UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

INSTITUTO DE POSTGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS

TÍTULO DE LA MONOGRAFÍA

“GAMIFICATION AS STRATEGY TO IMPROVE READING SKILLS”

PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS.

AUTOR

IRENE KARINA LINDAO BERNARDINO

TUTOR

LIC. ANDRÉS RODRÍGUEZ CAAMAÑO, MSC

SANTA ELENA- ECUADOR
2022

APROBACIÓN DEL TUTOR

En mi calidad de Tutor de la **Monografía,** ‘‘GAMIFICATION AS STRATEGY TO IMPROVE READING SKILLS’’, elaborado por la maestranda Lcda. Irene Karina Lindao Bernardino, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster **EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

Atentamente,

Lic. Andrés Rodríguez Caamaño, MSc.

DECLARACIÓN DE AUTENTICIDAD

Yo, IRENE KARINA LINDAO BERNARDINO, declaro que los contenidos y los resultados obtenidos en el presente artículo profesional de alto nivel, como requerimiento previo para la obtención del título de MAGISTER EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS, son absolutamente originales, auténticos y personales a excepción de las citas bibliográficas.

EL AUTOR

Lcda. Irene Karina Lindao Bernardino

APROBACIÓN DE LOS MIEMBROS DEL TRIBUNAL DE GRADO

Los suscritos profesores calificadores, aprueban el presente trabajo de titulación, el mismo que ha sido elaborado de conformidad con las disposiciones emitidas por el Instituto de Postgrado de la Universidad Estatal Península de Santa Elena

Q.F. Rolando Calero Mendoza, PhD.

DIRECTOR DE POSTGRADO

Lic. Andrés Rodríguez Caamaño, MSc.

DOCENTE TUTOR

Lcdo. Yuri W. Ruíz Rabasco, MSc.

COORDINADOR DE POSTGRADO

Lic. Kléber Loor Zambrano, MSc.

ESPECIALISTA DEL ÁREA

Ab. Víctor Manuel Coronel Ortiz, MSc.

SECRETARIO GENERAL

INSTITUTO DE POSTGRADO

DECLARACIÓN DE RESPONSABILIDAD

YO, Irene Karina Lindao Bernardino

DECLARO QUE:

El Trabajo de **Monografía** "GAMIFICATION AS STRATEGY TO IMPROVE READING SKILLS", previa a la obtención del Grado Académico de **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**, ha sido desarrollado con base a una investigación exhaustiva, respetando derechos intelectuales de terceros conforme las citas y cuyas fuentes se incorporan en la bibliografía. Consecuentemente este trabajo es de mi total autoría.

En virtud de esta declaración, me responsabilizo del contenido, veracidad y alcance científico del trabajo de titulación.

Santa Elena, 19 de febrero del 2022

EL AUTOR

Lcda. Irene Karina Lindao Bernardino

DEDICATORIA

Dedico este esfuerzo académico a cada una de las personas que de una u otra forma creyeron en mí y en mi triunfo al lograr alcanzar mis objetivos trazados:

A mi madre, Sra. Luisa Bernardino, por ser siempre mi apoyo incondicional.

A mi padre, Sr. Luis Lindao, por inculcar en mí el sentido de la responsabilidad y sé que desde el cielo celebras conmigo cada una de las metas que me he propuesto y las he cumplido.

A mis hijos: Kevin, Diego y Zackary por los que prodigo mi vida y son el motor que me animan a ser cada día mejor persona y profesional.

A mi hermana, Sra. Elisa Lindao, que a pesar de la distancia siempre me acompañas en cada momento de mi vida.

A mi familia, con quienes he compartido momentos fraternos y aquellas amistades que también se han unido en este largo caminar de vida.

AGRADECIMIENTO

A Dios, nuestro Padre celestial que nos bendice cada día y sin él nada es posible.

Mi imperecedero agradecimiento a mi tutor, Lic. Andrés Rodríguez Caamaño, MSc. Quien supo orientarme en este trabajo académico.

A todos quienes directa o indirectamente han sabido apoyarme y alentarme en este nuevo logro de mi carrera.

¡Mil gracias!

Index

INTRODUCTION 14

CHAPTER I 15

General Objective 16

Specific Objectives 16

Justification 16

Methodology 17

CHAPTER II 18

History of Gamification 18

Gamification in Education a literature review 19

The positive influence of Gamification to enhance Reading skills 22

CHAPTER III 24

Conclusions 24

Recommendations 25

BIBLIOGRAPHY 26

CHART LIST

Chart 1. Effectiveness of Gamification in Education context 21

FIGURES LIST

Figure 1. Intrinsic Motivation Subscales Intrinsic Motivation Subscales **¡Error! Marcador no definido.**

Glosario

A

Active Learning Strategy (ALS): is any type of activity during class (face-to-face, online, or outside of class) that engages learners in deep thought about the subject matter in your course., 11

B

blended learning: is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods, 21

D

demotivation: lack of interest in and enthusiasm about your work, 12

descriptive: describing something, especially in a detailed, interesting way, 15

digital natives: generation of people who grew up in the era of ubiquitous technology, 13

drawbacks: a disadvantage or the negative part of a situation, 12

G

gamification: the practice of making activities more like games in order to make them more interesting or enjoyable, 12

I

innovative: introducing new ideas, 12

intrinsic motivation: behavior that is driven by internal rewards, 12

M

metacognition: knowledge and understanding of your own thinking, 20

P

pupils: a person, especially a child at school, who is being taught, 13

R

rewards: something given in exchange for good behaviour or good work, 14

S

scaffolding: refers to a method in which teachers offer a particular kind of support to students as they learn and develop a new concept or skill, 20

Student Response System (SRS: It helps instructors activate the classroom as well as peers to engage with each other while interacting with complex materials, 11

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
INSTITUTO DE POSTGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS

Tema: "GAMIFICATION AS STRATEGY TO IMPROVE READING SKILLS"

AUTOR:
Lcda. Irene Karina Lindao Bernardino

TUTOR:
Lic. Andrés Rodríguez Caamaño, MSc.

RESUMEN

Los avances tecnológicos de nuestros tiempos han despertado el interés de todas las personas desde muy temprana edad y los ha convertido en nativos digitales. Actualmente los profesores toman ventaja de esta nueva tendencia de incluir juegos dentro de los salones de clase adaptando esta estrategia motivadora y lúdica al proceso de aprendizaje de los estudiantes de aprender a diferentes ritmos y estilos.

La gamificación como estrategia activa de aprendizaje (ALS) es un fenómeno novedoso aplicado dentro del ámbito educativo que ofrece un sistema de respuesta del estudiante (SRS) integrador, motivador, interactivo y estimulante que pone solución al bajo rendimiento académico mediante la participación activa individual y colaborativa al involucrar a todos los estudiantes del salón para cumplir las metas propuestas y alcanzar el bien común.

Palabras clave: Tendencia, Gamificación, Estrategia Activa de Aprendizaje (ALS), Sistema de Respuesta del Estudiante (SRS).

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

INSTITUTO DE POSTGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS

Topic: "GAMIFICATION AS STRATEGY TO IMPROVE READING SKILLS"

AUTHOR:
Lcda. Irene Karina Lindao Bernardino

ADVISOR:
Lic. Andrés Rodríguez Caamaño, MSc.

ABSTRACT

The technological advances of our times have aroused the interest of all people from an early age and have turned them into digital natives. Currently teachers are taking advantage of this new trend of including games in the classroom, adapting this motivating and playful strategy to the student's learning process of learning at different rates and styles.

Gamification as an active learning strategy (ALS) is a novel phenomenon applied within the educational field, it offers an integrating, motivating, interactive and stimulating student response system (SRS) that solves low academic performance through active individual and collaborative participation whole class gets involved to meet the established challenges and the common weal.

Keywords: Trend, Gamification, Active Learning Strategy (ALS), Student Response System (SRS).

INTRODUCTION

Education is an innovative, creative and changing field that constantly analyzes, readjusts and applies new techniques and strategies to enhance and improve students' learning, for this reason it has been progressively implementing new teaching methodologies such as the use of gamification in educational context.

Chapter 1 analyzes the drawbacks acquired by keeping traditional teaching methodologies which obtain as a result the student's demotivation, this block up the proper development of skills in learning a new language, especially reading skill, this is considered a primordial bases of critical and argumentative thinking just like that the reasons for this research justify the bases of the present study as a stimulus for the development of other language skills such as the oral production.

Chapter 2 highlights the favorable results obtained with the use of game platforms are the responses to intrinsic motivation through students achieve personal satisfaction, confidence and the desire to internalize the knowledge in the same way for those who have different learning styles and require the challenges and rewards to achieve the suggested goals.

CHAPTER I

The new generations are considered digital natives, the combination of the use of electronic devices and gaming platforms engage the user, advantage that has been taken by teachers to motivate students in the classroom.

According to Kolarova (2018) “Being able to generate interest in their pupils is one of the key features of teachers; providing interesting and useful knowledge is another”. The traditional education reflects the demotivation of the students in their performance in the educational activities either at school or at home, teachers face a great challenge and must implement new techniques and strategies to become this traditional education into a more attractive and motivating one.

The lack of motivation is the main key that negatively affects the acquisition and the expected results in learning a second language. There are several factors that intervene in the learning process which demotivation is the main reason why students resist the acquisition of a new language.

In previous times, educators were only limited to teaching lessons within classrooms to expand student’s knowledge, this has now beneficially changed. The teacher is responsible for training in new strategies and tools that allow optimal student performance. (Kaviyarasi & Balasubramanian, 2018)

In order to achieve the proposed goals in the teaching of a second language, it is important to analyze which are the factors that affect motivation, the level of impact and what are the possible alternatives to improve student’s performance.

Sometimes the indifference on students' learning and do not to take into consideration the different learning rhythms and styles cause learners' demotivation and feel frustrated for do not developing the required language skills and even more when the results of evaluations are failed.

The use of games offers a propitious environment to learning because engage students, measure their knowledge, create new expectations to improve their performance, level up and get rewards for the effort.

General Objective

To enhance reading comprehension through the influence of gamification in the learning process.

Specific Objectives

- To analyze the influence of Gamification in English learning performance.
- To recognize the improvement of Reading skills in English learning.
- To evaluate motivation in the development of games applied to the learning process.

Justification

The influence of gamification has been the subject of many studies applied to different fields especially education, offering alternative to implement new techniques applied to the teaching of English through the use of technological platforms based on the areas of motivation, fun, emotion, challenge, rewards and commitments to improve students' performance.

This research examine the positive effects that have been generated from the use of games in learning improvement, some authors coincide in motivation as the main axis originated by the incorporation of gaming platforms or gamification (independent variable) and the learning performance in English classrooms (dependent variable).

In the same way, the factors that can negatively influence the learning process and the consequences of this strategy to be implemented in the classroom are also analyzed. In this way, alternatives are sought that transform the threats that could arise in the implementation of a new teaching technique and thus transform them into strengths that benefit the learners.

The principal aim of this study is to demonstrate the benefits of implementing the gamification in the educational field as a motivational strategy to promote the learning of English in an easy, fast and insightful way.

Methodology

The methodology chosen for this research is descriptive, this seeks to describe the behavior of a phenomenon "What?", characteristics, explanations and the relationship that occurs between the variables instead of "Why?". This mark the field of research to be developed, in the educational field aim to solve problems that prevent a normal development of learning, transform those negative conditions into opportunities for the improvement of educational quality.

The approach of this qualitative research is to observe, analyze, describe, verify the relationship that exists among the variables and studies phenomena to interpret them in interdisciplinary way.

CHAPTER II

History of Gamification

Gamification is a trend that has obtained strength in the modern era and is widely applied in many environments and of course, education is not far behind. This new approach is considered an important tool in classrooms because it improves the academic performance of students.

Lloyd (2014) mentioned tha famous brand of Cracker Jack popcorn in 1912 as a marketing strategy that included in its products a prize that was collected by the consumers while in 1910 in the educational field the scout movement included ranks and isignia as a rewad for their performance in the various activities which gave satisfaction to the beneficiary, these are some situations which gamification could arise.

The first large-scale game called the MUD1 project played by a large number of people was developed by Richard Bartle in 1980 for the University of Essex in England. Khaitova (2021) considers that the goal of "this project was to develop a collaboration platform and gamify it, turning work into a game".

Deterding et al, (2011) propose as definition of "Gamification" to "the use of game elements in no-game context", this term began to be used in digital media context since 2008 and is related for two concepts, the first is the use of games on a daily basis and the second is that games have proven to be engaging and motivating by achieving the goals and challenges of each stage.

Gamification transforms traditional learning into one based on the learning experience in which students are rewarded according to the performance demonstrated and allows to improve their own achievements through individual or team recognition either with points, badges, ranks, insignia and levels in place of using grading in a common way.

Gamification in Education a literature review

Rodrigues et al., (2019) mentioned the term “Gamification” is a new trend of development of thinking through the design of a deployment of applications which outcomes are to change the attitude and user’s behavior, whether in the business, commercial, health or in our case the educational field.

The games are considered as a means of communication, they are the reflection of the interaction and motivation user’s motivation to test and accept the challenges. “User engagement, participation, communication, interaction, recognition, promotion and sales are key words regarding the influence of gamification” (Banou, 2016).

“Gamification plays a vital role in motivating students to be more productive, to compete with other fellows, and to get better rewards for outstanding effort” (Khan, 2020). Encourage the game to take advantage of the benefits offered by gamification, which competency-based learning, is a motivating factor that engages learners, stimulating the development of skills in the acquisition of a new language through interactive resources.

The use of games provides an environment conducive to learning since it engages students by undergoing this form of evaluation that measures their knowledge and creates new expectations to improve their performance as they go up levels, get rewards for this effort, speed and insight when playing and that will be a great benefit to both the student and the teacher by promoting the learning and teaching of English.

Gamification is a resource that motives students to learn in a more agile and meaningful way. The lack of motivation in the educational field has been the main objective of adopting new strategies and tools; in this way, the focus of this research is to know which are the factors that

negatively influence, which are the ones that motivate and benefit the use of gamification in the classroom and do not the simple fact of guessing the drawbacks to prevent the development of learning.

According to Lee & Hammer (2011) gamification offers an experience to relate rules, display their emotions and social role by linking collaboratively work with the team members. Practicing readings, receiving points and badges as rewards will make students foster the reading comprehension skills.

“Employing game design elements to create an environment for struggling readers to read accurately, with proper speed and right expression might inspire them to continue practicing and help their teachers incorporate engaging tools in their instructional repertoire for fluent reading” Sezen et al. (2021).

“Children are expected to be active readers with positive reading habits and strong reading motivation” (Li et al., 2021, p.1). The lack of motivation in reading is due to the use of traditional strategies. The key to arouse love and enjoyment of reading is to provide interesting and varied information for the early years to capture reader’s attention.

The results of an investigation made for (Krashen, 2004) about FVR (/free voluntary reading) establish “that more reading results in better reading comprehension, writing style, vocabulary, spelling, and grammatical development”. The challenge of creating reading awareness focuses on the development of skills that facilitate opportunities for understanding and communication in a second language and incorporates learners into a culture of readers.

As any strategy to be implemented, it is important to analyze the advantages and disadvantages of using gaming platforms, their effectiveness and the impact they have on the education field.

Chart 1.

Effectiveness of Gamification in Education context

Advantages	***Disadvantages***
* User's motivation to enhance performance outcomes. * User's interest in different fields. * Learning by playing increases and deepens knowledge through retention and feedback. * Foster autonomy and teamwork * High self-esteem generated from the acquisition of rewards for the goals achieved. * Encourage solving problem by adapting rules established by games. * Competitive attitude which makes more attractive.	* Demotivation when facing failure for not overcoming a challenge. * Do not every game and its challenges can be attractive to the user; contrariwise, its design must be taken into consideration so as not to appear boring and complex. * This strategy can fail for non-competitive users who lose interest despite the rewards of the game. * It can be addictive and develop anxiety and frustration without supervision.

Note: Use of gaming platforms in different field that it is non-gaming context.

After the bibliographic search carried out, the possible advantages and disadvantages in the implementation of gamification in education have been detailed, being an innovative technique which obtain more advantages than disadvantages, the same ones that can be analyzed and transformed for the benefit of learning improvement.

The positive influence of Gamification to enhance Reading skills

Karbalaei (2010) states that "Reading in a second language is a dynamic and interactive process by which learners make use of background knowledge, text schema, lexical and grammatical awareness".

The link that is established through the use of gamification as a metacognition strategy gives favorable results in the development of reading skills and a high rate of adequate comprehension, the challenge that obtaining rewards makes that reader uses and develops strategies of reading that allow to process the information.

The deficiency in the processes for the development of reading skills is becoming more evident which students associate it as a very tedious activity, especially when there is no focus or concentration during the process. For this reason, the need to implement strategies with greater interactivity, promote the reading process and the scaffolding of the thinking awareness.

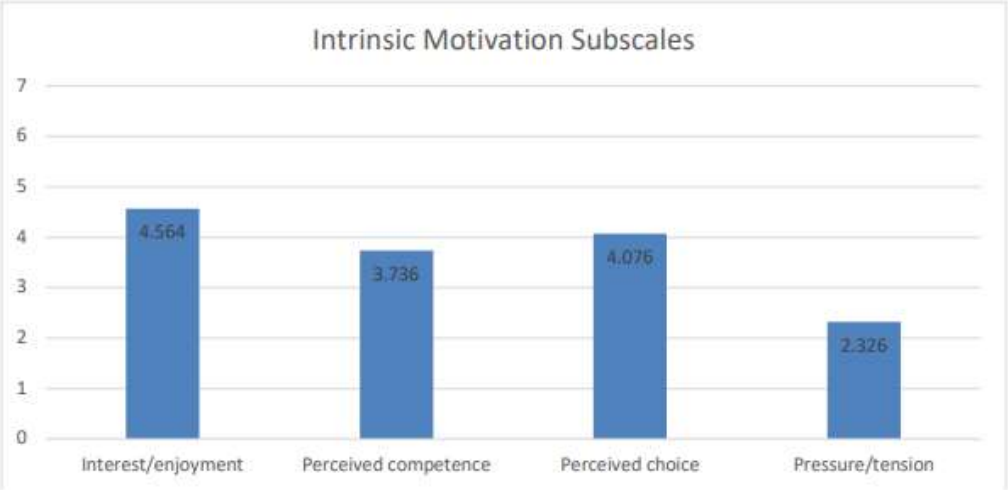
According to Omar et al. (2021) "Reading" has an important role both in professional life and in the process of academic training, this complex skills through some difficulties which is attributed to the fact that students do no develop awareness and critical thinking this means they do not master reading with fluency and precision.

The incorporation of technology in the educational field makes that members of the learning process assume their roles, the teacher as a facilitator of knowledge must be trained to meet the needs and student's learning levels, make this a culture of constant learning through the retention of information plays an important role, in the same way they must commit to these new promising scenarios where blended learning strategies favorably change traditional learning.

In a research project carried out by Yuen Ling (2018), states that "The game was designed to fulfill the conditions and components that help cultivate intrinsic motivation. The conditions of competence and the provision of cognitive and emotional stimuli are facilitated when students gain mastery of the reading as they progress through the game".

Figure 1

Intrinsic Motivation Subscales Intrinsic Motivation Subscales



Note: The graph represents the performance in each of the factors that have motivated the week of e-learning. Adapted from Initial findings: Quantitative evidence of students' intrinsic motivation (p.149) by Yuen Ling, 2018, Online Learning Journal, 22(2).

CHAPTER III

Conclusions

- Teachers are more aware of new methodologies, strategies and techniques to promote and develop reading comprehension in students at early age. Reading does not imply the simple fact of repetitions of sounds and recognition of letters. It is to generate a critical awareness through motivation.

- This research carried out highlights the benefits of the implementation of gaming platforms as a strategy that provides assistant and opportunities to improve students' learning.

- Currently, the term gamification is still unknown by teachers and students but these learning agents are willing to accept the challenge of an innovative playful strategy that uses game techniques in a no-game context. To overcome certain obstacles in learning, gamification is an enjoyable way to learn with challenging activities.

- The literature review evidences the benefits in the implementation of games for the learning process which students felt highly stimulated by the rewards offered and experienced greater interest in the gamified curriculum enjoying the experiences of the game that positively affected their grades, personal relationships and significant learning.

Recommendations

- The importance of the use of resources, techniques and methodological strategies that motivate students to become increasingly involved in the learning process that facilitates and enhances the incorporation of reading skills and critical thinking for their comprehensive academic and personal development.

- The use of digital game platforms gives the user a reward plan which is a motivating factor, these digital tools also benefit teachers because it allows to optimize time, these games generate results tables that explore students' performance as well as can be observed which are the issues that have been more complex in their resolution to issue the respective feedback.

- It is necessary to implement gamification in the classroom as a reading skill strategy, it is recommended to structure a coherent learning plan according to the reality of the students, in agreement with authors and researchers who have highlighted the importance of playful learning and its time contribute significantly to future research.

BIBLIOGRAPHY

Banou, C. (2016). Gamification and other opportunities…. In C. Banou, *Re-inventing the book.* Greece: ELSEVIER SCIENCE & TECHNOLOGY.

d, Deterding , S., Khaled, R., Dixon, D., & Nacke, L. (2011). From Game Design Elements to Gamefulness: Defining Gamification. *ResearchGate*, 3.

Karbalaei, A. (2010). A Comparison of the Metacognitive Reading Strategies Used by. *The Reading Matrix*, 2.

Kaviyarasi, R., & Balasubramanian, B. (2018). Exploring the High Potential Factors that Affects Students' Academic. *Modern Education and Computer Science Press*, 1.

Khaitova, N. F. (2021, May). History of Gamification and Its Role in the Educational Process. *International Journal of Multicultural*, p. 1.

Khan, A. (2020, July 30). *How To Improve Knowledge And Skills In Education Using Gamification*. Retrieved from How To Improve Knowledge And Skills In Education Using Gamification: https://elearningindustry.com/improve-knowledge-skills-in-education-using-gamification

Kolarova, M. (2018, Noviembre 4). *Virtual Classroom Insights Part 4: Causes For Student Demotivation*. Retrieved from Virtual Classroom Insights Part 4: Causes For Student Demotivation: https://www.vedamo.com/knowledge/virtual-classroom-insights-part-4-causes-student-demotivation/

Krashen, S. (2004). *The power of Rading: Insights from the Research.* Wesport, United States: Heinemann.

Lee, J., & Hammer, J. (2011, January). *Gamification in Education: What, How, Why Bother?* Retrieved from Gamification in Education: What, How, Why Bother?: https://www.researchgate.net/publication/258697764_Gamification_in_Education_What_How_Why_Bother

Li, X., Kaj, S., & Samuel, K. (2021). Encourage the game to take advantage of the benefits offered by gamification, one of which is competency-based learning, this motivating factor engages the learner, favoring the development of skills in the acquisition of a new language through interacti. *British journal or Educational Technology*, 1.

Lloyd, V. (2014, March 25). *A brief history of Gamification*. Retrieved from A brief history of Gamification: https://www.thehrdirector.com/features/learning-development/a-brief-history-of-gamification/

Omar, A., Mahmoud Hussein, M. S., & Alalw, F. S. (2021, Vol. 12 No.4). A Computer-assisted Collaborative Reading Model to Improve Reading Fluency of EFL Learners in Continuous Learning Programs in Saudi Universities. *International Journal of Advanced Computer Science and Applications*, p. 3.

Rodrigues, L. F., Oliveira, A., & Rodrigues, H. (2019). Main gamification concepts: A systematic mapping study. *Heliyon*, 1.

Sezen, D., Massle, U., Ribeiro, P., Haake, S., Lurgel, I., & Parente, A. (2021). Reading to Level Up: Gamifying Reading Fluency. In D. Sezen, U. Massle, P. Ribeiro, S. Haake, I. Lurgel, & A. Parente, *Technology, Innovation, Entrepreneurship and Education* (p. 3). Braga, Portugal: Springer, Cham.

Yuen Ling, L. T. (2018, June). *Meaningful Gamification and Students' Motivation: A*. Retrieved from Online Learning Journal: https://files.eric.ed.gov/fulltext/EJ1181400.pdf

Yuen Ling, L. T. (2018, June). *Meaningful Gamification and Students' Motivation: A Strategy for Scaffolding Reading Material*. Retrieved from Online Learning Journal: https://files.eric.ed.gov/fulltext/EJ1181400.pdf