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Proposal for Gamification to Develop Reading Comprehension Skills

Hernán Javier Guzmán Murillo[1], José Marcelo Torres Ortega[2], William Niebles[3]

1. Doctor en Ciencias de la Educación, Universidad de Sucre, hernan.guzman@unisucre.edu.co, https://orcid.org/0000-0002-6757-4549
2. Doctor en Economía y Empresas, Doctor en Estudios Políticos, Universidad de Sucre, jose.torres@unisucre.edu.co, https://orcid.org/0000-0001-8107-8763
3. Doctor en Ciencias Gerenciales, Universidad de Sucre, williamniebles@yahoo.com.mx, https://orcid.org/0000-0001-9411-4583

Abstract
This research focused on identifying interactive games related to reading comprehension. The general objective was to analyze the incidence of interactive games in strengthening reading comprehension in primary school children in Montería Colombia. Around this, a descriptive and interpretive qualitative research with a phenomenological approach was built. To collect the information, a survey with a Likert scale valid through Cronbach's Alpha was validated in a similar sample from another context, which was subsequently applied to the sample of 89 third grade students between the ages of 8 and 9, 29 parents of family and 7 teachers; 3 interactive games were played on three different platforms and the participants evaluated each of them. Subsequently, a content analysis instrument validated by experts was applied to complement the assessment of the 3 interactive games. From the results, one of them was selected, which is an application for tablets and smart phones called story games, and on this a didactic proposal was built for use in the classroom with third grade students.
Keywords: Comprehension, reading, educational game, teaching strategy, educational technology.

Introduction

Interactive games are appealing, capture students' interest, and become a functional language that children understand because they are part of their extracurricular interests. According to Gutiérrez and Valero (2019), interactive games are conducive to designing didactic strategies that are easily accepted by students in their educational process, facilitating playful learning and encouraging reading comprehension.

The academic community where this research was conducted is known for its socioeconomic challenges and low academic performance. It is a suburban community that largely expanded due to land invasions by low-income families in an area bordering Córdoba's capital city. The history of this settlement reveals that the population arrived when the area was not included in the Territorial Ordering Plan (POT), making any constructions there illegal, as well as the sale of plots. Consequently, support from the local government for infrastructure, such as water, sewage systems, and public lighting, was delayed. These challenges identified the residents as economically disadvantaged. Some support came from the national army, which helped build a classroom for children to exercise their right to education. When the neighborhood was legalized under the POT, some aspects improved, but social difficulties, including violence, drug addiction, and prostitution, among others, became evident.

It is within this context that research was carried out in schools that have been growing and educating human capital for over 25 years. However, the sequelae remain in marginalized areas, evidenced by single-parent households, domestic violence, attention deficits, and low academic performance, among other challenges encountered in everyday educational processes.

An analysis of the causes of low reading comprehension among students highlighted factors such as lack of student interest, absence of reading habits, and an inadequate family and social environment. According to Muñoz (2018), deficiencies in reading comprehension can be attributed to "methodological, economic factors, school-family relationships, school-community relations, and others" (p. 14). Observations from researchers in Montería, Colombia, where this study was conducted, revealed that children receive little family support, likely due to economic constraints that require parents to work long hours, leaving them with little time for their children. This situation results in low academic performance, lack of motivation towards studying, and limited vocabulary (Guzmán et al., 2017).

Romero (2021) delves into the problem, stating that poor reading comprehension causes emotional challenges for children, such as frustration and low self-esteem, leading to school dropout. Furthermore, poor reading comprehension limits the development of other cognitive skills, such as critical and reflective thinking (Hoyos and Gallego, 2017). These limitations were also observed among third-grade children at the school where this research was conducted.

Cairney (2018) argues that reading comprehension should serve legitimate purposes that engage children, enabling them to construct the meanings offered by texts and engage in subsequent dialogues to express their views. His research establishes a strong relationship between imagery and textual content, employing a reading strategy called "sketch-to-stretch," which involves using text illustrations to enhance comprehension. Similarly, the visuals, graphics, and other illustrations in video games aid the reading comprehension process.

Regarding video games' role in developing reading skills, Torres-Toukoumidis et al. (2016) noted increased academic interest in this area since 2011. However, their study found a lack of research related to early childhood education, highlighting that "the omission of integrating playful activities into the curriculum opens an avenue for future investigations" (p. 45). Interactive games inherently possess an attractive quality, symbolizing fun and frequently appealing to children, adolescents, and adults alike. When integrated into education, these games positively impact learning. For instance, games like *Minecraft* have been found to enhance reading fluency in children with and without dyslexia (Jiménez-Porta and Diez-Martínez, 2018). Moreover, interactive games have been identified as a playful strategy employed by teachers to improve reading comprehension (Castañeda et al., 2020).

This research article outlines the journey towards designing a didactic strategy that has yet to be implemented. It is now available for those interested in experimenting with a gamification proposal to develop reading comprehension skills among third-grade students.

Methodology

Type of Study

This research is non-experimental, descriptive, and interpretive, with a phenomenological approach. It is descriptive because it takes place within an educational context where members of a community, primarily students and teachers, interact. This denotes a holistic perspective, avoiding viewing individuals solely as a sum of their circumstances (Quecedo and Castaño, 2002). Additionally, the study is interpretive because, when working with children, the researcher must pay close attention to everything observed—meanings, emotions, and interactions—within their natural educational environment (Hernández-Sampieri and Mendoza-Torres, 2018). This type of research aims to understand a phenomenon and the people involved in the study context. According to Taylor and Bogdan (2000), all perspectives are valuable, contributing to a detailed understanding of others' viewpoints being observed.

Participants

The study population comprises members of public educational institutions in Montería, Colombia, located in suburban areas approximately 6 km from the urban center. These institutions primarily serve students from socioeconomic strata 0, 1, 2, and 3, with parents who work as farm caretakers, domestic workers, or in general services, as well as a few engaged in commerce or as assistants in mills and heavy vehicle drivers, among others. The students exhibit significant difficulties in reading comprehension, get easily distracted, and often fail to complete assigned activities, citing excuses such as living far away, lacking internet access, or not having a library. In total, there are approximately 240 third-grade students divided into seven different groups.

The sample, as a subset of this population, consists of all students from third grade section A, representing primary education. The sample includes 89 students, 29 parents or guardians, and 7 third-grade teachers from the institution.

This was a convenience sampling approach, which, as Hernández-Sampieri and Mendoza-Torres (2018) describe, is a non-probabilistic and non-random technique selected for its accessibility, the willingness of participants to be part of the sample, and its relevance within a specific timeframe.

Materials and Instruments

To determine the level of reading comprehension, a standardized test developed by the Colombian Institute for Educational Evaluation (ICFES) was applied. This test includes multiple-choice questions with a single correct answer. According to Torres and Salazar (2019), this instrument falls under the category of closed-question surveys, where respondents choose one answer from several options.

Additionally, a semi-structured survey instrument with a Likert scale was developed and validated to identify parents', teachers', and students' perceptions of the content in interactive games. This type of instrument has been validated in various studies, confirming its reliability. For instance, Cañadas and Sánchez (1998) state that "category scales are likely one of the most widely used techniques for measuring beliefs, preferences, and attitudes by behavioral scientists" (p. 623).

Survey

The Likert-scale survey was administered to a group of third-grade students in a public school with similar social and contextual characteristics to those in the main study. A total of 89 individuals participated in this validation. Before applying the survey, students engaged with the selected interactive games and were subsequently asked to evaluate each game.

Table 1. Cronbach's Alpha Calculation for Instrument Validation

k	**89**
Vi (Variance of each item)	**18.16330645**
Vt (Total Variance)	**56.64112903**
Part 1	**1.05**
Part 2	**0.679326547**
a (Cronbach's Alpha)	**0.713292874**

Source: Authors' own creation.

The interpretation of the results positions the obtained Cronbach's Alpha as applicable and considered good.

Natural Observation

An observation grid was designed to describe the selected games, aligned with the same categories of analysis used in the Likert survey. According to Hernández-Sampieri and Mendoza-Torres (2018), observation formats are simple tools used to annotate and describe the researcher's observations.

Procedure

First, a diagnostic assessment was conducted to determine the students' reading comprehension levels. After validating the survey, the perceptions of teachers, parents, and students regarding interactive games as classroom resources for strengthening third-grade children's reading comprehension were measured. Subsequently, the observation grid was used to describe the different characteristics, strengths, and weaknesses of the selected interactive games, presented to the educational community of third-grade students. The insights from these observations informed the construction of the didactic strategy formulated as the final outcome of this study.

Resultados

Results

Reading Comprehension Diagnosis for Third-Grade Students

A standardized test calibrated by professionals from the Colombian Institute for Educational Evaluation (ICFES) was applied. The test was released for exclusive academic use (ICFES, 2014).

The test included 24 multiple-choice questions designed to measure reading comprehension skills in third-grade students aged 8 to 10 years. The test was uploaded to a Google Form, and parents were asked via WhatsApp to facilitate their children's access to the platform. They were instructed to allow their children to answer the questions independently and thoughtfully. However, the results showed unusually high percentages, which did not align with the national average at the time the test was originally applied. It is believed that some children received assistance at home, given the context of the pandemic, where parents, eager to expedite school tasks, may have taken over the children's responsibilities. Consequently, there is no guarantee that the students completed the test independently, despite explicit instructions to allow them to do so.

The results shown were refined: most students who scored 19 or more correct answers out of 24 were excluded from this analysis. The refinement criteria involved removing results from students with over 19 correct answers. After this adjustment, the results became more consistent with those obtained during the original application conducted by ICFES (2014). This refinement was necessary because the unfiltered results significantly exceeded those of students who first encountered this test at the national level.

The results by competency are grouped and range from 44.43 points (pragmatic competency) to 55.53 points (semantic competency). The lowest-scoring evidence pertains to recognizing explicit information from the communication situation (22.2%), while the highest score involves identifying the implicit structure of the text, corresponding to syntactic competency.

Results Obtained from the Selected Games

Three games were selected based on the researcher's criteria and recommendations from various experts. After reviewing a long list of suggestions, the following platforms were chosen:

1. **Colombia Aprende** – A government platform frequently recommended by academics.
2. **Mundo Primaria** – A website highly recommended by primary school teachers.
3. **Cuentojuego** – An Android application suggested by consulted experts.

Colombia Aprende

The Colombia Aprende digital platform offers a variety of free interactive resources for teachers to create learning environments for their students.

One resource includes an interactive text that can be read or listened to, depending on the teacher's preference. The audio option features children's voices in dialogue, which can be assigned to two students—a boy and a girl—to dramatize the conversation.

The text narrates a situation involving two children on vacation who express their activities during this time, eventually revealing their longing for school activities, as they find greater satisfaction in these than in their vacation pastimes.

It is challenging to access the platform without a strong internet connection, which can be problematic in educational institutions with limited bandwidth. Despite this, the students found the activities engaging. The text was not difficult to understand, and the option to switch between audio voices enhanced comprehension. Additionally, the illustrations were well-aligned with the text content.

Mundo Primaria

This website operates on the premise that all classroom learning can be enjoyable for children. Mundo Primaria is designed to support multiple subjects, including language, and provides games organized by grade level. For this study, comprehension games for third and fourth grades were selected, specifically from the section titled *LecturasComprensivas*. The interactive game used, *El Leopardo*, presents an expository text about the habits and characteristics of this feline. It includes illustrations and trivia-style games to reinforce reading comprehension.

One challenge encountered was related to the institution's internet speed, which made accessing the platform difficult. Despite this, the reading activity was manageable for students, who were able to reconstruct the text's content and interact successfully with the platform's challenges, albeit with delays in loading times.

Cuentojuego

The third game introduced in the classroom was *Cuentojuego*, an application for mobile devices easily installed via the Play Store on Android phones or tablets. The app features several traditional stories, such as *Pinocchio*, *The Little Mermaid*, and *The Ugly Duckling*. Each story includes trivia questions that provide immediate scoring, a memory puzzle with story-related images, a word hangman game, and an auditory memory challenge that tests the child's ability to follow sound sequences.

The application proved versatile, accessible, and equipped with challenges of varying difficulty to complement each story. Students found the app enjoyable and recognized the importance of understanding the stories well to perform effectively in the challenges.

Gamification Proposal

The objectives of the proposal are derived from the Basic Learning Rights (*Derechos Básicos de Aprendizaje*) established by the Ministry of National Education (MEN, 2017) for third-grade language instruction:

- Understand that some writings and artistic expressions may combine text, sound, and images.
- Recognize some characteristics of narrative texts, such as the concept of a narrator and narrative structure, through recreation and enjoyment.
- Interpret the content and structure of a text by answering inferential and critical questions.

Learning Content Based on Narrative Texts

- *The Shoemaker and theElves*
- *Sleeping Beauty*
- *TheLazyBee*
- *Pinocchio*
- *TheBoy and theNails*
- *Puss in Boots*
- *Goldilocks and theThreeBears*
- *Cinderella*

GamificationElements

- **Narrative Setting of the Gamification**: Help the little green elf explore the universe of stories. This elf has the power to travel through different classic tales and explore their settings, reconstructing each scene as desired or making changes and twists. Imagine, for instance, changing the scene in *Sleeping Beauty* where the prince wakes her with a kiss. Instead, he brings a bag of loudly chirping crickets and places them near her ear, waking her up angry at the prince, who fails to win her heart. You can help the elf make such changes as he journeys through the different stories.
- **Main Character**: Meet the little green elf. He is a diligent character who loves to read and wander through fantastic and classic tales. He also has the power to alter stories at will. Each time he changes a story, his powers increase, and he unlocks rewards that he can use in more challenging tales. Join the little green elf on his adventures and give him a name: _____ so he can be your best friend throughout this journey of reading and understanding stories.
- **Missions**:
    - **Level 1**: Enter the world of *The Shoemaker and the Elves* and unlock your character, the little green elf. You will earn this character once you answer six out of ten questions

about the story correctly. From then on, the elf will receive the name you give him and will accompany you on the rest of the adventures.
Reward: Unlockthemaincharacter.

- **Level 2**: Enter the world of *The Boy and the Nails* and help the elf assist the boy in stopping his bad language and freeing the board from the nails he hammered into it. Once ready, proceed to the *Sleeping Beauty* world and, with the elf's help, change one of the scenes. Tell your teacher how the story would end based on the changes you made. Afterward, your teacher will give you a magical candle to overcome a challenge in the next world.
  Reward: Magicalcandle.
- **Level 3**: Greet *Puss in Boots*, but beware—the cat loves to dine on elves. Convince him not to eat your main character by using the reward you earned in the previous level. Illuminate your wisdom and solve the story's trivia challenge to prepare for a visit to *The Lazy Bee*. Be cautious with the bee, as she doesn't like reading or children who read. If you manage to get her to stop resting and discover what motivates her to work, you'll unlock your reward: the honey of wisdom.
  Reward: Honeyofwisdom.
- **Level 4**: Visit the world of *Goldilocks and the Three Bears* and help her avoid trouble with the bears. Talk to her about the consequences of entering others' homes, eating their food, and sleeping in their beds without permission. Then, assist *Pinocchio* to stay out of trouble and, with Jiminy Cricket's help, turn him into a real boy. Convince Pinocchio to help you enter the world of *Cinderella*, where the wicked stepmother is a witch controlling access to that world. Once inside, help Cinderella win the prince's love. Completing this adventure will earn you the ultimate reward: the crown of wisdom.
  Reward: Crown ofwisdom.

Rules

- Progress level by level; skipping levels is not allowed.
- Achieve at least six out of ten points on each trivia challenge to advance.
- Follow courtesy norms at all times.
- Avoid hitting devices or becoming upset if things don't work out as expected.

Technology Supporting the Gamification

The *Cuentojuego* application is available at: https://www.storyboardthat.com/

A continuación, la traducción de la sección de **Discusión de Resultados**:

Discussion of Results

Reading competencies observed in the classroom should be analyzed in detail by teachers. This analysis must take into account technological developments under the premise that students today, with access to mobile devices at home—sometimes on a permanent basis—have exposure to alternative forms of reading and learning. When contrasted with traditional teaching methods, this exposure often generates resistance toward classroom learning or, more specifically, toward the methodologies employed in the classroom. In this regard, Galvis (2012) emphasizes the importance of moving from reflection to action in seeking appropriate solutions to the social and pedagogical realities that arise from the integration of technology into people's lives.

Vara (2018) asserts that tools currently being designed, such as applications and web platforms grounded in playful principles, can enhance communicative and reading competencies when introduced into the classroom, depending on the teacher's intent. Among various studies reviewed as antecedents for this research, significant improvements in students' reading abilities were noted when technological means were integrated. Beyond the relationship between technology and students' ability to understand what they read, this research specifically examined interactive games. Rello (2017) systematically established the strong correlation between reading comprehension and interactive reading models and later classified students based on their achievements in text comprehension.

As Calafat et al. (2018) argue, interactive games motivate students to further develop their learning. The findings of this study reinforce this theoretical framework. However, beyond motivation, mastering a communicative skill such as reading encompasses additional elements—for instance, critical thinking or the ability to infer information not explicitly stated in a text, as well as the logical skills needed to understand text structures, as Carreño (2019) observed. Academic performance, in a broader sense, can be positively or negatively influenced by reading competency, as Plata (2021) demonstrated.

In terms of results, this study found that applications downloaded onto a mobile device and operable without internet were more practical than web pages requiring a high-speed internet connection. In many

educational institutions, the number of simultaneous users affects internet performance, further complicating the use of online platforms. Accessibility of tools is paramount, as highlighted in this study. Moreover, as Lozano and Cristancho (2017) concluded, it is essential to propose didactic strategies for classroom implementation, depending on the content being taught. This research demonstrated that integrating interactive games with reading comprehension content is a viable approach in the classroom.
Overall, meaningful learning outcomes can be achieved when technological resources hosting interactive games are introduced into the classroom. Since learning to read happens by reading, using interactive games offers a fun way to promote reading practices among students. Specific challenges, such as developing vocabulary-based skills, predicting outcomes, deciphering implicit text information, or cultivating critical perspectives on the text, depend on the teacher-researcher's intentions and can be adjusted as the didactic strategy evolves. External factors, as identified by Moscovich and Piccini (2017), such as emotional load, traditions, or inherited physical or cognitive impairments, also influence students' reading comprehension abilities. Exploring whether gaming can help mitigate these factors would be valuable.

Conclusions

The triangulation carried out in this study enabled the consolidation of sufficient information for designing a didactic strategy that can be implemented in the classroom to enhance reading comprehension skills in third-grade students.
From the diagnostic assessment, difficulties in text comprehension were identified among some students. The results were collected through Google Forms, where it was noted that certain students, dissatisfied with their initial results, attempted the test again, improving their scores. It is important to clarify that the diagnostic assessment was conducted while students were learning from home due to social distancing measures. The unusually high scores achieved by some students led to the conclusion that many of them were not completing the diagnostic tasks honestly. Observations in the classroom revealed difficulties consistent with the study's identified problem. Fortunately, qualitative methodologies allow for adjustments based on observed results. Consequently, the analysis focused on students who displayed significant challenges in the applied test. This meant excluding the results of students who answered more than 19 out of 24 questions correctly.
From this, it can be concluded that working from home differs significantly from classroom instruction. Teachers cannot fully ensure that students are completing assignments independently at home or if they are receiving help from parents or older siblings. After adjustments to analyze the results, it was concluded that students' performance in the semantic and pragmatic components was below the national average, whereas their syntactic component performance exceeded the national average by nearly 20 percentage points.
Furthermore, interactions with parents, teachers, and students allowed for the following conclusion: interactive games aimed at reading comprehension require either a stable internet connection or offline compatibility. Both parents and teachers noted the challenges of relying on a strong internet connection to access games hosted on web pages. However, the *Cuentojuego* application, which was operable offline, only required an internet connection for initial installation. This distinction made offline games more practical and reliable for classroom use.
Additionally, the description of the games reaffirmed this conclusion: it is more practical to bring pre-downloaded interactive games into the classroom that function offline. This approach avoids the connectivity issues often faced in educational institutions. Online games, which depend on high-speed connections, frequently experience slow loading times, insufficient animations, or other performance issues, making them less effective.
Finally, the designed didactic strategy fits within the scope of gamification, incorporating interactive games with playful, pedagogical, and didactic objectives. The gamification elements align well with the possibilities offered by interactive games. The *Cuentojuego* application not only provides standalone readings but now presents them in a sequenced manner, enabling transitions between stories with playful and reward-based goals.

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