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ON-LINE FICTION STORIES AND READING COMPREHENSION

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SUPERVISOR APPROVAL

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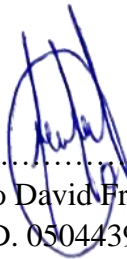
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DEDICATION

TO:

I am thankful to God for giving me life, intelligence, and health, to follow part of my way. Thereby, I dedicate this achievement to my family, my parents, who gave me an outstanding education, especially to my mother and my grandparents who always were there for me. They have been an essential part of my life and my personal development, because of the support and the resources provided I needed to get here. Without my mother's support and dedication, I could never be the man am today, neither be where I am. In addition, I want to be thankful to those people who were there giving me support and helping me in some difficult situations, specially to my dear friends Camila, Daniel, and my greatest love that even if she is no longer with me, I will always love her, and she will be important in every step I take in my life Cristina.

Santiago.

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Santiago.

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Abstract

The objective of this current research is to study the influence that exists in the students when applying the Online fiction stories in the development of reading comprehension in the first level students of the CTT de los Andes Language Center. The participants were 21 students (8 males and 13 females, ages range 17 to 20). This was a mixed design because both qualitative and quantitative approaches were used, at the same way, is a field study. This consisted of 6 interventions which were applied in 3 weeks. The KET (Key English Test) pre- and post-test were used to assess reading comprehension level. At the end of the interventions, the researcher applied a post-test which was evaluated on 10 points. In the pre-test the students achieved a final average of 2.4 over 10, while in the post-test they achieved an average of 6.7 over 10. All scores were analyzed using the SPSS program. Finally, it was concluded that the use of on-line fiction stories positively supported the improvement of students' reading comprehension level. It helped learners to distinguish the most important ideas of the texts and in this way, helped the students in the acquisition of new vocabulary and grammar rules.

Key words: online fiction stories, comprehension, reading, technological tools, receptive ability.

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Resumen

El objetivo de la presente investigación es estudiar la influencia que existe en los estudiantes al aplicar las Historias de ficción en línea en el desarrollo de la comprensión lectora en los estudiantes de primer nivel del CTT de los Andes Language Center. Los participantes fueron 21 estudiantes (8 hombres y 13 mujeres, con edades entre los 17 y 20 años). Este fue un diseño mixto ya que se utilizaron ambos enfoques el cualitativo y el cuantitativo, y este a su vez es un estudio de campo, esta consistió en 6 intervenciones las cuales se aplicaron en 3 semanas. La prueba anterior y posterior utilizadas fueron en la prueba KET (key English Test) se utilizó para evaluar el nivel de comprensión lectora de los estudiantes. Al final del experimento, el docente les aplicó una prueba posterior la cual se evaluó sobre 10 puntos. En la prueba previa los estudiantes alcanzaron un promedio final de 2,4 sobre 10, Por otro lado, en la prueba posterior alcanzaron un promedio de 6,7 sobre 10. Todos los puntajes fueron analizados utilizando el programa de SPSS. Por último, se concluyó que el uso de relatos de ficción en línea contribuyó positivamente a mejorar el nivel de comprensión lectora de los alumnos. Ayudó a los alumnos a distinguir las ideas más importantes de los textos y esto, a su vez, ayudó a los alumnos en la adquisición de nuevo vocabulario o reglas gramaticales.

Palabras clave: Historias de ficción en línea, comprensión, lectura, herramientas tecnológicas, habilidad receptiva.

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CHAPTER 1

THEORETICAL FRAMEWORK

1.1 Research Background

The current research aimed to determine the relationship between fiction stories and reading comprehension in adults and children. Those studies involve different types of fiction stories and a variety of ways to perform them. In this regard, some examples of these are storytelling, short stories, picture stories, storybook, narratives, story reading, interactive stories, and story-based teaching.

Additionally, the research work information was collected from Google Scholar most of them are journals that were taken from some web pages and magazines such as English teaching journals, research in English education, among others. These websites and journals are official publishers of scientific-technical content, which is associated with different organizations such as Scopus.

Sultan et al. (2018) conducted a study to determine the effect of using short stories on the development of 5th graders' reading comprehension skills in Hebron District. It was an experimental approach focused on quasi-experimental data. The population of this study was 6738 students of all fifth graders only males at governmental schools in Hebron District in the second semester of the academic year 2016-2017. To conclude this study the groups were divided into an experimental and a control, the experimental group used short stories, on the other hand, the control group used the traditional method. This study uses a pre and post-test, which was about short stories to analyze the development of students reading comprehension. Additionally, the results show that the experimental group has increased during the process of the study, which means that exists an effect of using short stories on the development of the 5th

graders' reading comprehension skills. Finally, the researchers concluded that there was a difference between the two groups and was in favor of the experimental group. On the other hand, this research was fundamental to my research work as it focuses on the use of stories to improve students' reading comprehension and the results showed the efficiency of the use of short stories in students.

Syafi (2018) stated a study to analyze the use of online short stories to improve the reading comprehension ability in the eighth grade of MTs Al-Islam Joresan Mlarak Ponorogo. The population of this study was 34 students of eight-grade at MTs Al-Islam Joresan Mlarak Ponorogo. To conclude this study needed two English teachers as a collaborator who observed the implementation of online short stories. This study uses a reading test that was used to determine the student's ability in reading comprehension, also uses materials of reading comprehension from two sites, the British Council and Rong Chang. Finally, the researcher concluded that the implementation of online short stories helps students to improve their reading comprehension. This study contributed to this research as it describes the use of reading comprehension materials in addition to the use of online stories to improve students' reading comprehension.

Syamsu et al. (2019), led a study that aimed to analyze whether the use of humor stories can improve students' reading comprehension. This research used a mixed method on eighth-grade students of SMP Negeri 4 Pancarijang. A total of 21 students were used for this research. For the data collection of this research, two instruments were used, one of them was the reading comprehension test which was used to collect the data of the students i.e. the level of reading comprehension that each of the students had, and the questionnaire that helped to know how much interest the students have in reading comprehension through the use of humor stories. The result of this research showed that with the use of humor stories it was possible to improve

the students' reading comprehension. On the other hand, the results of the survey that was applied to the students show that the use of humorous stories allows students to have the desire to learn reading comprehension. This article contributes to this research work because humor stories are not always understood by everyone. Therefore, it is essential for students to know the humor in English towards some topics using a different point of view.

Yee (2018) expressed a study to determine the use of an E-book to improve reading comprehension. This research used a mixed method on students at primary Schools in Malaysia. The population of this research was 20 students that consisted of 7 males and 13 females. The instruments used in this research were two the pre and post-test. The results show that there was an improvement in the reading comprehension of the students. in addition, the level of motivation improved as the students actively participated in the reading process. This study is essential to this research work because it demonstrated students' motivation to use e-books to improve their reading comprehension in a different context. Thus, it is evident that students may be eager to use this type of material to learn English.

Hamka et al. (2022) affirmed a study that aimed to find out whether using humor stories in reading instruction can improve students' reading comprehension. This research used a pre-experimental design on third-grade students of MTs Negeri 1 Sidrap. A total of 28 students were used for this research. For the data collection of this research, the instruments were used, one of them was the pre and post-test and the treatments or interventions. On the other hand, the results of this research showed that it was possible to improve the reading comprehension of students with the use of humor stories since the post-test score was higher than the pre-test. Finally, the researcher concluded that the use of humor stories improves the reading comprehension of the students at MTs Negeri 1 Sidrap of the 2021/2022 school year. This article is fundamental to this research project because the language used in humorous stories is

informal. Therefore, it aids students in comprehension and spontaneity during reading about random topics.

Sahin (2013), led a study that aimed is to determine the effect of narrative and informative text types on reading comprehension. This research used a descriptive study on fifth-grade students of Cacabey Elementary School in Kırşehir Province Center District. A total of 134 students were used for this research. For the data collection of this research, the instruments were used a “Reading Comprehension test” that were composed of 25 questions. On the other hand, the results of this research showed a difference a favour of use of narrative texts. Finally, the use a narrative text shows an improvement in the reading comprehension of the students. Additionally, this research was fundamental for my research work because the narrative texts help to improve a critical thinking and the pupils can visualize that they read.

Halamish and Elbaz (2020) stated the aimed of this research was to examine the effect of the medium used for reading (screen vs paper) on children’s reading comprehension and meta-comprehension. The participants of this research were 38 students of fifth grade from an elementary school in Israel. The instruments were used a task on screen and paper about reading comprehension, the four short test, and a pre y post-task questionnaire. This study was conducted in two interventions. The data was collected show that the children’s meta-comprehension judgments were insensitive to the effect of medium, and their medium preferences. This study is essential to this research work because demonstrated that children in elementary school understand better when they read on paper.

Nuraini et al. (2020) affirmed that aim was to develop students reading comprehension by use English audiobooks. This study was a quantitative method and the participants were the EFL students of seventh grade. The data was obtained was carried out by making observations, test and interviews to the students. The results showed that the students had obtained scores according to their level. Additionally, the authors affirmed that students feel comfortable and enthusiastic using audiobook to improve their reading comprehension. This research was essential for my research work because those authors demonstrated the use of different tools like an audiobook was beneficial to improve the reading comprehension.

Banditvilai (2020) led a study that aimed to examine the reading strategies in its effectiveness on reading comprehension. This research presented a quantitative approach. The participants were a 59 people, 13 males and 46 females of Kasetsart University, Kamphaeng Saen Campus. The data was collected with 3 instruments such as questionnaire, reading tasks, and semi-structured interviews. The results showed the students improve their reading comprehension using the reading strategies, also in the semi-structured interviews demonstrated that the students had a positive attitude for reading strategies and reading comprehension. Finally, this research was fundamental to my research work as it focuses on the reading strategies to improve the reading comprehension of students.

Alfian (2018) affirmed a study that aimed to determine the influence of summarizing strategy in learners' reading comprehension. The study of this research was a quasi-experimental. The participants were 110 first-grade students at SMK-IT Ma'arif Nu Karangle. As the experimental and control groups. The data was collected throughout a multiple-choice test, also was applied a pre and post-test. The results showed a positive impact on learners' reading comprehension. This study contributed to this research because talk about the summarizing strategy that help to determine essential ideas and details and improve their reading comprehension.

In conclusion, the authors of the research papers mentioned above on improving reading comprehension through the use of on-line fiction stories. These research works have in common the use of a pre and post-test which helped to determine the level of reading comprehension that the students had. And this in turn was beneficial since the population where the present research work was applied was successful as could be observed in the averages of the pre and post-test. In addition, it was demonstrated that the use of on-line fiction stories is a good tool that can be used in class to improve reading comprehension.

Theoretical framework

Independent variable

ICT

Tinio (2002) affirmed ICT stands for information and communication technologies and is defined, for this primer, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. Additionally, Santika (2021) stated that ICT is a broad terminology that refers to all technical equipment that helps to process and transmit information. Information and communication technologies have two important aspects which are information technology and communication technology. Information technology is related to everything that has to do with processing, whether it is the use as a tool, manipulation, and management of information. On the other hand, communication technology includes everything related to the use of a tool to process and transfer information from one device to another.

Nowadays, ICT is increasingly used in educational institutions to help in the teaching of students, since ICT has become a resource that generates better teaching and learning. Teachers in educational institutions use ICT to make their classes more dynamic and in turn provide students with practical knowledge and this serves for students to deepen in the subject which is of interest to them. In addition, e-learning is a method that has gained importance among students (Nidhi & Sunita, 2019).

Online teaching resources

According to Adams (2020), online teaching resources help to improve the teaching of students and in turn allow the creation of evaluation tools, creation of interactive images or videos that help students to understand the class, but for this, accessibility requirements must be guaranteed, that is, they must be easily accessible to students.

The role of the internet is becoming more and more important in creating and using resources for teachers to use in teaching, but teachers also become resources as their knowledge helps students in online learning. Some online resources that help to teach and that were created for teachers are Teachertube, TES (Times Educational Supplement), and teacher toolbox (Nichols et al., 2012).

Online teaching tool

The use of online tools helps in the teaching process as it includes LMS (learning management system), LCMS (learning and content management system), and real-time online tools such as skype, google meet, zoom, Google due, etc. The use of these online tools allows students to learn anywhere and regardless of the time and this in turn improves communication between students and teachers and thus improves the teamwork of students. On the other hand, e-learning allows us to use didactic materials through a web page and this would help to improve the students' learning due to the activities that are developed in class (Varga, 2020).

On-line fiction stories

Fiction describes something imagined or fabricated by someone. Fiction stories do not represent real life itself. However, it can help to increase and change reality, therefore, people can create immortal dialects that are mentioned in a fictional story (Ellison, 2003). The characters in a fictional story speak using natural language. However, characters have dialogues in a fictional context, whether it is magical or not, it has fictional representations of dialects and things that happen in the story. People who develop, write, and produce those stories will depend on which type of scenario the fiction story will carry out. For example, in a book, writers and editors, and a video or a movie there are writers, adapters, directors, actors, and actresses (Montini & Ranzato, 2021)

Fictional genres

There are different fictional genres. For example, novels, adventure stories, romance, science fiction, crime, fantasy, horror, etc. (Habjan & Imlinger, 2016)

Folktale

Folktale is the general concept to describe all types of tales. There can be fairy tales, which are about magical things, and novels which are fictional stories but with no supernatural features (Masoni, 2019).

Animal tales

Animal tales refer to tales that never will happen to an animal. For instance, to have a conversation or interaction with animals. An example of an animal tale here is " Little red riding hood " (Masoni, 2019).

Benefits

The use of on-line fiction stories is considered a tool that helps students to improve their learning because they are entertaining and can keep students interested in the class and this in turn can improve students' communication in English in a real-life situation. On the other hand, student participation and motivation are essential for effective learning and this can be achieved through reading activities that focus the student's attention (Fernández, 2021).

Using storytelling in an EFL classroom has an important impact on students' acquisition of language. When teachers tell stories to students, they feel incredibly engaged and enthusiastic, because it is a way to empower their cognitive skills. At the same time, children acquire new things while they are listening to a story, and teachers learn more as well. By using storytelling, teachers can create a positive relationship between their students and the target language (Masoni, 2019). As a result, the intrinsic interest in learning a new language will increase. Students not only learn vocabulary through fictional stories, but they improve their fluency in the four skills: listening, reading, writing, and speaking (Wright, 1995).

Khatib and Nasrollahi (2012) suggested various advantages have also been proposed for the use of short stories in language classes. Short stories like other literary

texts can raise cultural awareness, linguistic awareness, motivation, etc. Short stories are claimed to improve all four skills. “Short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency”.

According to Alami (2016), the use of on-line fiction stories plays a very important role in teaching English as a foreign language as it helps students develop communication and critical thinking skills and the use of this in turn has a positive impact on students as it can encourage students to read for pleasure just to understand the plots of the stories and knowing what is going to happen can maintain the attraction to reading and makes it a good tool for use in the classroom. On the other hand, Hall (2007) suggested that the use of online fiction stories in an EFL course can be a good tool to develop students' reading skills as it can be a good option for students to acquire a foreign language.

Reese (2002) stated that the use of the stories of online fiction stories can improve the ability to inquire and analyze in students, because by inquiring we can prepare students to be informed in a better way about some issues about the world, but this must be careful and guided. In addition, when students want to understand fiction, they do it through situations related to real life. Finally, the use of these stories offers students several points to learn and broaden their understanding.

Dependent variable

English language learning

It is related to language features or items. For instance, vocabulary, grammar, pronunciation, etc. Language-focused learning concerns being a proficient language speaker in the long term, but the objective in the short term is to learn language activities. For example, drills, intensive reading, memorizing things, using dictionaries, and so forth. Those activities help learners to have an enormous impact on learning a language. Thus, there are some effects of language-focused learning. One of them is to raise awareness of the language items. Then, focus on the structures and forms of the target language. Finally, to get long-term knowledge as it helps learners retain information for a longer period of time (Nation & Waring, 2020).

Learning a target language requires a lot of practice. For that reason, learning a new language demands a process. First, learning and mastering the sound system of the target language by correctly generating sound and following standardized patterns. Second, learning a large vocabulary, however, must include only the essentials required and not such a complex lexicon. Finally, learning crucial sentence patterns and structures. It means the correct order of a sentence, which is subject, verb, and complement. The correct order of adverbs, adjectives, and among others (Kumar, 2006).

English skills

Skills relate to different aspects of using language, such as listening, reading, writing, or speaking. Skills are our ability to do these things. They are usually divided into two types: receptive and productive. Receptive skills are those used in understanding, reading, or listening. Productive skills involve producing language, speaking, or writing (Language Learning, 2017).

Receptive skills

The receptive skills are listening and reading because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing (British Council, 2021).

Similarly, if the language or grammar is too complicated it makes the text unintelligible with reading. The key difference between listening and reading is that when learners listen to information, they have much less support than when they are working with the written word on the page. Listening requires 'real-time' processing of language, and once the message has finished, there is no easy way to go back and check for meaning, as there is during reading (Holmes, 2019).

Reading comprehension

Al-Mansour (2011) affirmed reading is an important language skill and a highly complicated act that everyone must learn. Reading is not solely a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling, and other language aspects. The basic

goals of reading are to enable students to gain an understanding of the world and themselves, to develop appreciation and interests, and to find solutions to their personal and group problems.

According to Harmer (2010) expressed reading skills also improve writing skills because of the variety of information students can find in punctuation, grammar, and vocabulary. In order to improve reading comprehension, it is also essential to make good use of reading materials. The use of reading materials is important in the development of teaching and learning and it also helps students to construct sentences, long sentences, paragraphs, and complete texts.

Alptekin (2006) defined reading: “as an interaction of the reader’s text-based and knowledge-based processes. In processing texts, readers combine literal comprehension, based on lower-level cognitive processes of reading such as lexical access and syntactic parsing, with inferential comprehension, based on higher-level cognitive processes such as the text base of comprehension (to understand what the text says) and the situation model of interpretation (to understand what it is about)”.

Reading comprehension is the ability to read text, process it, and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences) (Pathways, 2014). On the other hand, Elleman and Oslund (2019) mentioned that reading comprehension is one of the most cognitively difficult activities in which people can participate since it requires the organization of different processes such as word reading ability, working memory, inference generation, comprehension control, and vocabulary.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text, he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (the connection between letters and sounds and the relationship between sounds, letters, and words), and his ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independently of the other two elements of the process. At the same time, it is the most difficult and most important of the three (Pathways, 2014).

In order for students to succeed in this process, they must be active readers or at least concentrate in order to have a clear idea of the essential information in the text. The ability to process information requires that the students' reading skills have been developed in terms of fluency, vocabulary, and knowledge of the previous text. On the other hand, this process can be developed with the application of strategies to examine the students' reading comprehension and improve it if necessary (Willis, 2008).

Reading strategies

Banditvilai (2020), states that reading is a basic life skill and the problem with students is that they do not understand the passages in the readings they read. Reading strategies are important to use in class because they help students improve reading comprehension.

Skimming

Banditvilai (2020a) mentioned skimming is a method of speed reading. The goal is for students to get an overview of the organization of the text, the main ideas, and the

topic sentences of the text as each paragraph has a main idea and a topic sentence. The position of the topic sentences can be at the beginning or at the end of the paragraph.

Scanning

Banditvilai (2020b) affirmed scanning is a skill which helps the reader find specific information more quickly since many students read every word and this makes them read slowly but using scanning as a strategy helps students learn and understand more quickly.

Making Predictions

Banditvilai (2020c) expressed prediction is using information about the title of the text or even an image and anticipating the situation that will happen in the text and being able to formulate ideas while reading. This strategy also helps that there is interaction among the students which allows for more interest in the students and improves their reading comprehension.

Questioning

Banditvilai (2020d) declared the questions allow students to maintain interest and comprehension in reading. Students can use questioning before, during, and after reading a text and this strategy refers to readers asking questions of themselves in order to improve comprehension, find answers, solve problems, find and find new information, and learn new things.

1.2 Objectives

General objectives

- To analyze the effectiveness of using On-line fiction stories to develop Reading comprehension.

Specific objectives

- To diagnose the Reading comprehension level in students at CTT de Los Andes Language Center.
- To identify the benefits of on-line fiction stories that increase students' reading comprehension.
- To determine the impact of using on-line fiction stories on improving the ability of Reading comprehension.

Description of the fulfillment of objectives

The general objective was achieved through the specific objectives set out in the research work. In this way, it was evaluated using a pre-test and post-test which was based on the KET test conducted by Cambridge Assessment English, it was possible to determine the language level of the students which consisted of 18 questions, this instrument was important to collect the data.

The second objective of this research work was to analyze information obtained through a search of journals, articles and research by various authors that used information about online fiction stories and reading comprehension. In choosing the articles, it was essential to recognize the benefits of using on-line fiction stories and reading comprehension.

Finally, it was important to introduce on-line fiction stories in the lesson plans in order to establish how to increase reading comprehension. In this way, it was possible to show that students were making progress in reading comprehension. Once the interventions were done, a post-test was conducted to analyze their progress. The post-test helped us to show that there is a small improvement when using on-line fiction stories in reading comprehension.

CHAPTER II
METHODOLOGY

2.1 Population

For the current research, the participants were from “CTT de Los Andes Language Center”. The participants were 21 students of the first level. This research lasted for two weeks, during which the students received the indications in class and had 6 sessions during the last about 1 hour.

Population	Frequency	Percentage
Male	8	38%
Female	13	62%
Total	21	100%

Note: The data was collected from the first-level students of the CTT de Los Andes Language Center

2.1.1 Instruments and materials

The instrument used was the KET (Key English Test), designed by Cambridge, only parts 1, 2, and 3 of the reading paper were used for this research work. The pre-test was taken to the students at the beginning of the experiment, which helped us to identify their level of reading comprehension. Additionally, the pre-test and post-test were taken from Cambridge Assessment English. Cambridge (2022) designed the KET (Key English Test) to assess the ability to use English to communicate simple events at a basic A2 level. This test evaluates the 4 language skills such as reading, writing, listening, and speaking, the test lasts two hours and is divided into 3 papers, Additionally, the format of this test can be on a computer or paper.

Life 1 National Geographic Learning book was used to develop reading comprehension activities. The units used were units 2 through unit 5, and the focus was on lesson 4 of each unit focused on lessons 2, 3, and 4 of each unit. In addition, the titles of the reading were: (1) a vacation, (2) friends, (3) important days, and (4) tourist information.

Zoom was used to have online classes due to the online modality. In addition, it was useful to apply the different lesson plans to explain the steps and strategies of using online fiction stories, which were the main objective of this research.

2.1.2 Procedure

The current research was carried out in 6 different interventions of one hour each except the pre-and post-test in which the students participated actively to develop their reading comprehension. In these interventions, different readings were used according to the themes of the book Life 1 National Geographic Learning.

In the first intervention, which was face-to-face, the researcher introduced himself and the objectives and what the research was going to be about. The teacher also explained each of the parts of the pre-test in order to analyze the level of reading comprehension of the students. After that, the students solved the pre-test which lasted 30 minutes.

In the second intervention was virtual and used the zoom platform, the teacher talked about the vacations and explained the grammar using a PowerPoint presentation, once the students were clear about the topic, they did exercises to reinforce their knowledge using the word wall page, Finally, the teacher applied a reading activity to improve their reading comprehension using liveworksheet.

In the third intervention the topic of the class was about friends. First, the students paid attention to the explanation about possessives. Second, the students did the reading activities and finally, the teacher sent them a reading comprehension activity in liveworksheet for the students to complete.

In the fourth intervention the teacher explained to the class the topic about the important days and grammar about irregular plural nouns, once the students were clear about the topic, the students worked on the reading activity about the important days at the end the teacher sent them a link to perform an activity to improve the reading comprehension of the students.

In the fifth intervention, students paid attention to the lesson on tourist information and the use of this, that, these and those. After that, the teacher made the students practice checking if they understood the lesson. Finally, the students did an activity on the liveworksheet page to improve their reading comprehension.

Finally, in the sixth intervention the teacher explained each of the parts of the post-test. After that the students took the post-test which had a duration of 40 minutes. The teacher guided the students through the questions that were difficult.

It is important to mention that the students obtained a slight improvement in the grades obtained between the pre-and post-test because in the interventions used the 3 stages for the teaching of reading such as pre-reading, while reading, and post-reading since reading is a process that involves word recognition, comprehension, and fluency.

2.2 Methods

2.2.1 Approach

This research work used a mixed approach, first it is a quantitative approach since the data was collected in order to demonstrate the hypotheses which were based on numerical and statistical analysis in this case the influence of online fiction stories and reading comprehension in the first level students of the English language of the CTT of the Andes language center. Second, a qualitative approach was used since the research was based on non-statistical information. In the same way, the level of reading comprehension that the students had during the pre-test was analyzed; on the other hand, a slight improvement in the students' reading comprehension was observed after the post-test. According to Leavy (2020), the mixed approach can be defined as a method that includes the collection and incorporation of both quantitative and qualitative data in the same study in order to achieve a clearer and more complete understanding of the phenomena being researched. Additionally, John and Onwuegbuzie (2022) stated that qualitative and quantitative approaches can be combined at an applicable level, in other words, methods, techniques, and applications in precise fields of study.

2.3 Research modality.

2.3.1 Quasi-experimental

In this research, it was important to discover whether the variable online fiction stories affect students' reading comprehension. students' reading comprehension. In addition, it was quasi-experimental research because we worked with a first level impact group of the CTT of the Andes Language Center and we measured the reading comprehension level of the students by applying a pre- and post-test. According to Kopak, (2015), a quasi-experimental research method is one that does not randomly select the population. In addition, this type of research

has several designs such as applying evaluations to a single group and comparing two treatment groups and the control group. Also, this design can be best used in studies of complex behaviors.

2.3.2 Bibliographic or documentary research

This research work had a bibliographic or documentary research modality because the information used in this research was taken from books, articles, periodical publications, and others, which were used for theoretical development. According to Ahmed (2010), documentary research is that which analyzes documents containing information on the subject or phenomenon to be studied. The documentary research method is normally used to classify physical sources and written documents that can be public or private.

2.3.3 Field research

This type of research allowed the researcher to study the facts presented in the institution (CTT de Los Andes Language Center) with direct interaction with the students of the A1 level of the English language and to obtain the necessary information to carry out the study. At the same time, this process demonstrated how on-line fiction stories work to develop reading comprehension and to know the reading level of the students, and the analysis of the reading passages. According to Burgess (2016), field research is a study in which data are obtained about the phenomenon under investigation in the place where it occurs. In addition, field research can be used to collect data in order to increase the knowledge needed to carry out the study.

2.4 Level or type of research

2.4.1 Exploratory level

This research began at the first level of the English language of the (CTT de Los Andes Language Center) to have a clear idea of the problem investigated. This was also exploratory research due to the use of online fiction stories to improve reading comprehension as an innovative idea and to see how it worked. This process allows the teacher to have direct contact with the students and interact with them, moreover, this process gave the researcher an idea of what is the reality and the level of English and reading comprehension of the students. Bernal et al. (2014) concluded that exploratory research collects information, determines background information, and searches for important aspects such as the relationship between variables. In other words, exploratory research is that which is done based on an unknown topic which in turn is little known or when the information on the topic is scarce, so exploratory research aims to have an overview and approach to the topic or object of study.

2.5 Hypothesis

H0: On-line fiction stories do not enhance reading comprehension in students

H1: On-line fiction stories do enhance reading comprehension in students

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and interpretation of the results

This chapter shows the analysis and interpretation of the information obtained by means of the pre- and post-test. Likewise, the IBM SPSS statistical software was used to analyze the results and verify the hypothesis. The normality test tables were used and based on the results of this table, was used the Wilcoxon test.

Table 1: Pre-test results

Participants	Frequency	Percentage
1	1	4,8%
6	1,5	28,6%
7	2	33,3%
7	2,5	33,3%
Total:	21	100%

Note: Scores were obtained in the pre-test.

Analysis and interpretation

It was observed that 1 student obtained a score of 1 out of 10, which is equivalent to 4.8%. Additionally, 6 students obtained 1,5 out of 10, represent to 28.6%. Finally, 7 students obtained a score of 2,5 out of 10, which is similar to 33.3%.

Through the reading comprehension test it was possible to verify that the students have a level of difficulty in their reading comprehension. In this way, it could be noticed that the students had difficulty answering the test questions or had problems understanding the information in the text because they did not have a wide range of vocabulary. Finally, it is important to apply strategies to improve the students' reading comprehension. Therefore, it is also necessary to apply materials and activities that help to improve their reading comprehension.

Table 2: Post-test results

Participants	Frequency	Percentage
3	2.5	14,3%
4	3	19%
8	3.5	38,1%
6	4	28,6%
Total:	21	3.4
		100%

Note: Scores were obtained in the post-test.

Analysis and interpretation

It was observed that 3 students obtained a score of 2.5 out of 10, which is similar to 14.3%. Additionally, 4 students obtained 3 out of 10, equivalent to 19%. Finally, 6 students obtained a score of 4 out of 10, represent to 28.6%.

In the post-test a slight improvement was evidenced as the students were able to improve their reading comprehension which was evidenced in their notes and this in turn allowed them to analyze, interpret and reflect on the texts presented.

Table 3: Pre-test and post-test average

Results	Pre-test	Post-test	Variance
Average out of 10	1.9	3.4	1.5

Note: Average of the reading pre-test and post-test and the variance

Analysis and interpretation

Table 3 shows the average score obtained by the first level students out of 10 was 1.9 which represents 19%. In comparison, in the post-test, the students obtained 3.4 out of 10 which is similar to 34%. In addition, students improved 1.5 points between the two tests, this score is equivalent to 15%.

The students showed an improvement when using the on-line fiction stories because it helped them to improve their reading comprehension, and they were able to better interpret the texts of the class activities. In addition, the use of on-line fiction

stories is considered a good help for the students because it allows them to better capture the students' attention.

Table 4: Test of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PRE TEST	,206	21	,021	,856	21	,006
POST TEST	,240	21	,003	,861	21	,007

a. Lilliefors Significance Correction

Note: Shapiro-Wilk normality test

Analysis and interpretation

The table of the normality test between the pre-test and post-test was performed using Shapiro Wilk since this has a sample size of less than 50. After performing the analysis, it is shown in the table that the significance level of the pre-test is 0.006.

It was possible to conclude that the data obtained did not maintain a normal distribution, since the values varied between low and high. Thus, in the pretest and posttest the probability levels were low, so it was essential to use the Wilcoxon signed-rank test. Thus, the use of this test helped to verify the hypothesis.

Table 5: Wilcoxon signed ranks test

		Ranks		
		N	Mean Rank	Sum of Ranks
POST TEST - PRE TEST	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	21 ^b	11,00	231,00
	Ties	0 ^c		
	Total	21		
a. POST TEST < PRE TEST				
b. POST TEST > PRE TEST				
c. POST TEST = PRE TEST				

Note: Wilcoxon signed rank test

Table 6: Test Statistics

Test Statistics^a	
POST TEST - PRE TEST	
Z	-4,073 ^b
Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Note: Test statistics with Asymptomatic significance

Analysis and interpretation

In order to analyze the Wilcoxon signed-rank test, the values of the post-test minus the values of the pre-test are taken into account, the table shows that the negative ranks gave a value of 0, that is, no student had a lower value in the post-test compared to the pre-test. On the other hand, there are 21 positive ranks, that is, there is a mean rank of 11. The sum of these ranks gives a result of 231.00.

Furthermore, in the test statistics table shows the relationship with the research hypothesis can be observed, the result is a value of 0.000, which in turn is less than 0.05. This means that through the data collected, the null hypothesis is rejected. On the other hand, the alternative hypothesis is accepted in other words the use of online fiction stories helps to improve students' reading comprehension.

3.2 Discussion of the results

The implementation of the on-line fiction stories showed a variation in the students' reading comprehension, as well as in the analysis and interpretation of the texts. In this way, a slight improvement was evidenced for this reason there was an increase of 1.5 between the pre-test and the post-test. Therefore, the use of on-line fiction stories are tools that assist students in learning and help to foster interest in reading. Additionally, students were able to acquire new vocabulary while reading the online fiction stories.

According to Sultan et al. (2018), on-line fiction stories are tools which helped the development of students' reading comprehension. On the other hand, the use of online fiction stories had some benefits such as motivating students, teaching culture, teaching critical thinking. For this reason, the on-line fiction stories were tools that helped students to improve reading comprehension because they presented an improvement during the application of the study. Finally, they indicated that teachers need to establish a habitant using the phases of reading comprehension.

Hamka et al. (2022) affirms that the application of fiction stories in reading comprehension is beneficial since students improved their reading comprehension through the use of reading strategies. In the same way it helped students as they paid attention in the stories they read and found them interesting and were able to develop their critical thinking skills. Finally, it could be concluded that the use of on-line fiction stories allowed the development of the students' reading comprehension.

Finally, it is important to conclude that the use of on-line fiction stories and at the same time the use of reading comprehension strategies in class help students to improve their reading comprehension, analysis and interpretation of texts.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusion

After carrying out the research, the following conclusions were reached.

- The results obtained in the KET pre-test showed that the students had a low level of reading comprehension. Additionally, it was observed that the students were deficient in this skill because the learners were not able to understand what they read or had a wrong interpretation of what they read. In addition, the students obtained an average of 1.9 out of 10 on the pre-test. On the other hand, when applying on-line fiction stories, a considerable improvement could be observed since they obtained an average of 3.4 out of 10 in the post-test, which means that an improvement of 1.5 points was obtained. Finally, the use of on-line fiction stories in the interventions helps to improve the student's reading comprehension levels.
- The benefits of using on-line fiction stories were determined. They increase the level of reading comprehension in students. In addition, the use of on-line fiction stories can develop more skills such as acquiring new vocabulary in a more comfortable way, which in turn has a greater impact and interest in students.
- During the research process it was determined the impact of online fiction stories in helping to have a better reading comprehension in students and this was evidenced in the averages of pre and post-test, in addition students understood in a better way on-line fiction stories.

4.2 Recommendations

At the end of the research, in order to help students to develop their reading comprehension, the following recommendations are suggested to be followed.

- In order to establish the efficiency of on-line fiction stories, it is important to pay attention to the reading comprehension level of the students in order to adapt the activities to their needs.
- In order to apply the online fiction stories and have better progress in the progress of reading comprehension skills in students, it is advisable to use activities in which they can acquire new vocabulary and develop reading subskills.
- To promote the development of students' learning to improve reading comprehension progress through the use of online fiction stories, it is recommended to consider their use, adaptation, and interests to develop the activities. In this way, students will feel involved in the participation within the class.

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ANNEXES

Annex 1. Approval

Ambato, 06 de Octubre del 2022

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

De mi consideración:

Mg. Cristina Elizabeth Salazar Paredes en mi calidad de Jefe del Centro de Idiomas CTT de los Andes, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "On-line fiction stories and Reading comprehension." propuesto por el estudiante Santiago David Freire Cerna, portador de la Cédula de Ciudadanía No. 050443976-1, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, 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.

Mg. Cristina Salazar
Jefe del Centro de Idiomas CTT de los Andes
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Annex 2. Lesson Plans

Lesson planning 1

Teacher: Santiago Freire

Subject: English

Level: First level

Group: 21. Date: November 30th, 2022 Duration: 40 minutes		
Topic: Introduction -Pre-Test Teacher Materials: Laptop, printer, sheets.		
Aims: <ul style="list-style-type: none">- To determine students reading comprehension level by applying a pre-test.		
Time	Activity	Tool and material
10 min	The teacher will start the class by presenting himself and explain the test.	Pre-test
30 min	Teacher gave them the tests for the students to complete the pre-test	Pre-test

Evidence:



Note: Done by: Cambridge Assessment English Source: First level students

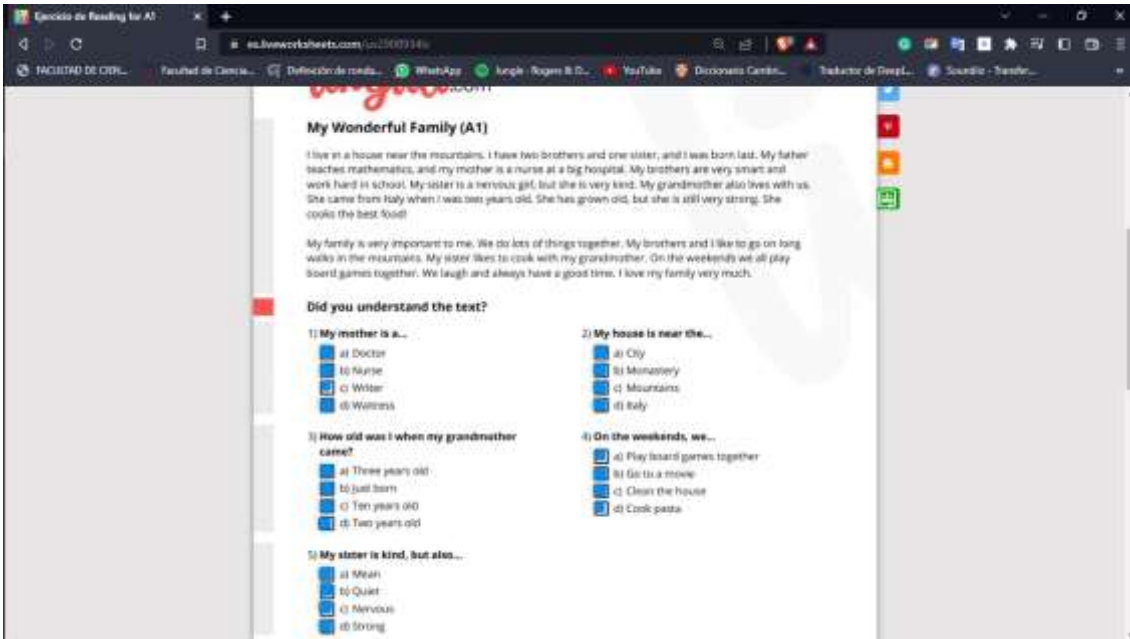
Lesson planning 2

Teacher: Santiago Freire
Level: First level

Subject: English

<p>Group: 21. Date: December 1st, 2022 Duration: 1 hour</p>		
<p>Topic: A vacation Teacher Materials: Zoom, Life 1 National Geographic, liveworksheet, wordwall. Methodology: PPP</p>		
<p>Aims:</p> <ul style="list-style-type: none"> - To understand very short, simple texts, and certain vocabulary in context. - Students will be understanding a description of a place on a vacation conversation. 		
Time	Activity	Tool and material
10 min	The teacher will start the class with a warm-up in wordwall.	Wordwall https://wordwall.net/es/resource/1765494/colors
30 min	The teacher explains the grammar about the articles a and an to the students.	Book Power point presentation
10 min	The teacher makes them practice what they have learned with book activities.	Book Wordwall https://n9.cl/rr68i
10 min	The teacher makes them practice what they have learned with reading activities to improve their reading comprehension	Liveworksheet https://es.liveworksheets.com/uv2908934lc

Reading activity:



My Wonderful Family (A1)

I live in a house near the mountains. I have two brothers and one sister, and I was born last. My father teaches mathematics, and my mother is a nurse at a big hospital. My brothers are very smart and work hard in school. My sister is a nervous girl, but she is very kind. My grandmother also lives with us. She came from Italy when I was ten years old. She has grown old, but she is still very strong. She cooks the best food!

My family is very important to me. We do lots of things together. My brothers and I like to go on long walks in the mountains. My sister likes to cook with my grandmother. On the weekends we all play board games together. We laugh and always have a good time. I love my family very much.

Did you understand the text?

1) My mother is a...

- a) Doctor
- b) Nurse
- c) Writer
- d) Waitress

2) My house is near the...

- a) City
- b) Mountains
- c) Mountains
- d) Italy

3) How old was I when my grandmother came?

- a) Three years old
- b) Just born
- c) Ten years old
- d) Two years old

4) On the weekends, we...

- a) Play board games together
- b) Go to a movie
- c) Clean the house
- d) Cook pasta

5) My sister is kind, but also...

- a) Mean
- b) Quiet
- c) Nervous
- d) Strong

Note: Done by: lingua. Source: Liveworksheet website.

Lesson planning 3

Teacher: Santiago Freire
Level: First level

Subject: English

<p>Group: 21. Date: December 6th, 2022 Duration: 1 hour</p>		
<p>Topic: Friends Teacher Materials: Zoom, Life 1 National Geographic, liveworksheet, wordwall. Methodology: PPP</p>		
<p>Aims:</p> <ul style="list-style-type: none"> - Students will be understanding an article about good friends. - To differentiate information about friends 		
Time	Activity	Tool and material
10 min	The teacher will start the class with a warm-up in wordwall.	Wordwall https://wordwall.net/es/resource/12432377/possessive-adjectives
30 min	The teacher explains the grammar about possessive's to the students.	Book Power point presentation
10 min	The teacher makes them practice what they have learned with book activities.	Book Wordwall https://wordwall.net/resource/36554360/select-the-singular-possessive-noun-sge
10 min	The teacher makes them practice what they have learned with reading activities to improve their reading comprehension	Liveworksheet https://n9.cl/hm7ln

Reading Activity:

Reading - Possessive Adjectives

liveworksheets.com

GRAMMAR – POSSESSIVE ADJECTIVES

Complete the description with *my, your, his, her, our* or *their*.



Dear Sue,

This is a photo of family. We are just finishing the run.

This is dad. He was really pleased with time. He ran 10 km in 55 minutes.

This is mom. She's wearing race number.

This is dog. The dog's wearing

Note: Done by: Hilario, G (2020) Source: Liveworksheet website.

Lesson planning 4

Teacher: Santiago Freire
Level: First level

Subject: English

<p>Group: 21. Date: December 8th, 2022 Duration: 1 hour</p>		
<p>Topic: Important days Teacher Materials: Zoom, Life 1 National Geographic, liveworksheet, wordwall. Methodology: PPP</p>		
<p>Aims:</p> <ul style="list-style-type: none"> - To understand simple text of an article about Important days. - Students will be understanding an article about Chinese New Year in London. 		
Time	Activity	Tool and material
10 min	The teacher will start the class with a warm-up in wordwall.	Wordwall https://wordwall.net/es/resource/34664924/possessives
30 min	The teacher explains the grammar about irregular plural nouns to the students.	Book Power point presentation
10 min	The teacher makes them practice what they have learned with book activities.	Book Wordwall https://wordwall.net/es/resource/4591376/irregular-plural-nouns
10 min	The teacher makes them practice what they have learned with reading activities to improve their reading comprehension	Liveworksheet https://n9.cl/kgzqr3

Reading Activity:

The screenshot shows a worksheet with three text boxes, each containing a short paragraph about a cultural tradition and a small portrait of a person. The first box is titled 'Our New Year holiday' and describes traditions in China. The second box is titled 'On Children's Day' and describes traditions in Mexico. The third box is titled 'On Grandparents' Day' and describes traditions in the USA.

Wang, China
 Our **New Year** holiday is 15 days long. On the first night we have a big dinner. Every day of the holiday we wear red clothes. This is for good luck. We visit friends and bring them presents. We also give small oranges or cakes.

Carlos, Mexico
 On **Children's Day** we go to school for three hours and we play games. We bring our favorite foods and eat them together. In the afternoon, we watch shows in the park. At the end of the day we get a special gift from our parents.

Linda, USA
 On **Grandparents' Day** we want to show our grandparents how much we love them. I give my grandparents a small present. This year, I want to give them flowers. On this day, our grandparents come to school with us. We draw pictures and play games together in class.

The screenshot shows a worksheet with two multiple-choice questions and a short-answer question. The questions are in English, and the answer options are in Hebrew. The first question asks about traditions in China, and the second question asks about the duration of the New Year holiday in China. The short-answer question asks to copy a sentence that shows a specific detail.

Questions שאלות

בחרו את התשובה הנכונה.

1. What do people in China do for good luck?

They bring cakes.

They eat oranges.

They wear red clothes.

They visit their friends.

.....

סמנו נכון או לא נכון.

2. The New Year holiday in China is one day.

True (נכון)

False (לא נכון)

העתיקו מוסס חתימה זאת.

Copy a sentence that shows this.

.....

זהו בגוגלית על האינטרנט.

Note: Done by: Amalsc, A (2019) Source: Liveworksheet website.

Lesson planning 5

Teacher: Santiago Freire

Subject: English

Level: First level

<p>Group: 21. Date: December 13th, 2022 Duration: 1 hour</p>		
<p>Topic: Tourist information Teacher Materials: Zoom, Life 1 National Geographic, liveworksheet, wordwall. Methodology: PPP</p>		
<p>Aims:</p> <ul style="list-style-type: none"> - To understand the information about Tourist information. - Students will be understanding a description of two famous towers. 		
Time	Activity	Tool and material
10 min	The teacher will start the class with a warm-up in wordwall.	Wordwall https://wordwall.net/es/resource/4882688/positions-of-place
30 min	The teacher explains the grammar about this, that, these and those to the students.	Book Power point presentation
10 min	The teacher makes them practice what they have learned with book activities.	Book Wordwall https://wordwall.net/es/resource/31889884/ingles/this-that-these-those
10 min	The teacher makes them practice what they have learned with reading activities to improve their reading comprehension	Liveworksheet https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Describing places/Reading comprehension (places)_pu11630sq

Reading Activity:

Reading comprehension (please)

liveworksheets.com

Reading comprehension

Parque Luro Reserve

This is Parque Luro. It is a natural reserve near Santa Rosa, the capital city of La Pampa. This reserve is 35 kilometres to the south, between the cities of Santa Rosa and Ataliva Roca and has got 7.607 hectares of extension.



In Parque Luro, there are several animal species. Some are native and others are exotic, in the reserve, you can see red deers, foxes, pumas and different bird species, among others.

We can also see several vegetal species, for example caldén, molle, piquillin and chilladora.

There are some paths you can walk to know the different ecosystems.

In the reserve, we can visit historic buildings. There is a castle and other places, for example a stable, a carriage room, a tambo and a million-litre tank.

Image source:
http://www.lapampa.gov.ar/images/photogallery/LaPampa/Reserva_Parque_Luro

ACTIVITY 1: Click on the ideas present in the text.

1. You can find Parque Luro in La Pampa.

Note: Done by: Cheme, R (2021) Source: Liveworksheet website.

Lesson planning 6

Teacher: Santiago Freire

Subject: English

Level: First level

Group: 21.

Date: December 14th, 2022

Duration: 40 minutes

Topic: Post-test

Teacher Materials: Laptop, printer, sheets.

Aims:

- To examine students reading comprehension level by applying a post-test

Time	Activity	Tool and material
10 min	The teacher will start the class explain each part of the test.	Post-test
30 min	Teacher gave them the tests for the students to complete the post-test	Post-test

Evidence:



Note: Done by: Cambridge Assessment English Source: First level students

Annex 3. Pre-test and Post-test

Pre-test



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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

A1 KET

PRELIMINARY ENGLISH TEST

Name: _____

TIME: Approximately 1 hour

INSTRUCTIONS TO STUDENTS

Write your name

Read to the instructions for each part of the paper carefully.

Answer all the questions.

Write your answers on the question paper.

INFORMATION FOR STUDENTS

There are four parts to the test. Each question carries one mark.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Part 1

Questions 1 – 6

For each question, choose the correct answer.

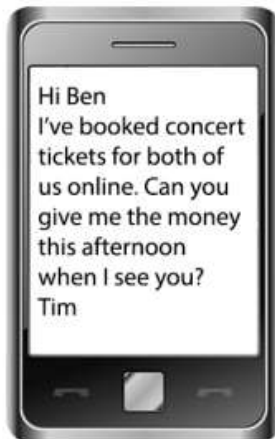
1

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



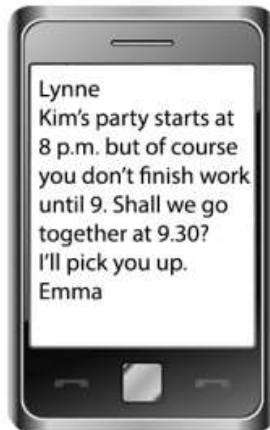
- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.

3



- 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.

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

		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

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 practice 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.

Answer key:

Key Reading Sample Paper Answer Key

Part 1	Key
1	B
2	C
3	B
4	A
5	B
6	C

Part 2	Key
7	C
8	B
9	A
10	B
11	C
12	C
13	A

Part 3	Key
14	B
15	A
16	C
17	B
18	A

Post-test



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EXTRANJEROS**

A1 KET

POSTLIMINARY ENGLISH TEST

Name: _____

TIME: Approximately 30 minutes

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Write your name

Read to the instructions for each part of the paper carefully.

Answer all the questions.

Write your answers on the question paper.

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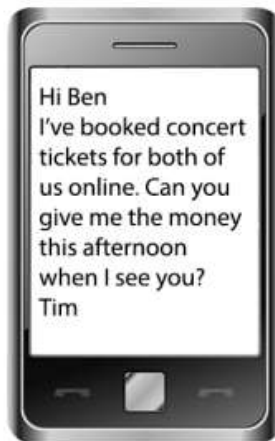
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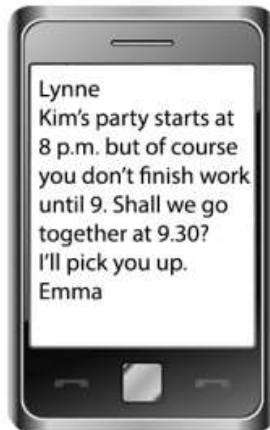
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Questions 7 – 13

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- I. She was wearing a new dress.

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- J. Will be a star one day.
- K. Is her favourite granddaughter.
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Answer key:

Key Reading Sample Paper Answer Key

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1	B
2	C
3	B
4	A
5	B
6	C

Part 2	Key
7	C
8	B
9	A
10	B
11	C
12	C
13	A

Part 3	Key
14	B
15	A
16	C
17	B
18	A

Annex 4. Table of pre-test and post-test scores

Researched group	Score out of 10
Student 1	2
Student 2	2,5
Student 3	1,5
Student 4	2
Student 5	1,5
Student 6	2,5
Student 7	2
Student 8	2,5
Student 9	2,5
Student 10	2
Student 11	1,5
Student 12	2,5
Student 13	2
Student 14	1,5
Student 15	1,5
Student 16	2,5
Student 17	2
Student 18	1,5
Student 19	1
Student 20	2,5
Student 21	2
Average	1,9

Post-test

Researched group	Score out of 10
Student 1	3,5
Student 2	4
Student 3	3,5
Student 4	4
Student 5	3,5
Student 6	4
Student 7	3
Student 8	3,5
Student 9	3,5
Student 10	3,5
Student 11	2,5
Student 12	3,5
Student 13	3
Student 14	2,5
Student 15	2,5
Student 16	3,5
Student 17	4
Student 18	3
Student 19	3
Student 20	4
Student 21	4
Average	3,4

Annex 5. Urkund Report

Document Information

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Submitted	1/19/2023 4:03:00 PM
Submitted by	
Submitter email	sfreire9761@uta.edu.ec
Similarity	2%
Analysis address	manuelxsulcag.uta@analysis.urkund.com



Firmado electrónicamente por:
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SULCA GUALE**

.....
Mg. Sulca Guale Manuel Xavier
I.D. 1802447548