problems in the development of language skills, and that very few are able to perform

complex reading comprehension activities, locate the main idea of a reading, make a good argument or make an analysis.

It is noteworthy that a large number of students say that their hobby is reading (55.36 percent).

Others say that reading is a waste of time (88.36 percent).

This indicates that students would be active Colombian readers, but this situation is not reflected when they present their tests and the results show the opposite.

The research emphasizes the use of technological resources, such as interactive games, knowledge alternatives, looking for didactic, novel and creative strategies, thus achieving a great management of reading comprehension, due to the low level of fifth grade students at the Las Américas school.

Taking into account the input to develop different skills of interpretation, analysis, text production, critical thinking, and argumentative, to ensure learning and knowledge acquisition in a natural and spontaneous way.

In the same way that through the different games, these became a tool that allowed the creation of recreational activities, but at the same time learning which have been developed inside or outside the classroom and that became motivating activities for the good habit of reading.

With this project, the need arose to establish didactic and motivating spaces, in which skills and attitudes were developed that occupied privileged spaces within the process of educating in reading comprehension.

Reading comprehension is based on the understanding of texts read by any individual, allowing reading to lead them to reflect, inquire, analyze, and argue about what has been read, with previous knowledge.

According to Eduardo Hernández Padilla (2019), the problem in Mexico lies mainly in the low levels of reading comprehension presented by a significant number of students. For this reason, the present research carries out the adaptation and implementation of the program Leemos en pareja, based on peer tutoring, to improve reading comprehension. Therefore, the purpose of this research is to analyze the effectiveness of the program Leemos en pareja, for the improvement of reading comprehension in fourth grade elementary school students in a rural community, using a transversal methodology. The results of this research showed significant differences, with positive results, in addition, it was found that the program helps to improve aspects such as interest and pleasure in reading.

As Ortiz and Toledo (2018; cited by Pérez Olivera, H, Vergara Ledesma, C and Vargas Torres, A. 2022), Ratify in their research "Exelearning: digital resource of a didactic strategy of teaching-learning of mathematics" with the objective of determining whether the use of free educational software Exelearning contributes to improve academic performance in students of the first level of the School of Systems of the Pontificia Universidad Católica del Ecuador, Using a quantitative experimental methodology. Where they implemented the software to demonstrate that the teaching and learning processes can be improved. This background provides a contribution in the implementation of this research, because it shows the importance of using the free software exelearning in the design of RED to improve reading comprehension in students.

As noted in the thesis of Lara (2017; cited by Andrade Calveche, S. N., & Porras Pavon, L. L. 2021). It had the general objective of knowing and evaluating the use of the "Platform of Specialized Pedagogical Environments", PEPE that currently exists in Chile. The project was developed from a theoretical review of issues related to digital technologies, education and virtual learning environments. The methodological basis was mixed, quantitative and qualitative. In this sense, it is considered necessary to provide from the curricular level, the use of new technologies which is useful in educational processes, as a support to the work of teachers. This is the reason why there is currently so much interest in linking these resources to teaching and learning in educational institutions. National Background

According to Gutiérrez Pacheco, Verónica Inés Valero Parejo, Karol Liney (2019) Case study: influence of digital interactive games in strengthening reading comprehension in students with ADHD, the general objective of this research was to explain the influence of digital interactive games in strengthening reading comprehension in students with Attention Deficit Hyperactivity Disorder (ADHD) in the second grade of elementary school at I.E.E Normal Superior Nuestra Señora de Fátima. The sample was taken by means of a case study of a single student of the second grade of elementary school. The methodology used corresponds to a qualitative-experiential approach, it was found that the interactive digital games contributed to the strengthening of reading comprehension in students with ADHD.

While Bohórquez Vega, Nidia Consuelo (2021) state in the Digital strategy for the development of communicative skills, in fifth grade students of the Jorge Eliecer Gaitán de Sabanalarga, Casanare educational institution, In this document a Virtual Learning Object - OVA is developed, using the exeLearning tool, as a digital strategy to strengthen the development of communication skills, after perceiving serious

difficulties related to reading and writing in fifth grade students of the Jorge Eliecer Gaitan Educational Institution located in Sabanalarga, Casanare. The methodology used corresponds to research - action, therefore, in which it was possible to identify problems related to text comprehension and writing, which generally affect the student's academic performance.

Elvinia, A. (2018). Use of metacognitive strategies for textual comprehension.

This article presents the results of a research whose main objective was to guide the implementation of metacognitive strategies to improve reading comprehension and, especially, inferences in expository texts, by means of a pedagogical intervention based on three processes: before, during and after reading. The methodology used was pre-experimental, with a pretest-posttest design, without a control group. According to the comparison of the averages with the t-Student for dependent samples, with a significance of 0.05, it was concluded that the use of metacognitive strategies favorably influenced the reading process of high school students, Grade Eight, from two public educational institutions in the municipalities of Nuevo Colón and Samacá (Boyacá, Colombia).

Materials and methods

For the development of this research work, it was determined from the qualitative approach, since it is aimed at the description of the characteristics of an event without getting lost in the subjectivity of the author or describer, since it seeks to cover part of reality in what is described, in order to reach a deep and detailed understanding of the phenomenon, without pretending to generalize situations, but rather the analysis, understanding, sense, meaning, behavior, course of the object of study, making the researcher establish an intensive and rigorous contact with the people involved in the process.

Through action research, the behavior of the people collectively, their way of life, and their characteristics as a group were observed in more detail. It allowed us to understand people's thinking by becoming interlocutors based on their stories and practices.

With action research, the researcher formulated a series of questions in order to meet the research objectives that were carried out while observing people who were participating and performing certain tasks in their usual environment. With action research, the focus was on people's daily life experiences and thus allowed for a better understanding of existing social practices and the difficulties they encountered.

With the action research we intend to investigate some students through interviews in order to help strengthen reading comprehension through interactive games in the institution of the Americas in the district of Buenaventura (Valle del Cauca).

In accordance with the objectives of the research and the characteristics of the research population, the sample was determined by non-probabilistic purposive sampling, where the researchers selected according to their own criteria, that is, without using any mathematical or statistical rule.

The population for the research was 2,700 students, and is constituted by a sample of 30 students in the fifth grade of elementary school, males and females, between 10 and 13 years old, belonging to socioeconomic strata 1 and 2, where 90% are recognized as Afro-descendants, 3% as indigenous and 7% as mestizos, students in the afternoon session of the institution Las Américas in the urban area of the district of Buenaventura-Valle del Cauca. This method was census or intentional or non-probabilistic, distributed as follows:

The following are the phases of information gathering, which are diagnosis, action plan, observation and reflection.

Diagnosis. This phase, in accordance with the action research, was carried out through interviews, which helped us to identify the problem.

Action plan. This phase of the action research is carried out through activities with the students in an experiential way.

Observation. This phase, in accordance with action research, is carried out with a record and study, using what was felt and observed, without the aid of technical devices.

Reflecting. This phase, in accordance with action research, is carried out by means of several question teas about the topic addressed by means of interactive games.

All the aforementioned instruments are articulated with the three categories used for the analysis: reading comprehension, interactive games, education. Semi-structured student interview. It is a verbal exchange between two or more people (interviewer and interviewee) that helps us to gather data during a private and cordial meeting, where one person addresses another and tells his story, his version of the facts and answers questions related to a specific problem.

The survey as a social instrument in the present research sought to investigate the use of interactive games in the reading of fifth grade students, since this is an aspect associated with school culture and practices.

Field diary. We worked with the three categories: Reading comprehension, interactive games, education developing in it some items in the Field Diary, which sought to collect and record information under the non-participatory observation applied to fifth grade elementary students, with the purpose of monitoring the aspects associated to the dynamics of reading through the interactive games and to carry out the retrospective analysis and showed us that the design of the sequence was pertinent at the time where, on the contrary, new learning was adapted; thus, this instrument facilitated the interpretation of the Design-Based Research and was an alternative solution to the problem.

During the realization of this project, the ethical concepts that were taken into account for the development of the research were described, in which relevance was given to the sentimental, behavioral, emotional and moral integrity of the student, in relation to the strengthening of reading comprehension through a pedagogical proposal supported by interactive games. It should be noted that, during the execution of this project, the student population expresses its personality and interaction freely.

Therefore, it is important that all these categories were taken into account for the development of the research, such as: Reading comprehension, interactive games, education.

Reading comprehension: It is defined for this research as one of the linguistic skills that allows interpreting speeches, stories, stories, written topics, for this, it is necessary that the person involves his attitude, experience and previous knowledge, it is a development of meanings through the acquisition of the most important ideas of a text and the possibility of establishing links between these and other previously acquired ideas.

According to Monroy Romero, José Alberto and Gomez Lopez, Blanca Estela. Reading comprehension. Rev. Mex. Educ [online]. 2009, it is very common to talk about the need for new generations to learn to develop cognitive and metacognitive skills and strategies that allow them to achieve complete learning. Among the basic ones is reading comprehension, taken as: the understanding of texts read by a person allowing reflection, being able to investigate, analyze, relate and interpret what has been read with previous knowledge.

Interactive games: .is defined for this research, interactive games are a tool, not only for fun or entertainment that serves as a pedagogical model where students learn in a playful and learning way.

The game model really works because it manages to motivate students, developing a greater commitment of people, generates positive experiences and encourages the spirit of improvement. A series of mechanical and dynamic techniques extrapolated from games are used. Sanjuan, M. I., & García, M. S. Á. (2017).

Education: For this research, education is defined as a process of facilitating the learning or acquisition of knowledge, skills, values, beliefs and habits of a group of people who transfer them to others, through storytelling, discussion, teaching, example, training or research.

On the other hand, states León, A. (2007). That education seeks the responsible action of morality, values, their preservation and transmission to younger generations who grow up with the right to possess and inherit the culture of their ancestors, values and everything created.

Results

Once the research was completed, we answered the objectives that sought to answer the problem question: What is the importance of determining the impact of interactive games as a knowledge alternative to improve the reading comprehension levels of fifth grade students of the educational institution Las Américas in the district of Buenaventura Valle?

The main objective was to determine the impact of interactive games as an alternative knowledge to improve reading comprehension levels in fifth grade students. To determine the impact of interactive games as an alternative of knowledge to improve the levels of reading comprehension in fifth grade students of the educational institution Las Americas in the district of Buenaventura-Valley.

Methodology or learning approach: The work was incorporated from a strategy to the communicative dimension for the development of basic communication skills to read, understand, comprehend, understand, write, listen, speak and express themselves correctly and thus develop the ability to understand texts and correctly express messages, oral and written, expressing their emotions and what is written in the texts read.

For the first objective, different interactive games were implemented to strengthen the levels of reading comprehension in fifth grade students, this implementation, and relevant teaching strategies supported by the game to contribute to increasing the levels of reading comprehension among fifth grade students of the I. E. Las Americas,

although the participants were not clear on the concept of interactive games, through the different strategies and methodologies implemented students understood the importance of reading through the different games in a clear and practical way to advance their learning.

The implementation of the didactic strategy developed in several moments such as: Diagnostic activities were incorporated to recognize students' previous knowledge, using as a means significant activities, both of their cognitive processes in communicative skills and procedural processes in the use of technologies.

The implementation of classroom activities began during the first academic trimester and lasted approximately one week in each section. During the first week, the teacher guided a learning content activity (videos, audios, graphics), which contributed to the learning previously seen in the classroom in a significant way.

Then the second activity was incorporated through Gamification, games that allowed group participation (roulettes, genially games, word wall games, interactive writing activities), these games represent the global method of reading and learning as they come from the content of all the consonants to be recognized during the quarter.

To complement this process, the Moodle platform was used asynchronously, and students participated directly at home, through these activities students were allowed to perform gamified activities to strengthen the contents seen. It was also implemented to reinforce evaluation processes using (interactive cards, educaplay exercises, Quizlet, nearpod).

For the second objective we identified the strengths and weaknesses that were presented in the fifth grade around reading, where it was possible to know that the participants presented a personalized phenomenon, such as apathy and the difficulties they have to read, For this, the strategy was sought with the work of interactive games that strengthened the teaching-learning process, encouraging reading with fluency and vocabulary enrichment, which were essential for reading comprehension, which have the ability to connect ideas between sentences helping them in their entirety and thus understand what is being read; Thus knowing the strengths and weaknesses of the students through a text of questions based on their three categories.

According to the results obtained, it is evident that the students do not have a clear notion of the concept of reading comprehension, for them reading comprehension is related to reading, besides they do not feel motivated by reading and it is a primary cause that they do not feel the love for reading. According to the results obtained, the students surveyed believe that games are attractive to them, because they allow them

to interact with their peers, developing predominantly assimilative activities, which tend to imitate the real and/or roles of adult life within their context. It should be emphasized that the children understand that there are norms or rules in the games, that all indications and explanations must be taken into account in order to develop them, and that there is also a transgression in not complying with the rules, and that if they are not obeyed they deserve a sanction, therefore, it implies an obligation to comply with them. According to the results obtained, the students interviewed are certain that education is important to get ahead and be someone in life, the students surveyed see education centered on the teacher as that person who guides them on the right path, to talk, learn and reach a good agreement with their classmates and teachers, they also see education as something so important that helps them to be a person of integrity.

For the third objective, it was evaluated to confirm the impact of interactive games on reading comprehension in fifth grade students, to encourage students to analyze the different readings to be done in class, through interactive games, to develop in them the different competencies. In fact, to instill in them the learning and assimilation of knowledge which could not be achieved without a good reading comprehension. Thus, the children were encouraged to develop this competence, since it is an essential tool for oral and written communication, and for the knowledge and interpretation of the world around us; thanks to reading comprehension we can more easily solve problems, both academic and in everyday life.

Conclusions

The discussion is based on the categories studied, which are confronted with other studies and with theory.

As for the conclusions, once the research was completed, the objectives that sought to answer the problem question were answered.

The results of the research show that the participants do not have a clear concept of the term "reading comprehension through interactive games", that they lack knowledge about the importance of a good reading analysis, and that they do not know that interactive games are a didactic strategy tool that allows them to build their own knowledge through experimentation, exploration, inquiry and research, key processes to achieve a truly meaningful learning process.

Torres, P. A. C., & Vásquez, D. A. L. (2016). points out that: "the reader's task is to identify the words, penetrate the meaning of the text and transcend it from his

previous knowledge". However, if the reader has few concepts and little information about the subject matter, its comprehension can become very difficult. Hence the importance of the reader's prior knowledge in reading comprehension, as, on the other hand, in any type of cognitive activity. In addition, reading is of great importance in the process of development and maturation of children, it constitutes a link for learning, for the development of intelligence, for the acquisition of culture and for the education of the will, improves human relations, enriches personal relationships, facilitates the exposure of one's own thoughts and enables the ability to think.

According to the research work shows that the participants know what games are, but for them it is simply playing and they did not identify that through games they learn in a playful way, they have a lack of knowledge of what interactive games are and what kind of games are those that are used for teaching and learning.

Gros, B. (2006). states that, in short, teachers can take advantage of interactive games as an educational and teaching material to work with in order to learn a specific curricular content by creating a learning environment that allows them to deal with a complex, multidimensional, multimedia and interactive system.

The participants have different concepts about what education is, for them education is not so essential to form a person of integrity, that one only attends school because it is one more chapter that has to be fulfilled; they state that values are not only learned at school or at home, they are learned in daily life. In order to reach the goal of forming integral people with the highest professional, ethical and excellence levels, academically speaking, it is necessary to work consistently and equitably in all the fields of each area of study, and for all this to be evidenced as a result of all the work is the obtaining of a

professional, complete, capable of performing his profession in an outstanding manner (Rabón and Tarazona, 2016).

This project was fundamentally based on what was known and related to a globalizing approach to the whole learning process. Hence the participatory nature of the proposed activities, since the aim was to strengthen ties between students and promote the principle of universality for all, without forgetting the recreational aspect. Following the line of action of our intervention, with a dynamic, participatory and constructivist methodology, seeking to generate an active, cooperative and experiential climate in which participants analyze and reflect.

Future lines of work

The following is a series of recommendations that can demonstrate the projection of positive results of this research project.

- a) To have students develop the value of a love for reading
- b) that students promote an environment and time for reading.
- c) That the students experience the difficulties they may encounter when they incorporate the different types of readings.
- d) Opportunity to become aware of the need to understand and comprehend a text when reading it.

Finally, one could say that reading is a skill that is not learned naturally. The development of this skill is acquired little by little over the years. In this sense, the last thing to be acquired is reading comprehension. Understanding what is read is essential to be able to learn any content and information. It is the basis for being a good student. But, unfortunately, there are many children who do not achieve this goal. Reading correctly is not only about intonation and fluency, but it is a much more complex process whose ultimate goal is comprehension.

This research problem is important because reading is the opportunity to recognize ourselves in the experiences of others. On the other hand, the proposal is convenient and has its functionality in the fact of being a motivating factor for learning, since reading in school life is something that needs no demonstration, it is one of the central objectives of the first cycle of elementary school and a determining factor in the success or failure in the other cycles of schooling. Reading is the gateway to information: fantastic journeys, facts, situations and characters enclosed in the world created by the author and only come to life through the warm and enriching dialogue with the reader, who, irradiated by knowledge, is intellectually nourished and undergoes transformations. The information contained in the material read is integrated with the reader's previous knowledge. The process adapts to the different reading purposes, which requires the reader to act strategically.

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