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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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Licenciado/a en Pedagogía del Idioma Inglés.**

**Theme: INTERACTIVE STORY GAMES AND READING
COMPREHENSION**

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I, Mg Edgar Guadia Encalada Trujillo holder of the I.D No. 0501824171, in my capacity as supervisor of the Research dissertation on the topic: “**INTERACTIVE STORY GAMES AND READING COMPREHENSION**” investigated by Miss Dayana Julissa Cali Guaman with I.D No. 1850100429, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DEDICATION

TO:

God for having guided me to this moment, in addition to giving me the strength and will to fulfill my tasks according to my abilities and capacities. For being the first to have patience and help me in life. Also, to my parents who always gave me their support throughout the process of my education, for their advice that contributed positively not only to my studies but to my entire life. Finally, I would like to dedicate this humble work to my dear son who at the end of this process has been a source of motivation and inspiration to work harder and grow as a person.

Dayana

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

ABSTRACT

THEME: “Interactive story games and reading comprehension”

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Interactive story games are a way of digital interaction that allows players to become involved in the story and engage with the characters. This allows them to change the story to their liking and end up with different endings. This form of the game requires constant reading to choose various options that users have in each interaction. For this reason, this type of games is taken into account in this research work to improve reading comprehension of the English language. The objective of this research was to analyze the effects of interactive history games on the reading comprehension of first-year high school students from the Unidad Educativa Guayaquil. This was achieved through the quasi-experimental qualitative method with an experimental group of 27 students, including 4 women and 23 men. A pre-test was applied at the beginning to measure the level of reading comprehension of the students, then 8 treatments were applied during the English hours in which the interactive story game 7 Days was used to improve reading comprehension, at the end, a post-test was taken to measure the level of current reading comprehension of the students. The total score in the pre-test was 3.1 out of 10 points, while the post-test was 5.4 out of 10 points, which means that there was an increase of 2.3 points. Through the different parts of the test it was found that students are able to identify the main and secondary ideas of the texts. Therefore, it was concluded that the use of interactive games contributes positively to the improvement of reading comprehension.

Keywords: Interactive story game, reading comprehension, digital game, learning English.

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESUMEN

TEMA: “Juegos de cuentos interactivos y comprensión lectora”

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Los juegos de historias interactivas son una forma de interacción digital que permite a los jugadores involucrarse en la historia y relacionarse con los personajes. Esto les permite cambiar la historia a su gusto y terminar con diferentes finales. Esta forma de juego requiere una lectura constante para elegir varias opciones que los usuarios tienen en cada interacción. Por tal motivo, en este trabajo de investigación se toma en cuenta este tipo de juegos para mejorar la comprensión lectora del idioma inglés. El objetivo de esta investigación fue analizar los efectos de los juegos interactivos de historia en la comprensión lectora de estudiantes de primer año de bachillerato de la Unidad Educativa Guayaquil. Esto se logró a través del método cualitativo cuasi-experimental con un grupo experimental de 27 estudiantes, incluidos 4 mujeres y 23 hombres. Se aplicó un pre-test al inicio para medir el nivel de comprensión lectora de los estudiantes, luego se aplicaron 8 tratamientos durante las horas de inglés en los cuales se utilizó el juego de cuento interactivo 7 Days para mejorar la comprensión lectora, al finalizar se tomó un post-test para medir el nivel de comprensión lectora actual de los estudiantes. El puntaje total en el pre test fue de 3.1 sobre 10 puntos, mientras que en el post test fue de 5.4 sobre 10 puntos, lo que significa que hubo un incremento de 2.3 puntos. A través de las diferentes partes del test se comprobó que los alumnos son capaces de identificar las ideas principales y secundarias de los textos. Por tanto, se concluyó que el uso de juegos interactivos contribuye positivamente a la mejora de la comprensión lectora.

Palabras clave: Juego de cuentos interactivo, comprensión lectora, juego digital, aprendizaje de inglés.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative background

This part of the work focuses on presenting some academic studies such as papers, articles and theses prepared in the years 2015 to 2021 with similar themes that provide relevant information for this research. These documents validate and strengthen the variables and the treatment to be applied. This through data that was obtained by analyzing the process of the different investigations and analysis of their results.

Guo, et al. (2020) developed an investigation which focused on making a game that improves the experience of reading and understanding through context, all this through multiple choice questions that assess the player's reading ability in each option. This study was carried out with 33 participants who played 4 games allowing their analysis and comparison in various aspects regarding learning. After extensive applications they demonstrated a clear advantage in their interactive fiction games achieving high winning rates in every game.

Authors Whitehead, Choi, and Lim (2021) conducted an exploratory study in which they aimed to compare the results of students' reading comprehension through two different reading media that are: interactive reading of e-books and reading on paper. Thirty Korean high school English students were randomly assigned to a treatment group or a control group, respectively, according to reading means. A pre-test and five comprehension activities were given to both groups, in addition to a survey to check the students' perceptions about the use of these media. The general result was that the way students interact with the different reading media is what can alter their understanding of the text since no significant differences were found.

Nagai and York (2021) carried out a study work where the purpose was to compare the effectiveness of interactive fiction with non-interactive linear fiction in the acquisition criteria of the vocabulary, motivation and reading comprehension in the process of learning the English language at the university level. The eighty-eight participants were divided into two groups, the control group that read a linear story and the experimental group that played an interactive version of the same story. A pre- and post-experiment test was administered to investigate students' knowledge, in

addition to a story-based test. Although the difference in results was not significant, further analysis of the game's competition data revealed that low-competition players did not control the interactive version. These authors suggest that the students' ignorance of the games can affect the perceptions of the system.

The writers Tobar, Baldiris and Fabregat (2017) developed an academic article which was aimed to devise an augmented reality game employing a design-based research approach. Subsequently, they tested it in a real classroom and made qualitative and quantitative observations. The results showed that there were no significant differences in reading comprehension using games and traditional reading on paper. However, the results showed an increase in the motivation and interest of the activities, which encourages exploration, problem solving and socialization behavior.

Son, Butcher, and Aimonette (2020) conducted an investigation to study the interactive particularity in the images of the storybook apps that were involved in the children's reading comprehension. Ninety-one students of first and second grade were randomly assigned to read the interactive and non-interactive stories in the apps. Findings showed that children in the interactive medium scored higher on reading comprehension questions than children in the non-interactive media.

The authors Takacs, Swart and Bus (2015) elaborated a research work whose main objective was to carry out a meta-analysis of the product of using renewed stories with technology and the traditional story reading in young children's literacy development. They found a small advantage of technology for vocabulary and story reading comprehension, based on data from 43 studies of 2,147 children. In the results, it was found that multimedia functions such as sound effects, music and animated images were beneficial in learning. However, the children were distracted by dictionaries, games and hotspots.

Smeets and Bus (2015) carried out a study work whose purpose was to examine the elements of electronic books such as: sounds, moving images and background music in the word learning process and reading comprehension of the story. A sample group of 136 first grade children was involved in this study. They were randomly assigned to one of four conditions: interactive animated e-books, animated e-books, static

books, and a control group. In all groups, the children worked with the computer programs independently. In the results, the students acquired more vocabulary after reading the interactive animated e-books. Finally, they conclude that electronic storybooks are a great support for the curriculum, with interactive animated electronic books being the best option.

Flis (2018) developed a paper which was aimed to examine the effectiveness of ABRACADABRA (ABRA) which represents a reading approach designed to achieve the objectives required for everyone. It focuses on literacy skills in two groups: students who speak English as a second language and first graders who are at risk of failing in reading skills. One hundred and four students from an Ontario district were selected to participate in the research. Participants were assigned to one of two conditions, treatment and control. Reading skills were assessed before and after treatment using six standardized tests. The results of an analysis dictated that students with second language learning disabilities with the ABRA intervention had an improvement in reading skills.

The author Sari (2017) conducted an investigation where the objective was to discover if the gamebook application for cell phones is useful in the process of teaching narrative texts by through a quasi-experimental study. Another point is to compare the reading comprehension of a group that uses the application and another that is taught in a traditional way with an English textbook. The ninth-year students of the SMPN participated in this research work in the academic year 2016/2017, while the sample consists of 67 participants from two classes. It began with pre and post tests and with treatments for both groups. The test result showed that there was a big difference between the experimental group and the control group. It is concluded that the gamebook application is effective for the development of reading comprehension.

Finally, Radaideh, Al-jamal and Sa'di (2020) carried out a research work whose purpose was to investigate the effect of digital storytelling on students' reading comprehension skills of fifth grade of basic education through a quasi-experimental study. Thirty-four students from Al Rusol Educational School were randomly assigned. They were divided into two groups: one experimental and one control. They developed a pre-test and a post-test that assess reading comprehension. Units of the

textbook were digitally redesigned and then displayed on a projector. The results found that the experimental group outperformed the control group in each part of the reading comprehension skill test. Lastly, they recommend the use of narratives in the process of teaching reading comprehension skills in a foreign language.

All these articles reveal that technology is of great help in the teaching-learning process and that it is taking on great importance in education today. This is because it facilitates research and offers new ways of learning. On the other hand, these studies show us through the results how effective it can be to implement interactive story games in the classroom to improve reading comprehension. They show us that through the images, sounds, background music, constant interaction with the world of the story, students acquire vocabulary, new phrases and expressions that help them better understand how the English language develops naturally. In addition, they remain motivated and attentive to each process.

1.2 Theoretical framework

This part of the work aims to provide research that highlights the importance of the use of interactive story games to improve reading comprehension. The data from these studies are important and necessary for the development of this research work.

1.2.1 Independent variable framework

1.2.1.1 Technology in education

In this new era, technology sets the guidelines for the development, sustainability, growth and exchange of the world. It advances rapidly in all areas that have a strong influence on daily life, taking into account the different contexts; social, educational, family, business, environments, lifestyles, spaces, methodologies and strategies that facilitate accessibility, acquisition and use of information that allow the development of humanity (Gutiérrez, Hernández, & Acosta, 2016).

The use of technology in education has been effective, it has also changed the way of seeing education and has created more educational opportunities. Technology has digitized classrooms through digital learning tools such as tablets, computers, smartphones, and digital whiteboards; besides, it has increased student engagement and motivation towards learning (Roy, 2019). Both teachers and learners have profited

from different technology advances; teachers have learned to integrate digital tools into their classrooms and learners are getting to be more curious about learning with digital tools.

The most dynamic, creative and motivating activities that help students in learning are the games that are developed through the different technological tools.

1.2.1.2 ICT tools

The term ICT stands for “information and communication technology”. It refers to any technological tool used to process, transmit, create, store, share, exchange or display information; such as television, telephone, computer systems, network hardware and software, satellite systems, etc. (Adulkareem & Chouthaiwale, 2018). These tools are a great support for the teacher in a classroom due to all their utilities and that more creative, interactive, dynamic and playful activities can be created.

According to a UNESCO article, ICTs are resources to disseminate, manage, store, communicate and create information, standing out in the educational field in all types of public and private entities (Adulkareem & Chouthaiwale, 2018). Through these different tools, you can easily find and share true information that is very important for learning, which is why it is essential for a good education.

1.2.1.3 Digital game-based learning

Prensky (2002) presented an innovative game-based approach to learning with the aim of promoting motivation, called digital game-based learning, in which he combined digital games with curricular content. Digital game-based learning is a student-centered approach.

Game-based learning is the pedagogical approach that uses games to educate. Students are able to get involved in playful subjects and in the material in an entertaining, dynamic and playful way (Anastasiadis, Lampropoulos, & Siakas, 2018). The goal of this digital game-based approach is for the student to play while acquiring knowledge to meet a specific learning objective or improve a skill set.

1.2.1.4 Interactive story games

Reading can be seen as an "interactive" process between a reader and a text that leads to automaticity (reading fluency), in the case of games it is possible to be part of

the story and change it. Interactive story games are a form of interactive digital experience in which users create or influence a dramatic story through their actions; its goal is to immerse the user in a virtual world in such a way that they believe that it is an integral part of a developing story and that their actions can significantly alter the direction and/or outcome of the story (Riedl & Bulitko, 2012). Interactive story games allow students to create and develop their own fictional stories and live lives or experiences in a virtual world.

Unlike the normal stories in books or magazines that are used in traditional teaching-learning methods, this interactive storytelling method through technology such as cell phones or computers offers the learners alternative endings based on their choices. This, in turn, turns students into active participants (not only in the story but also in the classroom) rather than just passive observers of the story as is commonly done.

Interactive story games can be based either on explicit plot representations or on the autonomous behavior of artificial characters. In this process, the reader dynamically interacts with the text while trying to get the meaning; and where various types of knowledge are being used: linguistic or systemic knowledge, as well as schematic knowledge (Suleiman, 2006). In such a character-based approach, the dynamic interaction between characters generates the actual plot from a generic storyline.

Interactive story games stimulate students' learning skills through real and truly fun contexts. In 2019, Topa Nelson developed a research entitled “Interactive Games for the Contextualized Vocabulary Learning” with the only objective of elaborating a booklet with interactive online games to develop and improve the English vocabulary proficiency of students. According this research work the experts agree that the best way that children learn is through games; that is the principal reason why researchers believe that:

- Games are an excellent strategy to teach and learn vocabulary through entertainment.

- Games help the teaching and learning process of vocabulary since students have many opportunities for learning, practicing, and reviewing the English language in a pleasant environment.
- Games encourage students to generate an active role in the learning process instead of a passive one.
- Playing games provides the opportunity to learn and practice vocabulary in an effective and realistic way.
- Games make students cooperate, promote good relationships, and remain interested in the class situations of narrative relevance.

1.2.2 Dependent variable framework

1.2.2.1 English language learning

These days, English is the preferred language in society internationally both in communication and in business. The interest in learning the English language is growing all over the world, which is why great efforts are being made to improve learning through programs and technology (Cronquist & Fiszbein, 2017). For this reason, non-English-speaking countries place great importance on learning English, including it in educational curriculum.

English language skills have been recognized in Korea as essential skills to acquire in order to succeed in a globalized society (Lee & Heinz, 2016). For this reason, a large part of young and university students who are not satisfied with what they studied seek to master English through different courses in order to find good job opportunities after graduation.

It is not useful for students to just learn rules, grammatical structures and terms to be able to communicate, which is the main objective of language. Because of this today the teaching focuses a lot on functions, fluency, language skills and communication (Spratt, Pulverness, & William, 2011).

1.2.2.2 Language skills

“Language is essentially a skill” (Husain, 2015). Language aims to impart information and knowledge to the minds of people. Due to the nature of language, it is considered an ability that is under the psychomotor domain. Knowing skills such as

swimming and playing is an intellectual process, that is, cognitive, however, making or using that knowledge is a skill, in other words, it is action (Husain, 2015). Due to the complexity of the language, it is divided into four sub-skills which are: listening, speaking, reading and writing.

1.2.2.3 Reading skill

Reading is a receptive skill whose purpose is to understand and respond to a text instead of producing it. Reading implies understanding a written text; for this it is necessary to understand the language in which it is written, full text level, sentence level and words (Spratt, Pulverness, & William, 2011). In other words, in reading ability it is essential to understand the words that form the letters, in turn the sentences that form the words and grammar.

For interpretations to be made effectively, second language readers must develop formal frameworks and appropriate content, i.e. cultural experience and background information (Brown, 2004). Readers must know the context in which the reading takes place to find the correct meaning that the writer wants to make known.

1.2.2.4 Reading comprehension

Reading comprehension is one of the capacities of humans to process texts and integrate with what already knows. Reading comprehension is the ability to understand the meanings of words from the context of speech, follow the organization of passages, and identify antecedents and references (Herrera, 2020). These and more are the skills that a person can develop at the time of being able to fully understand the different texts that must be read.

The reason is to get the content instead of to obtain meaning from words or sentences. The result of perusing is the mental representation of the meaning of a content that is combined with the previous information of the readers. This is often called a mental model or situation model (Pourhosein & Sabouri, 2016).

Reading comprehension requires the fruitful extension and course of action of numerous lower and higher level forms and aptitudes. Thus, there are numerous sources of possible gaps in understanding, and these sources differ depending on the skill levels and age of the readers (Pourhosein & Sabouri, 2016).

Kinds of reading

There are two different kinds of reading:

Extensive reading

It is sweeping and exploring activities. It is about exposing students to large amounts of meaningful and fascinating materials and activities that will have a significant impact on students' knowledge of the target language (Pourhosein & Sabouri, 2016).

Intensive reading

In this case, learners study a page to discover the meaning and become familiar with the writing strategies. Through this perusing, learners can pick up foundational hone in executing these procedures based on a number of materials. These strategies can be related to the content or to the learners. The first, includes the recognition of the organization of the content and the next includes strategies such as linguistic, phonetic, schematic and metacognitive strategies (Pourhosein & Sabouri, 2016).

Phillips (2015) proposes some general tips to enhance reading comprehension abilities. There are different strategies to help students improve their reading comprehension:

- 1. Previewing:** looking into titles, segment headings, and photo captions to urge a sense of the structure and substance of a perusing selection.
- 2. Predicting:** utilizing knowledge of the subject matter to form forecasts almost substance and lexicon and check comprehension; utilizing information of the content sort and reason to form forecasts approximately talk structure.
- 3. Skimming and scanning:** employing a fast study of the text to urge the most thought; distinguish content structure, affirm or address predictions.
- 4. Guessing from context:** utilizing earlier information of the subject and the ideas within the content as clues to the implications of obscure words, rather than halting to see them up.
- 5. Paraphrasing:** stopping at the end a section to check comprehension by restarting the data and concepts within the content (Pourhosein & Sabouri, 2016).

Reading Process

Pre-reading

Pre-reading is the first step to start reading a text which prepares the reader for a better understanding of the content. This stage examines the ability to predict the type of text and information (Patras, 2022). For this, the reader can look at the images, see the font and read the title of the article. The following questions may be helpful:

Why am I reading this reading?

What do I need to do with this reading?

What do I already know about this topic, and what do I hope to learn from this reading? (Dunton, 2022)

Answering these questions will guide the reader on how to interact with the reading. In addition, it will allow you to know the reason why you are going to read the article, it may be for academic, work or personal reasons.

While-reading

In this part, the reader tries to identify the main idea by skimming and then answer the questions that were formulated in the first stage. Afterwards, it is recommended to order the content of the text visually through a graphic organizer (Patras, 2022). It does not matter if it takes the reader more than once to understand the text. The first time, the reader must take into account the most important parts of the article such as the abstract, the introduction, and the conclusion (Dunton, 2022).

It is advisable for the reader to take a short time before reading the second time as this will allow the brain time to think about what has just been read. In the second reading, the reader should look at the literature review, the methodology, results and discussion, which is more detailed and specific information (Dunton, 2022). At this time, the reader can start writing notes, highlighting words or phrases, and underlining different parts of the text. The reader can choose the method that is most comfortable for him/her.

Post-reading

The main objective of this step is to test the reader's ability to relate the content of the article to the real world. For this, it is important that the reader summarize what he/she understood from the article, identifying the most relevant parts of the article and rewriting it in his/her own words (Patras, 2022). In this part, it is necessary to look up the meaning of the unknown words and become familiar with them, which will allow the following texts to be less challenging. Next, the reader should consider how to use the annotations and paraphrased sentences he/she made (Dunton, 2022).

1.3 Objectives

1.3.1 General objective

To analyze the effects of interactive story games on reading comprehension in first year high school students from the Unidad Educativa Guayaquil.

1.3.2 Specific objectives

- To define the main elements of interactive story games.
- To identify the level of students' reading comprehension before and after using interactive story games.
- To describe the impact of interactive story games on reading comprehension skill in students.

Description of compliance with the objectives

To achieve the first objective, a meticulous investigation was carried out on interactive story games, their elements and how they work and contribute to the reading experience. Through several articles, papers and reports, it was possible to elaborate a clearer definition of this type of game and its main characteristics that better influence the interaction with the game. To meet the second objective, a pre- and post-test was applied at the beginning and at the end of the course, respectively, to determine the level of reading comprehension of the first-year high school students. They were assessed with the reading part of the Cambridge A2 level standardized test. Finally, to achieve the third objective, the data obtained in the pre- and post-test were analyzed and it was determined whether or not the application of interactive story games had an impact on improving reading comprehension.

CHAPTER II. METHODOLOGY

This part of the investigation adds data and information about interactive story games and their aid in the development of reading comprehension. During the process of an investigation, the methodology is the theoretical and systematic analysis of a set of methods related to knowledge. The methodology offers the theoretical basis to understand which method or set of methods are suitable to apply to a field of study, it is not an instrument or procedure to do things (Topa, 2019). In other words, the methodology is the theoretical part of the research project that gives conceptual support to the procedure through methods and techniques.

2.1 Resources

This study work used human, physical and technological resources. First, human resources were the research tutor Mg. Edgar Encalada, an experimental group of 27 first-year high school students from the Guayaquil Educational Unit, and the researcher Dayana Cali. The physical resources were the pre-test and post-test applied at the beginning and at the end of the course, worksheets, pictures and vocabulary cards used in the treatments during the course. Finally, it was necessary to use technological resources such as cell phones, the Internet, the 7 Days! application, a WhatsApp group for communication between students and the researcher, and Google Drive where students uploaded their assignments.

Table 1: Resources

Resources	Meaning	Samples
Human resources	They are the group of people who participate in the investigation.	<ul style="list-style-type: none">• Research tutor Mg. Edgar Encalada• 27 first-year high school students from the Unidad Educativa "Guayaquil".• Researcher Dayana Cali

Physical resources	They are the tangible materials that were used in the research process.	<ul style="list-style-type: none"> • Pre-test • Post-test • Worksheets • Pictures • Vocabulary cards
Technological resources	They are the digital and technological instruments that were used in the treatments and the realization of the study work.	<ul style="list-style-type: none"> • Cell phones • Internet • 7 Days! • WhatsApp group • Google Drive

Note: This table shows the human, physical and technological resources used in the research process by Cali D. (2022).

2.1.1 Population

This research had the participation of 27 students in total. The students are 23 men and 4 women between 13 and 14 years of age. They belong to the first year of high school of the Unidad Educativa Guayaquil.

Table 2: Population

N°	Population	Sample	Percentage
01	Men	23	85.19%
02	Women	4	14.81%
	TOTAL	27	100%

Note: These data were taken from first-year high school students from the “Unidad Educativa Guayaquil” by Cali D. (2022).

The Guayaquil Educational Unit is located in the city of Ambato on Bolivariana Avenue. It offers studies at the levels of initial, basic, and technical and unified baccalaureate. Among the various subjects offered is the foreign language in which they teach the English language. This subject allows me to carry the activities to help

students improve their reading comprehension.

2.1.2 Instruments

- A pre-test and post-test to recognize the students' level of competence in reading comprehension. This material was taken from the Cambridge FCE standardized tests. The pre-test was taken at the beginning of the experiment and the post-test was taken after the application of the interactive game in order to identify the new level of reading comprehension of the students.
- The 7 days! application was downloaded to develop the experiment focused on reading comprehension. Through this application, students interacted with the story while learning new words, structures, and the meaning of different sentences according to their context.
- Smartphones were used by students to play on the app. In the case of students who did not have a smartphone, the game was played in pairs.
- Vocabulary cards were revised before starting to read in the application, in this way the students had knowledge of several keywords to understand the story.
- Worksheets were handed out after each lesson to assess students' reading comprehension regarding each chapter of the story in the app.
- Google docs with screenshots of the story progress for which folders were organized in google drive. In this way the teacher checked the progress of the students.
- A WhatsApp group was formed to interact with the students and send them relevant information in their process of improving reading comprehension. In addition, the students wrote their questions and they were answered by the teacher.

2.2 Methods

This research project focused on the following methods:

Quasi-Experimental research

According to Montero and León (2002), quasi-experimental research includes intervention designs that are applied in natural situations in which it is difficult to

randomly assign participants or control the order of application of the levels of the independent variable. In addition, a pre- and post-test can be taken, as is the case in this investigation.

Bibliographic

This research study is a bibliographic documentary since data has been collected from academic and scientific articles, books, and other research works to contribute with the information necessary to support ideas and add details that help to have a better understanding of the information. Bibliography is the science of organizing recorded knowledge that makes it consistent and easy to read different articles, books, magazines, or research papers (Pratim, 2015).

Field research

This type of research studied the facts found in the institution (Guayaquil Educational Unit). It had a direct approach to the reality of tenth-year students, which allowed collecting true and important information for the research objective.

Level or type of research

Exploratory level

This research begins at the exploratory level since it is necessary to have a clear idea of the problem to be investigated. Also, interactive story games to improve reading comprehension is an innovative idea. This level is essential to familiarize yourself and have direct contact with the reality that will be our point of investigation.

2.3 Procedure

In the first face-to-face class, the researcher introduced herself to the class. She introduced the work they will do together and what tools they will use. Then, for the pre-test evaluation, students were given three different readings with questions for them to answer.

Later, the students were given a review of the vocabulary and a brief summary of the structural tenses. To reinforce knowledge, some exercises were done through

games. Afterwards, the activities were carried out with the app “7 days. The students were able to interact with the story and after each chapter, the events that occurred in it were discussed and evaluated.

The “7 days” app was suitable for this process as it is a short and free story that has easy message-style gameplay. Students had to make decisions as the story unfolds. They had to read each part carefully, understand the situation well and answer one of the options provided by the app. They tested their reading skills and knowledge as they continued to develop it.

This interactive story game allowed them to read in a dynamic and creative way, which caught their attention and sparked their curiosity that kept them playing and learning. Through this app, students learned new words and understood them by their literal meaning and by the context.

Finally, after the course the students were evaluated with a post-test. In this they tested their reading comprehension by solving questions about three types of readings.

2.4 Hypothesis

Null hypothesis

Interactive story games do not influence reading comprehension of the English language in the first year of high school at Unidad Educativa Guayaquil.

Alternative hypothesis

Interactive story games influence reading comprehension of the English language in the first year of high school at Unidad Educativa Guayaquil.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter of the research work shows the results obtained before and after the application of the interactive story game "7 Days" in reading comprehension. These were presented in tables and bar graphs which have their respective analyzes and were interpreted to speed up the reading, improving the understanding of the results.

This study was carried out with 27 students from the Unidad Educativa Guayaquil during English classes for a period of 8 weeks. It started on May 9, 2022, with the application of the pre-test. Therefore, on May 16, 2022, students' reading comprehension was implemented through an app called 7 Days. Culminating on June 27, 2022 with the post-test evaluation.

The pre-test and post-test were based on the reading part of the Cambridge standardized exam belonging to the A2 Key Handbook for teachers for exam from 2020. During the classes, the students received this exam and carried out the activities with an A2 level in the Common European Framework of Reference for Language (CEFR).

The results found both in the pre-test and in the post-test were evaluated on a 10-point scale. Eventually, the tables and bar graphs were prepared with the data collected from the different questions of the pre-test (table 3 and graph 1) and the post-test (table 4 and graph 2), which facilitates the reading of the information and gives a clearer and more precise idea of the results. In addition, it presented a comparison between the initial average and the final average (table 5 and graph 3), moreover, the verification of the hypothesis (table 6 and table 7) in which the PSPP version 1.6.2 software was used.

3.1.1 Pre-test results

Table 3: Pre-test results

Students	Part 1 3,3 p	Part 2 3,9 p	Part 3 2,8 p	Results
1	1,1	1,1	0,6	2,8
2	1,7	1,1	1,1	3,9
3	0,6	1,1	0	1,7
4	2,2	1,1	0,6	3,9
5	0	0,6	0,6	1,2
6	1,7	1,1	1,7	4,5
7	1,1	0,6	0,6	2,3
8	0	0,6	0	0,6
9	0,6	0	0	0,6
10	1,7	0,6	0,6	2,9
11	0,6	1,1	2,2	3,9
12	0,6	1,1	0,6	2,3
13	0	1,7	1,7	3,4
14	0	2,2	0	2,2
15	1,1	2,2	1,7	5
16	1,1	0,6	1,7	3,4
17	1,1	2,2	1,7	5
18	2,2	0	0,6	2,8
19	0	2,2	0,6	2,8
20	2,8	1,1	2,8	6,7
21	0	1,1	0	1,1
22	1,7	1,1	0,6	3,4
23	2,2	0	0,6	2,8
24	1,1	1,7	0	2,8
25	3,4	0,6	1,1	5,1
26	0	2,2	0,6	2,8
27	0,6	1,7	0,6	2,9
Average X	1,1	1,1	0,8	3,1

Note: These data were taken from students' reading exam of the first year high school students of the "Unidad Educativa Guayaquil" by Cali D. (2022).

Figure 1: Pre-test

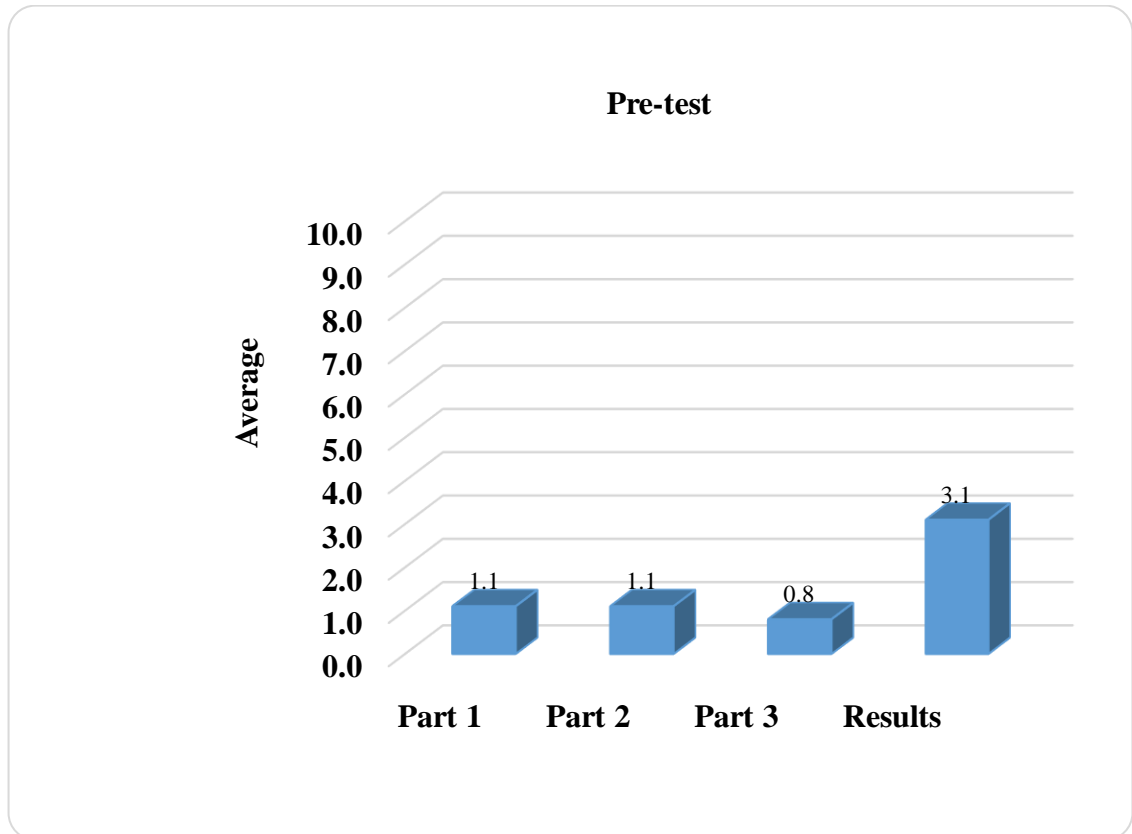


Fig. reading pre-test results taken from the first year high school students of the "Unidad Educativa Guayaquil" by Cali D. (2022).

Analysis and interpretation

Table 3 and bar graph 1 present the information obtained from the Key Handbook for teachers for exam from 2020, which is divided into 3 parts. These parts have different readings and multiple choice questions. The first part consists of 6 questions of 0.56 points each, obtaining a value of 3.3 points. The second part consists of 7 questions of 0.56 points each, obtaining a value of 3.9 points. The third part consists of 5 questions of 0.56 points each, obtaining a value of 2.8 points, giving a total of 10 points. Then, through mathematical operations, the entire average of the pre-test was reached as well as the average of its sections. The first part of the pre-test analysis showed an average of 1.1 out of 3.3 points, part 2 showed an average of 1.1 out of 3.9 points, part 3 showed an average of 0.8 out of 2, 8 point. At last, the entire pre-test average was 3.1 out of 10 points.

According to the data obtained, it was determined that the students did not have a good level of reading comprehension since they did not understand short texts as in

the questions of the first part, nor medium and long texts as in parts 2 and 3. The students failed to understand or identify specific, essential information or details, and they did not recognize the main idea of the text or have a clear idea of what the questions are asking for.

In addition, it was observed that part 1 has the highest score of all with 1.1 out of 3.3 points, which shows that, despite being only a third of the score, students better capture information of short texts, but they have a hard time recognizing the message that the writers are trying to give to the readers. The second part (1.1 out of 3.9) showed that they have problems reading more compound paragraphs as they struggle to recognize important information and essential details. Likewise, in the last part (0.8 out of 2.8), it is noted that the students find it difficult to read, this time the text is longer and contains more important details that are difficult for them to identify.

3.1.2 Post-test results

Table 4: Post-test results

Students	Part 1 3,3 p	Part 2 3,9 p	Part 3 2,8 p	Results
1	2,8	2,8	2,8	8,4
2	1,7	3,9	2,2	7,8
3	1,1	0,6	1,1	2,8
4	1,7	3,9	1,7	7,3
5	2,8	1,7	1,7	6,2
6	0,6	0,6	1,7	2,9
7	0	2,2	1,1	3,3
8	2,8	1,7	1,7	6,2
9	0,6	0,6	1,1	2,3
10	0	1,1	1,1	2,2
11	1,7	1,1	2,2	5
12	2,2	0,6	0,6	3,4
13	2,2	1,7	1,1	5
14	1,1	0,6	1,1	2,8
15	1,7	1,1	2,2	5
16	0,6	2,2	1,1	3,9
17	1,7	0,6	2,2	4,5
18	1,7	1,7	1,1	4,5
19	2,8	3,4	2,2	8,4
20	2,2	2,8	2,2	7,2
21	2,2	2,2	0	4,4
22	2,8	2,8	2,2	7,8

23	2,2	2,2	2,2	6,6
24	2,2	3,4	2,2	7,8
25	2,2	3,4	1,1	6,7
26	2,2	2,8	2,2	7,2
27	2,8	1,7	2,8	7,3
Average X	1,8	2,0	1,7	5,4

Note: These data were taken from students' reading post-test of the first year high school students of the "Unidad Educativa Guayaquil" by Cali D. (2022).

Figure 2: Post-test

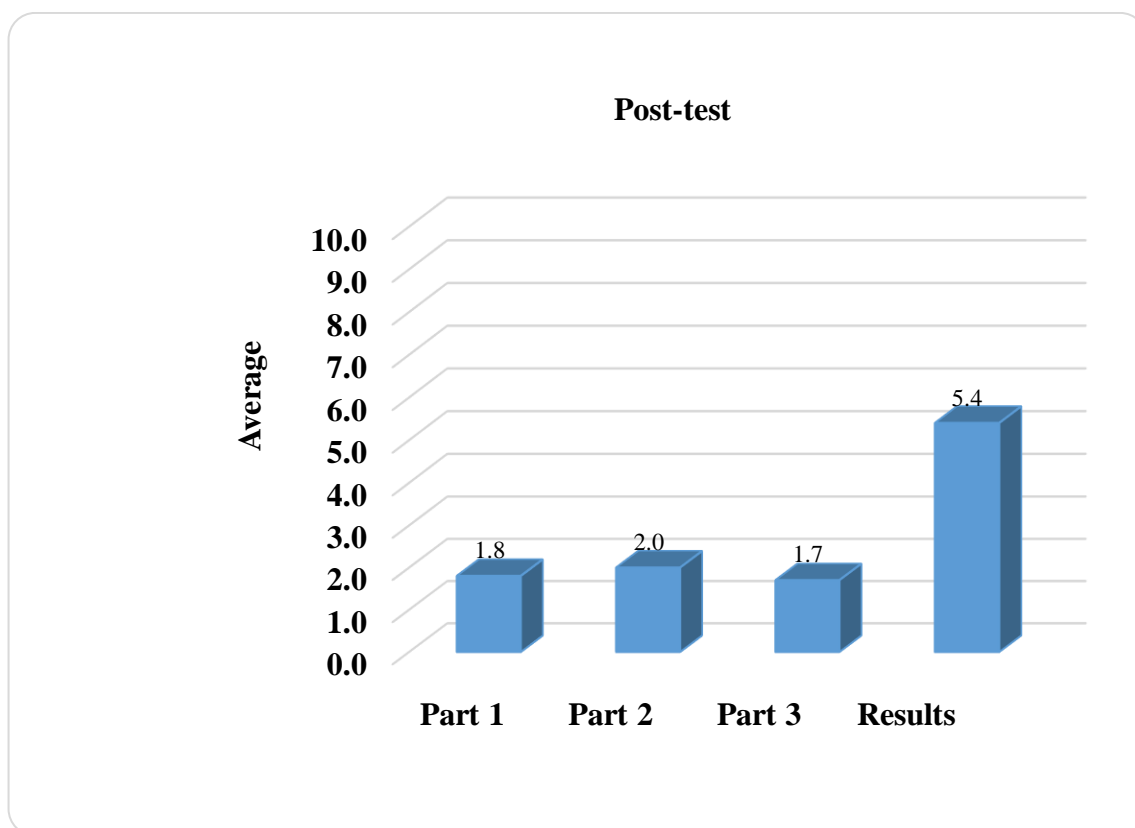


Fig. reading post-test results taken from the first year high school students of the "Unidad Educativa Guayaquil" by Cali D. (2022).

Analysis and interpretation

Table 4 and bar graph 2 present the information that was obtained from the post-tests after the students used the 7Days application for 8 weeks from May 9, 2022 to June 27, 2022. This test showed the evolution of students' knowledge and how the use of the application impacted through various treatments on the ability to read comprehension.

Part 1 of the post-test analysis, to which the short texts belong, presented an average of 1.8 out of 3.3 points; part 2, to which the paragraphs belong, presented an average of 2 out of 3.9 points, and part 3, to which the long text belongs, showed the average of 1.7 out of 2.8 points. At last, the entire average was 5.4 out of 10 points.

According to the data obtained, it is determined that the students presented an improvement in the evaluation of their reading comprehension because on this occasion they were able to better understand the different texts. In this test they showed that they were able to answer the questions of the three parts recognizing important information.

In addition, it was observed that the second part has the highest average, representing 2 out of 3.9 points, therefore, it is understood that the students were able to understand the short texts, but still lack the skills to recognize the writer's intention. The next part with the highest score is the third with 1.7 out of 2.8 points, which means that students improved their ability to read long texts and identify important information and main ideas. The second part has the lowest score with 1.8 out of 3.3 points, which shows us that students still need to recognize specific details in the texts.

3.1.3 Pre-test and post-test results

Table 5: Pre-test and Post-test results

Parts	Initial average	Final average
Part 1	1,1	1,8
Part 2	1,1	2,0
Part 3	0,8	1,7
Average	3,1	5,4

Note: These data were taken from students' reading pre and post-test of the first year high school students of the "Unidad Educativa Guayaquil" by Cali D. (2022).

Figure 3: Pre-test and post-test comparative results

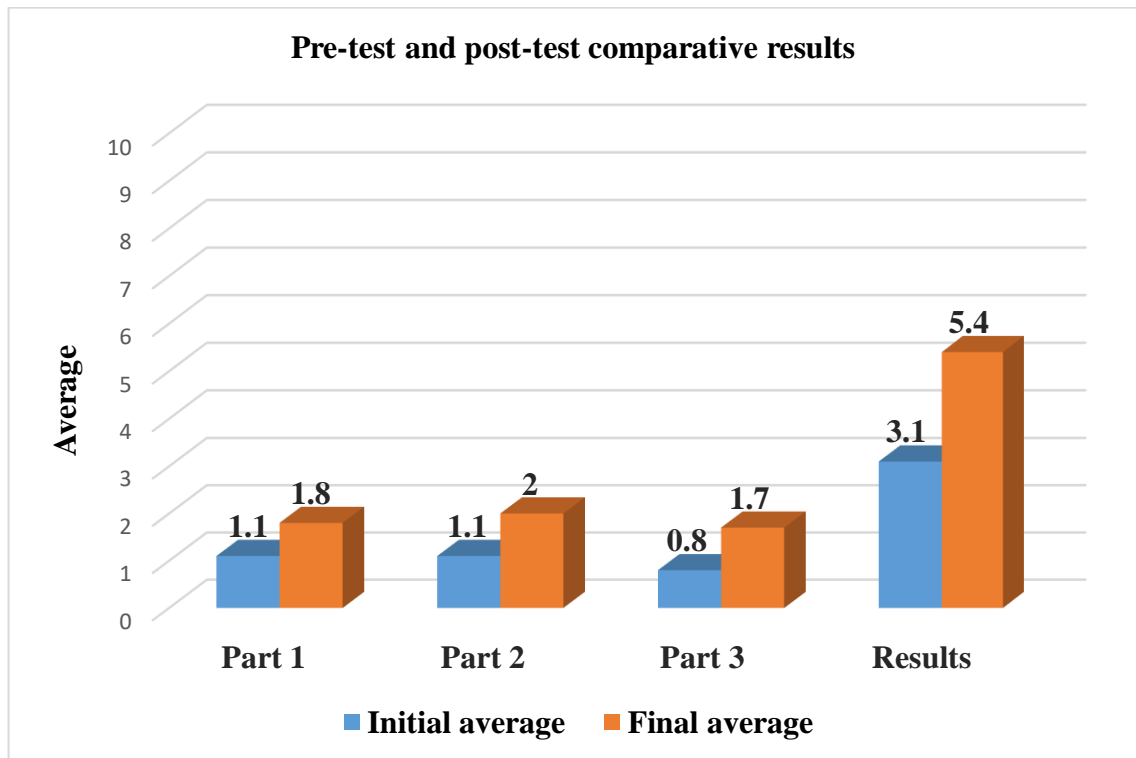


Fig. comparison of the reading results taken from the pre- and post-test of the first-year high school students of the "Unidad Educativa Guayaquil" of Cali D. (2022).

Analysis and interpretation

Table 5 and bar graph 4 present the comparative averages of the Initial average (pre-test) and the Final average (post-test) in which a difference was observed in the Initial average and the Final average, which means that the application of the interactive game 7 Days has contributed positively to the reading comprehension of the students.

Contrasting the pre-test averages with the post-test averages, it was found that the first part began with 1.1 out of 3.3 points and ended with 1.8, which means that there was an increase of 0.7. In the second half, they started with 1.1 out of 3.9 points and ended with 2, which suggests that there was an increase of 0.9. On the other hand, in the third part it began with 0.8 out of 2.8 points and ended with 1.7, which would be interpreted as an increase of 0.9. This shows that after the use of the 7Days application there was an improvement in the comprehension reading skill.

Comparing the paired data, it is accepted that the constant use of the 7 Days interactive game has effectively contributed to the students' improvement in reading comprehension for the reason that an increase in the data of the three parts of the post-test was observed. It was found that the initial result is 3.1 out of 10 points, culminating in the final result with 5.4; which means that there was an increase of 2.3 points. For this reason, it is determined that through the application of interactive history, students are able to identify important information, recognize secondary ideas, moderately grasp the messages of the writers and the essential details of the text.

3.2 Verification of hypotheses

The information collected in the development of this research study was examined in the PSPP Software.

Null hypothesis

Interactive story games do not influence reading comprehension of the English language in the first year of high school at Unidad Educativa Guayaquil.

Alternative hypothesis

Interactive story games influence reading comprehension of the English language in the first year of high school at Unidad Educativa Guayaquil.

T-sample test

Table 6: Paired samples difference

Paired samples difference						
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Sig. (2-tailed)
			Lower	Upper		

Pair	Pre-	-	2,16415	,41649	-	-	-	26	,000
1	test -	2,37407			3,23018	1,51797	5,700		
	Post-								
	test								

Note: These data were taken from students' reading pre and post-test of the first year high school students of the "Unidad Educativa Guayaquil" by Cali D. (2022).

Analysis and interpretation

Sig > 0,05 = Ha

Sig < 0,05 = Ho

Table 6 presents the data related to the T-sample test used to validate the hypothesis of this research. It is observed that the P value is .000, so it can be affirmed that the alternative hypothesis is accepted and the null hypothesis is totally rejected. Due to this fact, it can be affirmed that the interactive story game called 7 Days! helps improve reading skills in first-year high school students of the Unidad Educativa Guayaquil.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The instruments applied, the analysis and the interpretation of the results found contribute with true, precise and reliable information which permit to generate the following conclusions.

- The acquired knowledge of the elements of interactive story games such as images, environmental sounds, and multiple-choice questions to interact with other characters, made reading easier for students and contributed positively to the development of activities in the classroom. Additionally, these elements in the reading allowed students to engage with the story, become part of it and change it. This is because the game becomes dynamic and fun. The games encouraged the students to take an active role in the learning process instead of a passive one. On the other hand, the activities that were developed in 8 treatments during 8 weeks, helped them to recognize the main and secondary ideas of the readings, as well as to identify the different characters and situations in the story.
- A2 Key Handbook for teachers for exam from 2020 was used for the elaboration of the pre-test and post-test with the objective of diagnosing the level of comprehension reading of the students before and after the use of interactive story games. These types of games focused on students and stimulated learning through fun and real contexts. The constant attention that students paid to the game 7 Days! allowed them to improve their concentration on the post-test readings. As a consequence, the students obtained 3.1 out of 10 points in the pre-test while in the post-test a total of 5.4.
- The interactive story game 7 Days! had a great impact on students' reading comprehension due to the number of elements and the creative story it has. The students could use it at any time of the established week through the different technological tools. This interaction with the story made easier for them to predict the next scenes and the ending. Additionally, the interactive games made the students cooperate, promote good relationships and keep them interested in the classroom situations of narrative relevance. The method used

was Digital game-based, which allowed them to learn through play. The influence of the game in the 3 parts of the test was clear since in the first part (short texts) there was an increase from 1.1 to 1.8 over 3.3 points, in the second part (paragraphs) there was an increase from 1.1 to 2 of 3.9 points, and in the third part (long text) there was an increase from 0.8 to 1.7 of 2.8 points, which showed that the application helped to understand reading in different sizes and types of texts.

- The interactive story game 7 Day! positively influenced the development of comprehensive reading in first-year high school students from the Unidad Educativa Guayaquil. Because technology is in daily life and is more integrated into education, teachers seek to use digital tools in the classroom. What motivated this research work and led students to use technological devices to process, transmit, store and share information about the interactive game. It was confirmed that the experimental group in the pretest obtained 3.1 out of 10 points, while in the post-test obtained 5.4 and there was a considerable increase of 2.3 points. This means that the constant interaction with the game and the continuous reading allowed the students to focus on the important details of each text.

4.2 Recommendations

After the research work, the application of the tests, the analysis and interpretation of the results, the following recommendations should be considered.

- To make good use of the application, it is important first to make students aware of the variety of elements that interactive story games have. Thanks to this, they can play the game better, they don't get lost in the application's options and the teacher don't spend time recognizing the gameplay. In addition, it avoids frustration in the students, which allows them to generate interest in the story and motivates them to continue playing and therefore learning.
- To recognize the level of reading comprehension of the students, it is essential to develop a diagnostic test with the correct difficulty, for this it is necessary to consider the age and level of English of the students. After the evaluation,

knowing the reading level of the students, it is also necessary to apply an interactive story game according to their level that allows improving this skill.

- To have a great effect in the implementation of an interactive story game it is important that the students are persistently reading the story and have continuous interaction with it, in addition, it is essential to assess the knowledge of the students through a test. This allows to know the progress of the students and the common mistakes they make, so that the teacher can interfere and contribute positively to their learning.
- To determine the effectiveness of the application of an interactive story game in reading comprehension, it is necessary that the students are in constant interaction with the game and that this in turn is developed in a real world context. This allows them to identify new words, recognize the different grammatical structures of the tenses, and learn new phrases that English speakers use daily in real life.

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<https://doi.org/10.1016/j.system.2020.102434>

ANNEXES

Annex 1: Approval

CARTA DE COMPROMISO

Ambato, 25/04/2022

Doctor
Marcelo Núñez

Presidente de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, Marco Fiallos, Msc. en mi calidad de Rector de la Unidad Educativa Guayaquil, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "INTERACTIVE STORY GAMES AND READING COMPREHENSION" propuesto por la estudiante Dayana Julissa Cali Guamán, portador/a de la Cédula de Ciudadanía 1850100429, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,



Msc. Marco Fiallos
Rector de la Unidad Educativa Guayaquil
CI.
TELF:
Correo electrónico:

Annex 2: Pre-test_ Key Handbook for teachers for exam (Reading)

Part 1

Questions 1 – 6

For each question, choose the correct answer.

1

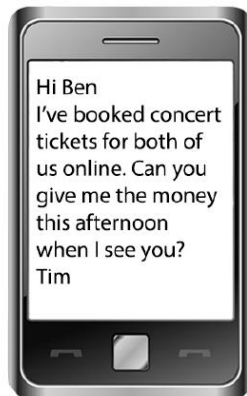


For Sale
Women's bicycle (small)
11 years old - needs new tyres
Phone Debbie
- 0794587454



- A The bicycle that's for sale was built for a child.
- B Some parts of the bicycle must be changed.
- C Debbie is selling the bike because she's too big for it now.

2



- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.

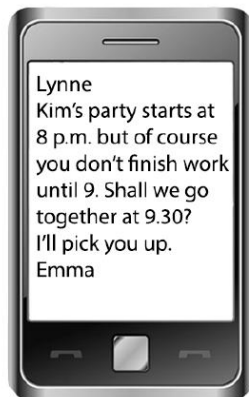
3



ADVENTURE PARK
Half-price tickets for groups of 12 or more
Ask at entrance

- A You get into the park by going this way.
- B It is more expensive to go here alone.
- C You will have fun if you come with friends.

4



- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.

5



- A The ice cream shop is open for only 2 hours.
- B Two ice creams will cost the same as one.
- C You can get free ice creams all afternoon.

6



Why did Sophie write this message?

- A to check if Anna has completed her homework
- B to let Anna know what they did in class today
- C to ask Anna to contact her about the homework

Part 2

Questions 7 – 13

For each question, choose the correct answer.

		Tasha	Danni	Chrissie
7	Who writes both a magazine and a blog?	A	B	C
8	Who says that studying and writing a blog at the same time can be hard?	A	B	C
9	Who answers questions from other people who read her blog?	A	B	C
10	Who plans to stop writing her blog soon?	A	B	C
11	Who didn't have many people reading her blog in the beginning?	A	B	C
12	Who asks a member of her family to help her write her blog?	A	B	C
13	Who says writing a blog is easier than some other types of writing?	A	B	C

Young blog writers

Tasha



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

Danni



I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

Chrissie



I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do, I've had some lovely comments.

Part 3

Questions 14 – 18

For each question, choose the correct answer.

A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'



- 14 What is Alice Watson's job now?
- A dancer
 - B teacher
 - C dress-maker
- 15 Demi had her first ballet lessons
- A at a very young age.
 - B at the National Ballet Company.
 - C from her mother.
- 16 Jack helped his wife and daughter by
- A moving to a larger house.
 - B letting them use the living room for dancing.
 - C making a place for them to practise in.
- 17 What was the best thing about the *Swan Lake* show for Demi?
- A It was her first show with the company.
 - B All her family were there.
 - C She was wearing a new dress.
- 18 Hannah says that Demi
- A will be a star one day.
 - B is her favourite granddaughter.
 - C dances better than Alice did.

Annex 3: Post-test_ Key Handbook for teachers for exam (Reading)

Link:

https://docs.google.com/forms/d/e/1FAIpQLSd3bUHq14RsiejIEUMJLbxsUT54IrzElaezJGrai_f2GPLWjg/viewform



Posttest

This test aims to assess the reading comprehension of the students after the course.

The test is over /10.

Don't forget to read each question carefully, and choose the best answer.

Good Luck!! 😊

dayanajulyc@gmail.com [Cambiar de cuenta](#)



***Obligatorio**

Correo *

Tu dirección de correo electrónico

Nombre: *

Tu respuesta

Part 1

For each question, choose the correct answer.

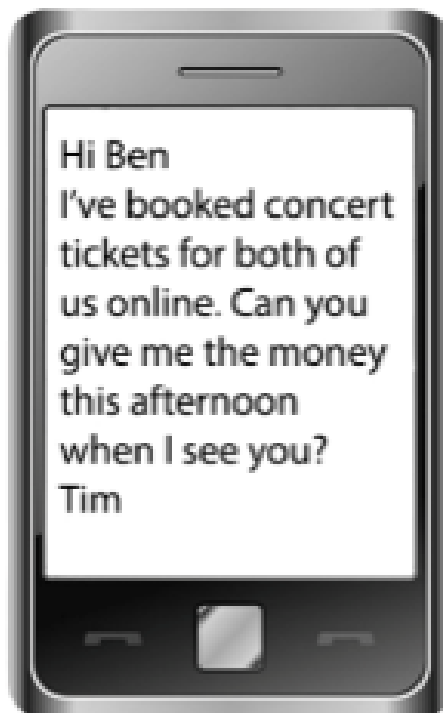
1*

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- A. The bicycle that's for sale was built for a child.
 - B. Some parts of the bicycle must be changed.
 - C. Debbie is selling the bike because she's too
-

1*



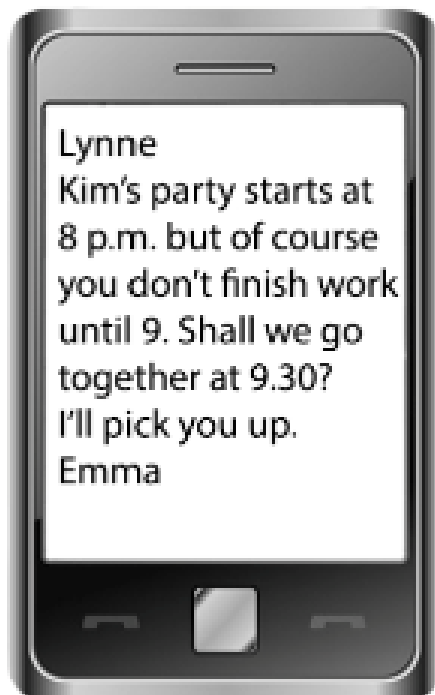
- A. Tim thinks Ben should look on the concert website.
- B. Tim hopes that Ben will be able to come with him.
- C. Tim wants to know if Ben can pay him back today.

3 *



- A. You get into the park by going this way.
 - B. It is more expensive to go here alone.
 - C. You will have fun if you come with friends.
-

4 *



- A. Emma knows that Lynne can't be at the party when it starts.
- B. Emma wants to go to the party a bit later than Lynne.
- C. Emma wants to go out with Lynne but not to the party.

5 *



- A. The ice cream shop is open for only 2 hours.
- B. Two ice creams will cost the same as one.
- C. You can get free ice creams all afternoon.

6. Why did Sophie write this message? *



- A. to check if Anna has completed her homework.
- B. to let Anna know what they did in class today.
- C. to ask Anna to contact her about the homework.

Part 2

For each question, choose the correct answer.

Young blog writers

Tasha



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

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I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put those on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

Chrissie



I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do. I've had some lovely comments.

7. Who writes both a magazine and a blog? *

- A. Tasha
- B. Danni
- C. Chrissie

8. Who says that studying and writing a blog at the same time can be hard? *

- A. Tasha
- B. Danni
- C. Chrissie

9. Who answers questions from other people who read her blog? *

- A. Tasha
 - B. Danni
 - C. Chrissie
-

10. Who plans to stop writing her blog soon? *

- A. Tasha
 - B. Danni
 - C. Chrissie
-

11. Who didn't have many people reading her blog in the beginning? *

- A. Tasha
 - B. Danni
 - C. Chrissie
-

12. Who asks a member of her family to help her write her blog? *

- A. Tasha
 - B. Danni
 - C. Chrissie
-

13. Who says writing a blog is easier than some other types of writing? *

- A. Tasha
- B. Danni
- C. Chrissie

Part 3

For each question, choose the correct answer.

A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet Swan Lake. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'



14. What is Alice Watson's job now? *

- A. dancer
- B. teacher
- C. dress-maker

15. Demi had her first ballet lessons *

- A. at a very young age.
- B. at the National Ballet Company.
- C. from her mother.

16. Jack helped his wife and daughter by *

- A. moving to a larger house.
 - B. letting them use the living room for dancing.
 - C. making a place for them to practise in.
-

17. What was the best thing about the Swan Lake show for Demi? *



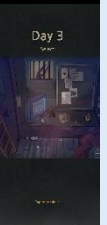




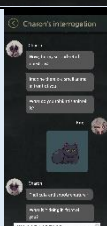



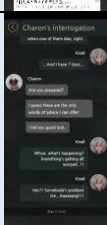



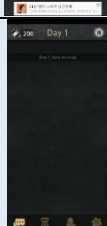
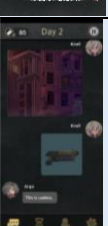
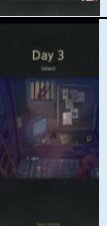
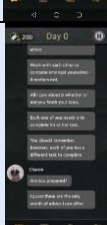



- A. It was her first show with the company.
 - B. All her family were there.
 - C. She was wearing a new dress.
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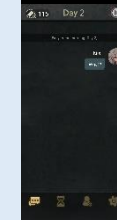

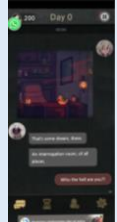
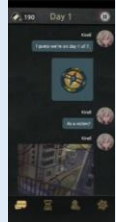
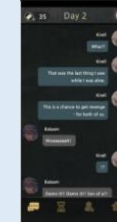
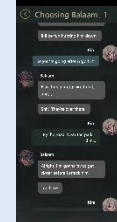


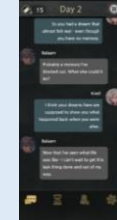
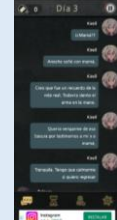

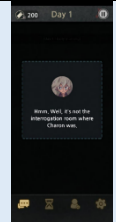
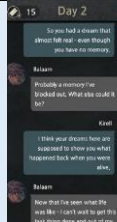
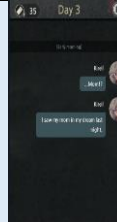

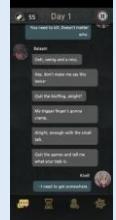
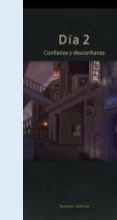
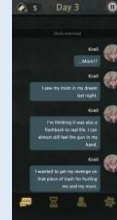

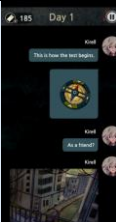
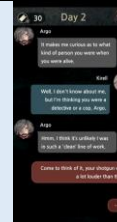

18. Hannah says that Demi *


- A. will be a star one day.
- B. is her favourite granddaughter.
- C. dances better than Alice did.


Annex 4: Google Drive (Register of Activities 7 Days App)

Link: https://drive.google.com/drive/folders/1skxhny2R8NEucm0LD-Vn1p1NVEWer_7c?usp=sharing

Students	Chapter 0	Chapter 1	Chapter 2	Chapter 3
1				
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3				
4				
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Students	Chapter 4	Chapter 5	Chapter 6	Chapter 7
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Annex 5: Lesson Plans

Lesson plan # 1

Teachers' name	Dayana Cali		Level	Eleventh "A" A2		Date	May 9, 2022
Students' number	27	Timing	45 minutes	Topic	Reading Comprehension Test		
Main aims	Students will be able to discuss the different types of readings and their content.						
Assumptions	Students understand the different readings and identify important ideas.						

Anticipated problems	Some students have trouble understanding the questions on the reading comprehension test.				
Possible solutions	The teacher clearly explains each activity of the test and helps the students to understand the questions.				
Teaching aids, materials equipment	Cell phones, blackboard, markers, worksheets, Google Drive, WhatsApp group.				
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns
5 minutes	ENGAGE	<ul style="list-style-type: none"> • Greeting • The teacher writes the date and the agenda of activities on the blackboard. • The teacher gives instructions for the first activity. • The teacher asks the students questions about their reading habits and favorite books. 	<ul style="list-style-type: none"> • To make students recognize the importance of reading in the English language. 	<ul style="list-style-type: none"> • Blackboard • Markers 	Teacher-Whole class
10 minutes	STUDY	<ul style="list-style-type: none"> • The teacher explains about the Cambridge reading comprehension tests. • Students ask questions about the doubts they have. • The teacher answers their questions. 	<ul style="list-style-type: none"> • To inform students about reading comprehension tests and the importance of solving them. 	<ul style="list-style-type: none"> • Worksheet • Blackboard • Markers 	Teacher-Whole class
30 minutes	ACTIVE	<ul style="list-style-type: none"> • The teacher hands out the reading comprehension 	<ul style="list-style-type: none"> • To measure students' reading comprehension. 	<ul style="list-style-type: none"> • Worksheet • Blackboard • Markers 	Whole class

		tests to the students. <ul style="list-style-type: none"> • The teacher gives instructions on the test. • Students solve the test questions. 			
--	--	--	--	--	--

Annexes

Pre-test

Part 1

Questions 1 – 6

For each question, choose the correct answer.

1



- A The bicycle that's for sale was built for a child.
- B Some parts of the bicycle must be changed.
- C Debbie is selling the bike because she's too big for it now.

2



- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.

Lesson plan # 2

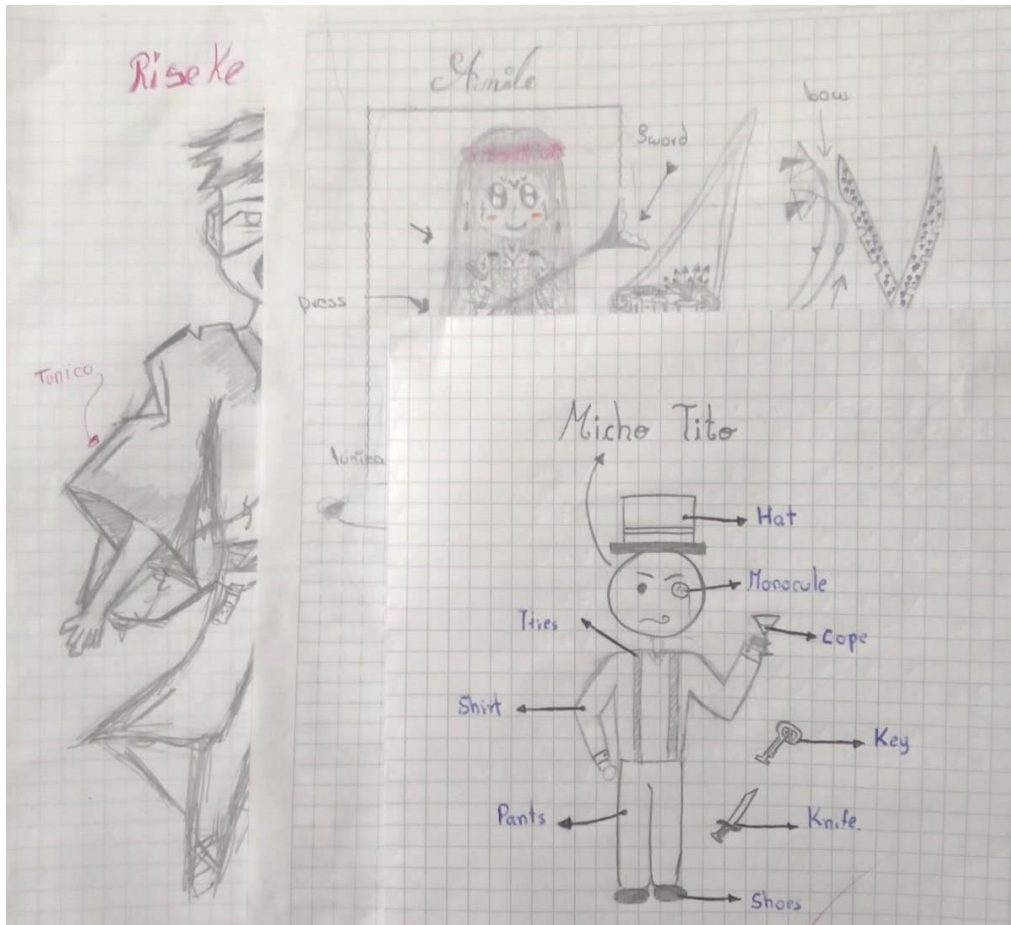
Teachers' name	Dayana Cali		Level	Eleventh "A" A2	Date	May 16, 2022
Students' number	27	Timing	45 minutes	Topic	Reading Comprehension Test	

Main aims	Students will be able to use the 7 Days app to practice and improve reading comprehension.				
Assumptions	Students understand the different readings and identify important ideas.				
Anticipated problems	<ul style="list-style-type: none"> • Some students have trouble understanding some words in the reading. • Some students do not understand the questions in the story. 				
Possible solutions	<ul style="list-style-type: none"> • The teacher makes a list of words that are difficult for the students to understand on the blackboard and explains their meaning. • The teacher clearly explains each activity of the application and helps to understand the questions. 				
Teaching aids, materials equipment	Cell phones, blackboard, markers, worksheets, Google Drive, WhatsApp group.				
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns
10 minutes	ENGAGE	<ul style="list-style-type: none"> • Greeting • The teacher writes the date and the agenda of activities on the blackboard. • The teacher asks the students to quickly draw a picture of a game character. • Students draw their own character and add details and elements that characterize the character. 	<ul style="list-style-type: none"> • To prepare students for interaction with the game. 	<ul style="list-style-type: none"> • Blackboard • Markers • Sheets • Pencil • Pens • Colors • Eraser 	Whole class
15 minutes	STUDY	<ul style="list-style-type: none"> • The teacher explains how to use the 7 Days application. 	<ul style="list-style-type: none"> • To explain to students, the use of the application to facilitate interaction 	<ul style="list-style-type: none"> • Blackboard • Markers 	Teacher-Whole class

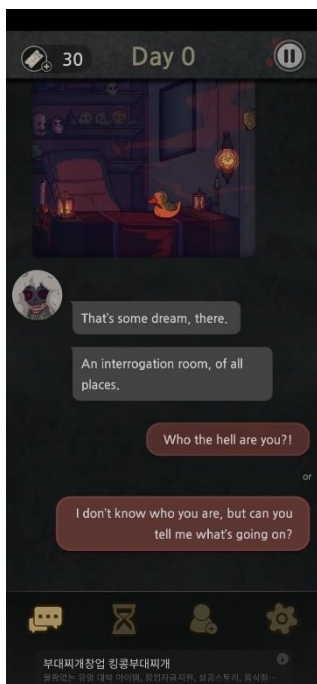
		<ul style="list-style-type: none"> • Students ask questions about the application. • The teacher answers the questions. • The teacher shows the vocabulary of the first chapter of the game. 	with the story of the game.		
20 minutes	ACTIVE	<ul style="list-style-type: none"> • Students interact with the game's story on their cell phones. • Students finish chapter 0 of the game. • Students take screenshots of the app and upload them to a folder on Google Drive. 	<ul style="list-style-type: none"> • To practice reading comprehension through the interactive game 7 Days. 	<ul style="list-style-type: none"> • Blackboard • Markers • Cell phones • Google Drive 	Whole class
<p>Assessment: Students must continue with Chapter 1 of the 7 Days interactive game, take screenshots and upload them to Google drive. Link: https://drive.google.com/drive/folders/1skxhny2R8NEucm0LD-Vn1p1NVEWer_7c?usp=sharing</p>					

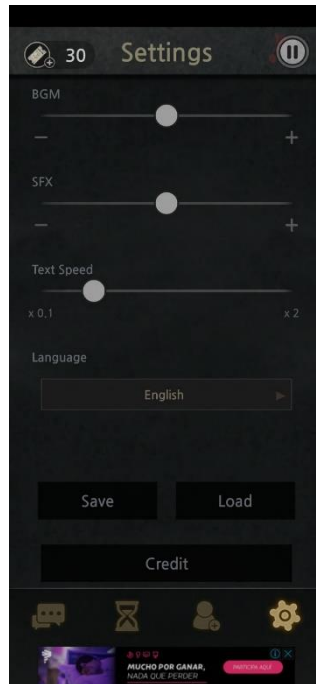
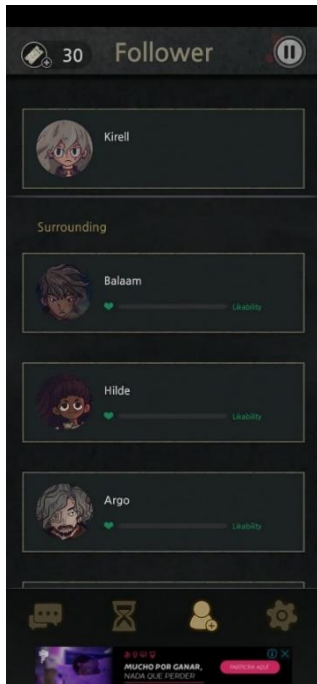
Annexes

Drawings



Images of the 7 Days application





Lesson plan # 3

Teachers' name	Dayana Cali		Level	Eleventh "A" A2	Date	May 23, 2022
Students' number	27	Timing	45 minutes		Topic	Reading Comprehension Test
Main aims	Students will be able to use the 7 Days app to practice and improve reading comprehension.					
Assumptions	Students understand the different readings and identify important ideas.					
Anticipated problems	<ul style="list-style-type: none"> • Some students have trouble understanding some words in the reading. • Some students do not understand the questions in the story. 					
Possible solutions	<ul style="list-style-type: none"> • The teacher makes a list of words that are difficult for the students to understand on the blackboard and explains their meaning. • The teacher clearly explains each activity of the application and helps to understand the questions. 					
Teaching aids, materials equipment	Cell phones, blackboard, markers, worksheets, Google Drive, WhatsApp group.					
Timing	Stage	Procedure		Stage aims	Aids and materials	Interaction Patterns
5 minutes	ENGAGE	<ul style="list-style-type: none"> • Greeting • The teacher writes the date and the agenda of activities on the blackboard. • The teacher gives 		<ul style="list-style-type: none"> • To introduce students to reading. 	<ul style="list-style-type: none"> • Blackboard • Markers • Cards 	Teacher-Whole class

		<p>instructions on the first activity.</p> <ul style="list-style-type: none"> • The teacher forms groups of 5 students and gives each group three riddles. • The students solve the riddles. 			
15 minutes	STUDY	<ul style="list-style-type: none"> • The teacher shows the vocabulary from chapters 2 and 3 of the interactive story game 7 Days. • Students communicate their doubts about the application to the teacher. • The teacher solves their doubts. 	<ul style="list-style-type: none"> • To explain the meaning of unknown words and solve students' doubts. 	<ul style="list-style-type: none"> • Cards • Blackboard • Markers 	Teacher-Whole class
25 minutes	ACTIVE	<ul style="list-style-type: none"> • The teacher hands out worksheets to all the students. • The teacher gives instructions on the activity. • Students solve the activity on chapters 0 and 1. 	<ul style="list-style-type: none"> • To measure students' reading comprehension. 	<ul style="list-style-type: none"> • Worksheet • Blackboard • Markers 	Whole class
<p>Assessment: Students must continue with Chapters 2 and 3 of the 7 Days interactive story game, take screenshots and upload them to Google drive. Link: https://drive.google.com/drive/folders/1skxhny2R8NEucm0LD-Vn1p1NVEWer_7c?usp=sharing</p>					

Annexes

Riddles

Riddles

1. I follow you all the time and copy your every move, but you can't touch me or catch me. What am I?
2. If you have me, you want to share me; If you share me, you don't have me. It's me?
3. It belongs to you, but other people use it more than you do. What is it?

Vocabulary cards



Activity

Questions

Name: _____

Date: _____

1. Which image corresponds to Kirell's description?



Buff Studio (2018). *7 Days*. Retrieved from <https://play.google.com/store/apps/details?id=com.buffstudio.sevendays>



Buff Studio (2018). *7 Days*. Retrieved from <https://play.google.com/store/apps/details?id=com.buffstudio.sevendays>

2. Write V if the statement is true or F if it is false.

- A. Kirell has a chance of resurrection. ()
- B. Kirell remembers everything that happened to her. ()
- C. Charon gives Kirell a personality test. ()
- D. Kirell has unlimited time to complete his task. ()

3. Circle the item that Charon gives Kirell to help her with her homework.



A. Buff Studio (2018). *7 Days*. Retrieved from <https://play.google.com/store/apps/details?id=com.buffstudio.sevendays>



B. Buff Studio (2018). *7 Days*. Retrieved from <https://play.google.com/store/apps/details?id=com.buffstudio.sevendays>



C. Buff Studio (2018). *7 Days*. Retrieved from <https://play.google.com/store/apps/details?id=com.buffstudio.sevendays>

Select the correct answer:

4. When does Kirell's personal article work?

- A. When there is someone good around.
- B. When there is someone bad around.
- C. When someone close dies.
- D. When something bad is going to happen.

5. The personal article where will Kirell take according to Charon?

- A. To a significant destination.
- B. To find her true love.
- C. To find her soul.
- D. To a horrendous fate.

6. What is the last thing that Charon explains to Kirell before she goes to complete her task?

- A. There are others who will seek her out to harm her and that she cannot fulfill her task.
- B. There are people who appear to be good but have bad intentions.
- C. There are others in the same situation as her who are tasked with sabotaging her.
- D. There are others who have died at the same time as Kirell and are somehow connected to her in the world of the living.

7. Who is Charon?

8. What are the rules in the world of the dead?

Questionnaire made by Cali D. (2022) based on 7days Choose your story

References:

Buff Studio . (2018). Retrieved from 7 Days:
<https://play.google.com/store/apps/details?id=com.buffstudio.sevendays>

Games Community. (2020). *Fandom*. Retrieved from 7Days Choose your story Wiki:
https://7days-choose-your-story.fandom.com/wiki/7Days_Decide_your_story_Wiki#_4

Lesson plan # 4

Teachers' name	Dayana Cali		Level	Eleventh "A" A2	Date	May 30, 2022
Students' number	27	Timing	45 minutes	Topic	Reading Comprehension Test	
Main aims	Students will be able to use the 7 Days app to practice and improve reading comprehension.					
Assumptions	Students understand different readings and identify details and important ideas.					
Anticipated problems	<ul style="list-style-type: none"> • Some students have trouble understanding some words in the reading. • Some students do not understand the questions in the story. 					
Possible solutions	<ul style="list-style-type: none"> • The teacher makes a list of words that are difficult for the students to understand on the blackboard and explains their meaning. • The teacher clearly explains each activity of the application and helps to understand the questions. 					
Teaching aids, materials equipment	Cell phones, blackboard, markers, worksheets, Google Drive, WhatsApp group.					
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns	
5 minutes	ENGAGE	<ul style="list-style-type: none"> • Greeting • The teacher writes the date and the agenda of activities on the blackboard. • The teacher shows some cards with definitions of some vocabulary words. • Students try to guess what the word is. 	<ul style="list-style-type: none"> • To introduce students to reading. 	<ul style="list-style-type: none"> • Blackboard • Markers • Cards 	Teacher-Whole class	
15 minutes	STUDY	<ul style="list-style-type: none"> • The teacher shows the vocabulary from chapter 4 of the interactive 	<ul style="list-style-type: none"> • To explain the meaning of unknown words and solve students' doubts. 	<ul style="list-style-type: none"> • Cards • Blackboard • Markers 	Teacher-Whole class	

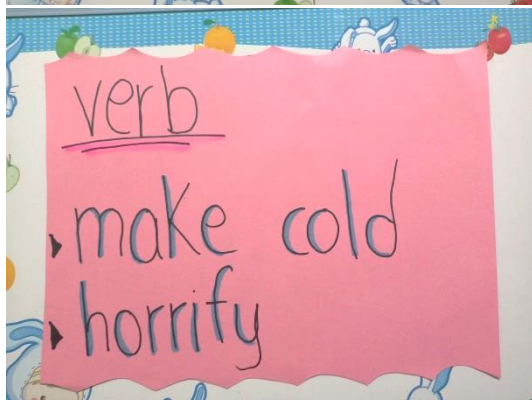
		<p>story game 7 Days.</p> <ul style="list-style-type: none"> • Students communicate their doubts about the application to the teacher. • The teacher solves their doubts. 			
25 minutes	ACTIVE	<ul style="list-style-type: none"> • The teacher hands out worksheets to all the students. • The teacher gives instructions on the activity. • Students solve the activity on chapters 2 and 3. 	<ul style="list-style-type: none"> • To measure students' reading comprehension. 	<ul style="list-style-type: none"> • Worksheet • Blackboard • Markers 	Whole class
<p>Assessment: Students must continue with Chapter 4 of the 7 Days interactive story game, take screenshots and upload them to Google drive. Link: https://drive.google.com/drive/folders/1skxhny2R8NEucm0LD-Vn1p1NVEWer_7c?usp=sharing</p>					

Annexes

Words with their meanings



Chill

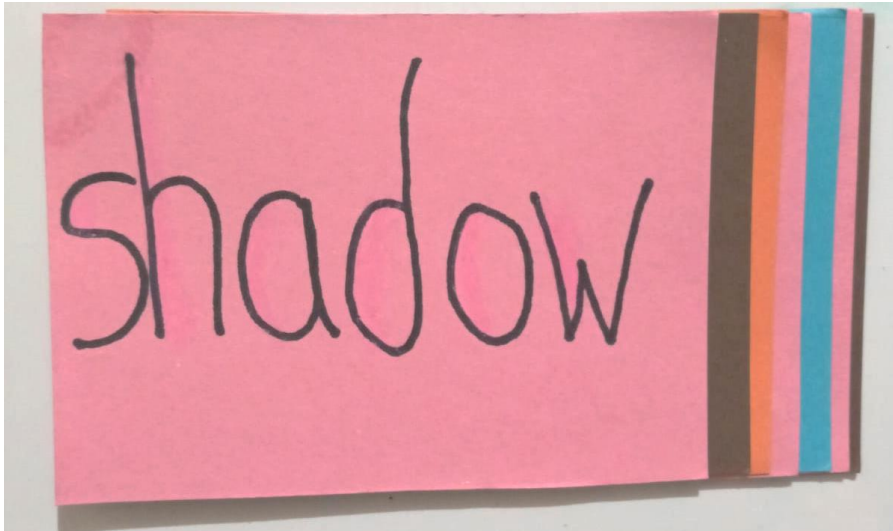


verb
▶ make cold
▶ horrify



Compass

Vocabulary cards



Activity

Name:

Date:

SCORE

INSTRUCTIONS:

- ▶ Before you begin to answer, read each question carefully.
- ▶ The time you have for the test is 35 minutes.
- ▶ Use pen to answer the questions.
- ▶ Success!

CHAPTER 2

1.- Who was the person accompanying Hilde?

- A. Philip
- B. Balaam
- C. Argo
- D. Charon

2.- Who died in this chapter?

- A. Balaam
- B. Argo
- C. Charon
- D. Nobody

3.- Who are the undead?

- A. They are people who did not fulfill their tasks and are destined to wander forever as zombies.
- B. They are zombies that attack the participants so that they cannot fulfill their tasks.
- C. They are people who live in limbo by choice.
- D. They are the souls of people who died in tragic accidents.

4.- What decision did you make when Balaam was about to kill Hilde?

5.- What did Kirell dream on the second day?

CHAPTER 3

1.- Who did Kirell dream of?

- A. With his dad
- B. With her sister
- C. With his brother
- D. With his mom

2.- How would Hilde's temperament be described?

- A. Optimistic
- B. Melancholic
- C. Angry
- D. Negative

3.- Who did Kirell decide to go with?

- A. Charon
- B. Philip
- C. Hilde
- D. Balaam

4.- What did Kirell dream on the third day?

5.- What did Kirell do on the third day?

Lesson plan # 5

Teachers' name	Dayana Cali		Level	Eleventh "A" A2	Date	June 6, 2022
Students' number	27	Timing	45 minutes	Topic	Reading Comprehension Test	
Main aims	Students will be able to use the 7 Days app to practice and improve reading comprehension.					
Assumptions	Students understand different readings and identify details and important ideas.					
Anticipated problems	<ul style="list-style-type: none"> • Some students have trouble understanding some words in the reading. • Some students do not understand the questions in the story. 					
Possible solutions	<ul style="list-style-type: none"> • The teacher makes a list of words that are difficult for the students to understand on the blackboard and explains their meaning. • The teacher clearly explains each activity of the application and helps to understand the questions. 					
Teaching aids, materials equipment	Cell phones, blackboard, markers, worksheets, Google Drive, WhatsApp group.					
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns	
10 minutes	ENGAGE	<ul style="list-style-type: none"> • Greeting • The teacher writes the date and the agenda of activities on the blackboard. • The teacher makes groups of 5 and gives each group a 	<ul style="list-style-type: none"> • To introduce students to reading. 	<ul style="list-style-type: none"> • Blackboard • Markers • Sheets 	Teacher-Whole class	

		<p>separate story in parts and in disorder.</p> <ul style="list-style-type: none"> • The teacher gives instructions for the activity. • The students put the story in order. 			
15 minutes	STUDY	<ul style="list-style-type: none"> • The teacher shows the vocabulary from chapter 5 of the interactive story game 7 Days. • Students communicate their doubts about the application to the teacher. • The teacher solves their doubts. 	<ul style="list-style-type: none"> • To explain the meaning of unknown words and solve students' doubts. 	<ul style="list-style-type: none"> • Cards • Blackboard • Markers 	Teacher-Whole class
20 minutes	ACTIVE	<ul style="list-style-type: none"> • The teacher hands out worksheets to all the students. • The teacher gives instructions on the activity. • Students solve the activity on chapter 4. 	<ul style="list-style-type: none"> • To measure students' reading comprehension. 	<ul style="list-style-type: none"> • Worksheet • Blackboard • Markers 	Whole class
<p>Assessment: Students must continue with Chapter 5 of the 7 Days interactive story game, take screenshots and upload them to Google drive. Link: https://drive.google.com/drive/folders/1skxhny2R8NEucm0LD-Vn1p1NVEWer_7c?usp=sharing</p>					

Annexes

Short story

A long time ago, in small-town, there lived an old Toymaker named Geppetto. He used to make wooden toys, and sell them. One day he decided to create the beautiful puppet boy. Geppetto searched for a fine log in the forest and soon found a small pine log. He started to carve. Geppetto finally finished the beautiful puppet boy. He made him sit on a chair and started to clean up. He heard a strange voice, he saw the puppet dancing and talking. Geppetto took the puppet in his arm and named him Pinocchio.

Geppetto and Pinocchio started to have happy times together. It was time for Pinocchio to go to school but Geppetto didn't have money to buy Pinocchio his school stationery. So, he sold this old coat and gave the money to Pinocchio. He took the money and went to school with joy. Suddenly, he saw a crowd ahead. He slowly managed to make his way to the front to find what it was. He saw a big colorful tent; it was a circus tent. Pinocchio gave money to the clown and entered the circus. The circus owner saw him dancing in the crowd, he got hold of him and locked him in a cage. Pinocchio started to cry regretting his mistakes.

Suddenly a Fairy appeared and released him from the cage. She gave back his money and warned him not to do the same mistake again. Pinocchio was on his way to school again. Seeing Pinocchio with money the cunning fox and his friend cat stopped him and asked him where he was going? Pinocchio said he was going to buy some school stationery.

The fox said, "This money is not enough to buy it, give your money lets plant it in the magical garden and get more money." Poor Pinocchio gave his money to the fox. The fox and the cat left the place. He was standing alone for a long time. The fairy appeared and asked Pinocchio about the money. Pinocchio said, " I kept my stationeries at school." As soon as Pinocchio finished his sentence his nose started to grow. The fairy asked him "Are you saying the truth." As Pinocchio kept on lying his nose started growing.

Finally, Pinocchio realized his mistake and told what happened. As he told the truth, the fairy brought his nose back to normal. She said, "I am forgiving you because you told the truth" and gave back his money the fox had taken, and she once more warned him not to waste his money. Pinocchio started to walk, on the way he saw the circus owner. He was very angry with Pinocchio, he wanted to punish him. He caught Pinocchio and threw him into the sea. Pinocchio started to swim towards the shore; Suddenly, he was swallowed by a giant whale. Geppetto was worried about Pinocchio and went out to search for him. He heard from the fisherman that Pinocchio fell into the sea. He was so worried. He borrowed a small boat from the fisherman and went into the sea.

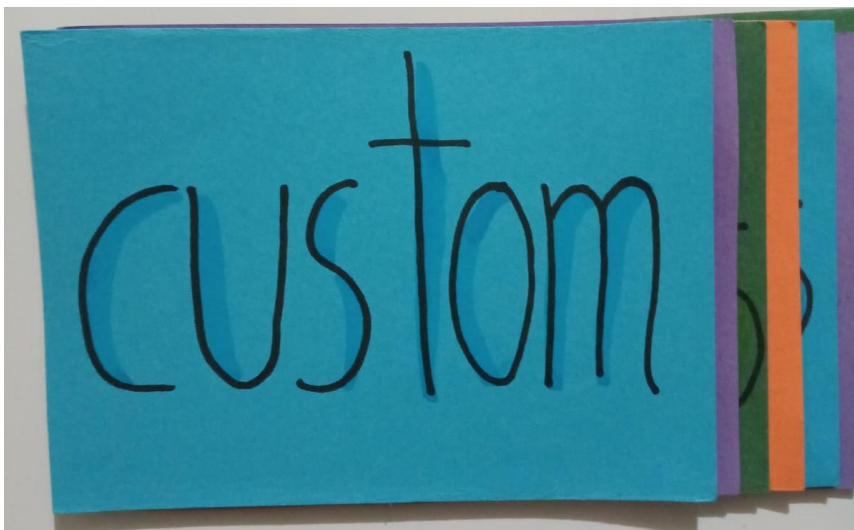
In the middle of the sea, a big wave hit the boat, and Geppetto fell in the sea. He was old and does not know to swim, he drowned. At that very moment the big whale that swallowed Pinocchio, swallowed Geppetto too. He went straight into its stomach. He saw Pinocchio crying there. Pinocchio hugged Geppetto in tears. He said sorry for not obeying him.

Suddenly the fairy appeared and rescued them. After that, Pinocchio became a very clever boy and always listened to his father. He went to school every day and after school, he ran home to help his father in his workshop. The fairy saw what a nice boy Pinocchio became and decided to give him a prize. The fairy cast a spell and turned Pinocchio into a normal boy. Seeing Pinocchio as a real boy made Geppetto very happy. Pinocchio never lied again, and his nose always stayed where it was (Bharathi, 2020).

Bibliography

Bharathi. (2020, April 30). *Pinocchio* . Retrieved from Short Story for Kids: <https://www.shortstories4kids.com/2020/04/pinocchio-short-story-kids.html>

Vocabulary cards



Activity

Link:

https://docs.google.com/forms/d/e/1FAIpQLSfUzfep9NqU4XJOuWu_uX7cKrNMPgNu3wAdoSJvIt5OKMQ-NA/viewform


Chapter 4

This test aims to assess the reading comprehension of Chapter 4.

The test is over /10.

Don't forget to read each question carefully, and choose the best answer.

Good Luck!! 🍀

dayanajulyc@gmail.com [Cambiar de cuenta](#) 

*Obligatorio

Correo *

Tu dirección de correo electrónico _____

Name: *

Tu respuesta _____

1. What is the chapter called? *

Trust and distrust

- Trust and distrust
- Charon's interrogation
- Conscience and suspicion
- First comrade

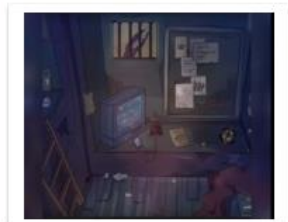
2. Which picture corresponds to the fourth day? *



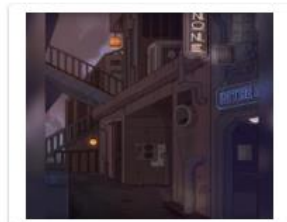
Opción 1



Opción 2



Opción 3



Opción 4

3. Kirell knows how to use weapons. *

- True
- False

4. The undead wish to wander forever in the Underworld. *

- True
- False

5. The undead wear masks. *

- True
- False

6. What if someone tries to use Balaam's weapon? *

- Nothing
- The gun catches fire.
- The gun fired itself.
- The gun disappears.

7. What is the name of the character in the picture? *



- Philip
- Philio
- Hilde
- Balaam

8. What does Philio's necklace do? *

- It allows him to hear the thoughts of the other participants.
- It allows him to listen only to those who failed their task.
- It allows him to listen only to those who have been successful in their task.
- It allows him to listen to those who have succeeded or failed their task.

9. What did Kirell dream on the fourth day? *

Tu respuesta _____

10. Summarize what happened on the fourth day. *

Tu respuesta _____

Lesson plan # 6

Teachers' name	Dayana Cali		Level	Eleventh "A" A2	Date	June 13, 2022
Students' number	27	Timing	45 minutes	Topic	Reading Comprehension Test	
Main aims	Students will be able to use the 7 Days app to practice and improve reading comprehension.					
Assumptions	Students understand different readings and identify details and important ideas.					
Anticipated problems	<ul style="list-style-type: none"> • Some students have trouble understanding some words in the reading. • Some students do not understand the questions in the story. 					
Possible solutions	<ul style="list-style-type: none"> • The teacher makes a list of words that are difficult for the students to understand on the blackboard and explains their meaning. • The teacher clearly explains each activity of the application and helps to understand the questions. 					
Teaching aids,	Cell phones, blackboard, markers, worksheets, Google Drive, WhatsApp group.					

materials equipment					
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns
10 minutes	ENGAGE	<ul style="list-style-type: none"> • Greeting • The teacher writes the date and the agenda of activities on the blackboard. • The teacher shows an image of an advertising poster to the students. • The teacher asks the students to answer some questions based on the poster. • Students answer the questions. • Students discuss the answers. 	<ul style="list-style-type: none"> • To introduce students to reading. 	<ul style="list-style-type: none"> • Blackboard • Markers • Image 	Teacher-Whole class
15 minutes	STUDY	<ul style="list-style-type: none"> • The teacher shows the vocabulary from chapters 6 and 7 of the interactive story game 7 Days. • Students communicate their doubts about the application to the teacher. • The teacher solves their doubts. 	<ul style="list-style-type: none"> • To explain the meaning of unknown words and solve students' doubts. 	<ul style="list-style-type: none"> • Cards • Blackboard • Markers 	Teacher-Whole class

20 minutes	ACTIVE	<ul style="list-style-type: none"> • The teacher hands out worksheets to all the students. • The teacher gives instructions on the activity. • Students solve the activity on chapter 5. 	<ul style="list-style-type: none"> • To measure students' reading comprehension. 	<ul style="list-style-type: none"> • Worksheet • Blackboard • Markers 	Whole class
<p>Assessment: Students must continue with Chapters 6 and 7 of the 7 Days interactive story game, take screenshots and upload them to Google drive. Link: https://drive.google.com/drive/folders/1skxhny2R8NEucm0LD-Vn1p1NVEWer_7c?usp=sharing</p>					

Annexes

Advertising poster

FITNESS CENTER
1234 PILATES TOWN
PILATES CENTER

OPENING TIMES
5:30AM-11PM

FREE TRYOUT LESSON

Lorem ipsum dolor sit amet, consetetur sadipscing elitr

It's not just a lifestyle
it's a promise

**GYM FLOOR 350M2
PERSONAL TRAINING
PILATES CENTER**

**GYM FLOOR
PERSONAL TRAINING
PILATES CENTER**

Bookings and registration under 1234 123 123
or email: yourdomain@pmw.com

Twitter@
youtwitter

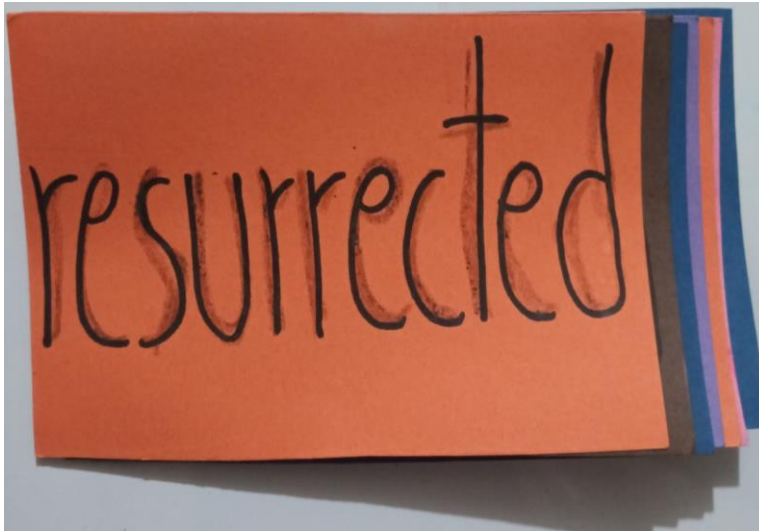
find us on
facebook

Getty Stock

Questions

- What is the business about?
- What are the opening hours?
- What is the business email?
- What is the slogan?

Vocabulary cards



Activity

Link: https://docs.google.com/forms/d/e/1FAIpQLSfp5qQF7noGhIVnbtu4-0EEQVICdj9cHrmtKVQmrPJ_4VyMgQ/viewform

Chapter 5

This test aims to assess the reading comprehension of Chapter 5.

The test is over /10.

Don't forget to read each question carefully, and choose the best answer.

Good Luck!! 🍀

Correo *

Correo válido

Este formulario registra los correos. [Cambiar configuración](#)

Name: *

Texto de respuesta corta

1. What is the chapter called? *

- Select
- Conscience and suspicion

Trust and distrust

The test

2. Which picture corresponds to the fifth day? *

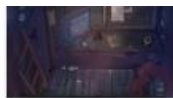
Opción 2



Opción 4



Opción 3



Opción 1



3. Kirell attacks Philio to save Hilde. *

True

False

4. The undead do not attack when Philio is near. *

True

False

5. Hilde helps Kirell so she doesn't die. *

- True
- False

6. What does Kirell defend her self with against the undead? *

- A ball
- A brick
- A stick
- A knife

7. How does the Argo's shotgun work? *

- It works with someone else's intention.
- It works only with silver bullets.
- It works only on Argo's enemies.
- It works with Argo's mind.

8. Who completes the test? *

- Philo
- Charol
- Argo
- Balaam

9. What did Kirell dream on the fifth day? *

Texto de respuesta larga

10. Summarize what happened on the fifth day. *

Texto de respuesta larga

Lesson plan # 7

Teachers' name	Dayana Cali	Level	Eleventh "A" A2	Date	June 20, 2022
Students' number	27	Timing	45 minutes	Topic	Reading Comprehension Test
Main aims	Students will be able to use the 7 Days app to practice and improve reading comprehension.				
Assumptions	Students understand different readings and identify details and important ideas.				
Anticipated problems	<ul style="list-style-type: none">• Some students have trouble understanding some words in the reading.• Some students do not understand the questions in the story.				

Possible solutions	<ul style="list-style-type: none"> • The teacher makes a list of words that are difficult for the students to understand on the blackboard and explains their meaning. • The teacher clearly explains each activity of the application and helps to understand the questions. 				
Teaching aids, materials equipment	Cell phones, blackboard, markers, worksheets, Google Drive, WhatsApp group.				
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns
10 minutes	ENGAGE	<ul style="list-style-type: none"> • Greeting • The teacher writes the date and the agenda of activities on the blackboard. • The teacher gives the students a sheet with a story. • The teacher asks them to predict what will happen at the end of the story. • Students create an ending for the story. 	<ul style="list-style-type: none"> • To introduce students to reading. 	<ul style="list-style-type: none"> • Blackboard • Markers • Sheets. 	Teacher-Whole class
15 minutes	STUDY	<ul style="list-style-type: none"> • The teacher reviews the vocabulary of all the chapters of the interactive story game 7 Days. • Students communicate their doubts about the application to the teacher. • The teacher solves their doubts. 	<ul style="list-style-type: none"> • To explain the meaning of unknown words and solve students' doubts. 	<ul style="list-style-type: none"> • Cards • Blackboard • Markers 	Teacher-Whole class

20 minutes	ACTIVE	<ul style="list-style-type: none"> • The teacher hands out worksheets to all the students. • The teacher gives instructions on the activity. • Students solve the activity on chapters 6 and 7. 	<ul style="list-style-type: none"> • To measure students' reading comprehension. 	<ul style="list-style-type: none"> • Worksheet • Blackboard • Markers 	Whole class
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Annexes

Short story

Warm up activity

Name: _____

The beginning of a new story by Eldarya

Life is full of surprises! You have decided to take a peaceful walk in your favorite forest.

Although you know the forest well, this time, you notice a small circle of mushrooms you have never seen before. Strange...

You are blinded by a white light and you find yourself teleported to a room you have never seen before.

A Grand Crystal is kept in this room on a pedestal. You are suddenly, and inexplicably, drawn towards the crystal...

You snap out of your trance to find yourself being yelled at by a fox-like girl. She seems quite angry that you are in the room and yells at you. She is interrupted by a loud noise and then orders a sort of giant to put you in a prison cell.

This giant, named Jamon, takes you by force to the deepest caverns and throws you in a dark and gloomy cell.

You will have to take a test that will determine which guard you will be a part of.

Shadow Guard

They are agile and discreet. They excel in night missions, and lightning espionage. This guard is specialized in exploration, but also anything having to deal with notions of discretion of information.

Absynthe Guard

The guard members of Absynthe combine finesse fighter and herbal knowledge. They excel in making potions and strategy. The Absynthe guard is specialized in alchemy and all things associated with the preparations of potions. Some are members of very refined species of Faeries like elves for example.

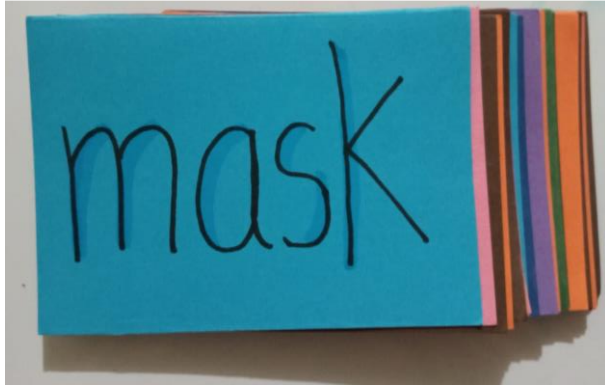
Obsidian Guard

The members of the Obsidian Guard have a great sense of duty. Their specialty lies in great knowledge and weapons training. They excel in combat. Its members tend to consist of the strongest species of Eldarya and nothing can beat them in a battle.

Bibliography

BEEMOOV. (2016). *Eldarya*. Retrieved from Eldarya:
<https://www.eldarya.es/#adventure>

Vocabulary cards



Activities

Chapter 6 Link:

https://docs.google.com/forms/d/e/1FAIpQLSd1zv7kIejkhpBmA6fEW7vT1LgICaxo-WB_l6aw82O8xq3LSQ/viewform

Chapter 6

This test aims to assess the reading comprehension of Chapter 6.

The test is over /10.

Don't forget to read each question carefully, and choose the best answer.

Good Luck!! 🍀

dayanajulyo@gmail.com [Cambiar de cuenta](#)



*Obligatorio

Correo *

Tu dirección de correo electrónico

Nombre: *

Tu respuesta

1. What is the chapter called? *

- Trust and distrust
- Charon's interrogation
- Conscience and suspicion

2. Which picture corresponds to the sixth day? *



Opción 1



Opción 2



Opción 3



Opción 4

3. Kirell attacked Hilde with a knife. *

- True
 False

4. Philio relayed Hilde's message to Kirell. *

- True
 False

5. Hilde's task was to make a decision about her life. *

- True
 False

6. Who was that person who called Kirell near the church? *

- Her father
 Her brother
 Her mother
 A priest

7. How long had it been since Kirell had last seen this person? *

- 5 years had passed.
 8 years had passed.
 10 years had passed.
 12 years had passed.

8. What did Kirell do when she saw this person? *

- She greeted kindly.
- She hugged the person and cried.
- She hit the person.
- She turned around and ran away.

9. What did Kirell dream on the sixth day? *

Tu respuesta

10. Summarize what happened on the sixth day. *

Tu respuesta

Chapter 7 Link:

https://docs.google.com/forms/d/e/1FAIpQLSe8BvngzpSb_K_0MDT1etaDL9xPqtY1MnfWIAOTTEeG6-MzoA/viewform

Chapter 7

This test aims to assess the reading comprehension of Chapter 7.

The test is over /10.

Don't forget to read each question carefully, and choose the best answer.

Good Luck!! 🍀

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*Obligatorio

Correo *

Tu dirección de correo electrónico

Nombre: *

Tu respuesta

1. What is the chapter called? *

- Final decision
- Conscience and suspicion
- After you close your eyes

2. Which picture corresponds to the seventh day? *



Opción 2



Opción 4



Opción 3



Opción 1

3. Philio didn't mind that Kirell completed his task. *

- True
 False

4. Kirell finds a gun with bullets. *

- True
 False

5. Kirrel wanted a normal life. *

- True
 False

6. Where does the compass guide Kirell? *

- To a park.
 To a church.
 To a graveyard.
 To a hospital room.

7. What was Kirell sick of when she was alive? *

- She was sick of people pampering her.
 She was sick of people dying.
 She was fed up with farm animals.
 She was tired of going to church every day.

8. Who did Kirell want her dad to be? *

Philio

Charol

Argo

Balaam

9. What did Kirell dream on the seventh day? *

Tu respuesta _____

10. Summarize what happened on the seventh day. *

Tu respuesta _____

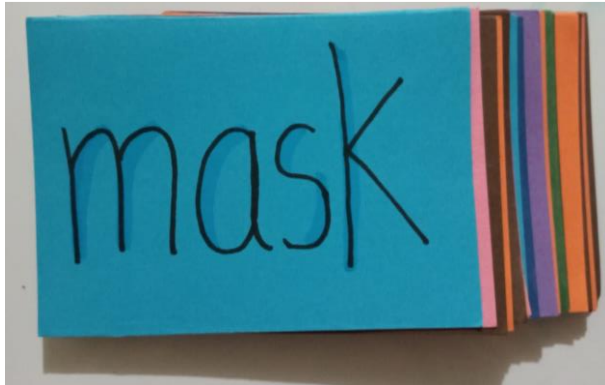
Lesson plan # 8

Teachers' name	Dayana Cali		Level	Eleventh "A" A2	Date	June 27, 2022	
Students' number	27	Timing	45 minutes		Topic	Reading Comprehension Test	
Main aims	Students will be able to understand different readings and identify important ideas.						
Assumptions	Students understand different readings and identify details and important ideas.						
Anticipated problems	<ul style="list-style-type: none"> • Some students have trouble understanding some words in the reading. • Some students do not understand the questions in the story. 						
Possible solutions	<ul style="list-style-type: none"> • The teacher makes a list of words that are difficult for the students to understand on the blackboard and explains their meaning. • The teacher clearly explains each activity of the application and helps to understand the questions. 						
Teaching aids, materials equipment	Cell phones, blackboard, markers, worksheets, Google Drive, WhatsApp group.						
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns		
5 minutes	ENGAGE	<ul style="list-style-type: none"> • Greeting • The teacher writes the date and the agenda of activities on the blackboard. • The teacher forms groups of 5 students and gives each group cards 	<ul style="list-style-type: none"> • To introduce students to reading. 	<ul style="list-style-type: none"> • Blackboard • Markers • Cards 	Teacher-Whole class		

		<p>with the vocabulary.</p> <ul style="list-style-type: none"> • The teacher gives instructions for the activity. • Students in groups mime for the rest of their group to try to guess the vocabulary word. 			
15 minutes	STUDY	<ul style="list-style-type: none"> • The teacher gives the students some tips to improve their reading comprehension. • Students ask questions about the doubts they have. • The teacher answers their questions. 	<ul style="list-style-type: none"> • To explain to students some tips that will help them improve reading comprehension. 	<ul style="list-style-type: none"> • Blackboard • Markers 	Teacher-Whole class
25 minutes	ACTIVE	<ul style="list-style-type: none"> • The teacher hands out the reading comprehension post-tests to the students. • The teacher gives instructions on the post-test. • Students solve the post-test questions. 	<ul style="list-style-type: none"> • To measure students' reading comprehension. 	<ul style="list-style-type: none"> • Worksheet • Blackboard • Markers 	Whole class

Annexes

Vocabulary cards



Tips for reading Cambridge Link:

<https://www.cambridgeenglish.org/images/562913-tips-for-reading-teachers.pdf>

3 • Reading in exams advice for students

A



Be prepared.
Know exactly what each type of question is asking you to do. Is it a multiple choice? Is it filling in the gaps of a text? How many words do you have to write? How much time do you have? It's a good idea to underline important words in any exam question to help you focus on the instructions.

B



Speed up.
In exam situations you will often need to read a text more quickly than before. Practise reading texts quickly: you can time yourself. For example, give yourself 3 minutes to read 300 words, then give yourself 2 minutes to read 300 words, then try in 1 minute. You can repeat this idea with the same text at first, but then try it with different texts as you get better at it.



C

Don't freeze.

Remember, in an exam you aren't allowed to ask someone or look up a new word. If you don't know a word, and you can't guess a general meaning from the other words around it, then skip it, don't waste time!



D

Make predictions.

When a question gives you multiple answers to choose from, try to answer the question without looking at the answers first. Then look at the answers and check if one matches your prediction.



E

Practise.

There are lots of materials available to help you prepare for Cambridge English Qualifications such as A2 Key or B1 Preliminary. Get as much practice as you can with different question types from the reading paper. You can find information on our books from Cambridge University Press in www.cambridge.org and links to extra resources, sample tests, and more from Cambridge Assessment English in www.cambridgeenglish.org

Post-test

Posttest

This test aims to assess the reading comprehension of the students after the course.

The test is over /10.

Don't forget to read each question carefully, and choose the best answer.

Good Luck!! 🍀

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*Obligatorio

Correo *

Tu dirección de correo electrónico

Nombre *

Tu respuesta

Part 1

For each question, choose the correct answer.

Annex 6: Urkund Report



Document Information

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Submitter email	dcali0429@uta.edu.ec
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Sources included in the report

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