Gamifying Reading: Enhancing Pre-Reading, Reading and Post-Reading Activities Through both Physical and Digital Resources

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The comprehension of a text depends on factors resulting from the textual structure, the context and the reader (Giasson, 2000). Pre-reading, reading and post-reading activities shall be carefully prepared with the ultimate purpose of transforming the student "at all times into an active reader" (Solé, 1998: 114). In fact, an integrated approach of various domains, i.e. reading, writing, orality and grammar, is essential in textual understanding, since understanding involves "central language skills such as the ability to use syntax to anticipate words in a sentence and assign unknown words to the appropriate word class" (McGuinness, 2006).

Within a multisensory stimuli context (Odisho, 2007) and approaches based on a pedagogy of gamification (Foncubierta & Rodríguez, 2015), pupils may participate in pre-reading, reading and post-reading activities in a proactive and interactive way, by using digital applications and tools, such as Kahoot!, Plickers, Mentimeter or GoConqr, which allows them to anticipate, create motivational and critical links (Caballé & Clarisó, 2016) with the text or learn the functions and structures of scientific language (Mantzicopoulos & Patrick, 2011). In fact, when reading pupils are able to connect prior knowledge, identify key concepts, synthesize information, make inferences and prediction. The presentation aims at, on the one hand, discussing the implementation of gamified tasks in the reading process at primary school learning, by following an experiential communicative approach (Fernández-Corbacho, 2014), enriched by gamified tasks (Foncubierta & Rodríguez, 2015). Within this scope, we will reflect upon the importance of creating meaningful pre-reading, reading and post-reading strategies and physical and digital resources in the 1st Cycle of Basic Education. On the other hand, we will analyse didactic units conceived by primary school teachers, who participated in a professional development entitled "Strategies and physical and digital resources for the teaching of reading and writing at 1st Cycle of Basic Education". This professional development course took place at both Basto and Montalegre, Portugal, involving 40 teachers, in which they have explored the basis of reading stages and strategies, gamification pedagogy and multisensorial teaching procedures and later on experimented on and created their own didactic proposals based on gamification principles. By undertaking a document analysis, we will account for the most used applications, the selection of applications for each reading stage and the types of skills which can be tackled with some of the teachers' proposals.

Results show that teachers have seen gamified tasks can be a very good asset in the classroom, allowing for a better development of the reading process. Kahoot!, Mentimeter and GoConqr are the most used applications, but not all three are used at the same stages and for developing the same skills. Moreover, some teachers have also applied gamified principles in the creation of physical resources for the reading stages, by including kinesthetic activities which make children get a different but rich involvement with the text, too.

Keywords: Reading Activities; Multisensorial Learning; Gamified Tasks; Primary Learning; Applications.