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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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Theme: Pre-reading activities and reading comprehension

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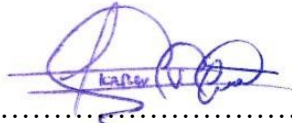
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DEDICATION

TO:

To God for giving life to me and my loved ones. For the wisdom and strength, he has given me despite everything. As well as my mother who has always been an angel in my life. She has done everything possible to take care of me and she gave me everything I needed to be able to study and fulfill my dreams. To my siblings and my grandmother for being with me in the most difficult moments. To my nieces, my little angels. To my dog daughter for making me laugh when I was sad. To my best friend, Mariela, for being my confidant and encouraging me not to give up.

Karen.

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ABSTRACT

Topic: “Pre-reading activities and reading comprehension”

Author: Karen Annette Villafuerte García

Tutor: Mg. Sarah Iza

The present research was carried out to investigate the effects of the use of pre-reading activities to develop reading comprehension. The participants were 26 students in the second semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. They were taking the Reading subject. The methodology used was a quasi-experimental design. The study lasted five weeks and the classes were divided into synchronous and asynchronous. At the beginning, a PET (Preliminary English Test) was administered as a pre-test to determine the students' reading comprehension level. It is important to mention that only the reading part was taken from the exam. Moreover, pre-reading activities were applied as a treatment. The activities were pre-teaching vocabulary, brainstorming, and storytelling. In addition, the researcher created a Google Classroom to apply extra activities to further improve learners' reading comprehension. In the last week, a post-test was applied using a PET exam, applying just the reading section, with the same structure of the pre-test, however, it had different questions. Finally, the results were analyzed using the SPSS program and they showed that the use of the pre-reading activities did help to improve the reading comprehension of the 26 participants.

Keywords: Pre-reading activities, reading comprehension, PET exam, technology tools.

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RESUMEN

Topic: “Pre-reading activities and reading comprehension”

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La presente investigación fue llevada a cabo con el propósito de investigar los efectos del uso de actividades previas a la lectura para desarrollar la comprensión lectora. Los participantes fueron 26 estudiantes que cursaban el segundo semestre de la carrera de “Pedagogía de los Idiomas Nacionales y Extranjeros” en la Universidad Técnica de Ambato. La metodología usada fue un diseño cuasiexperimental. El estudio duró cinco semanas, las cuales fueron divididas en clases sincrónicas y asincrónicas. Al inicio, se aplicó un examen PET (Preliminary English Test) como prueba previa para conocer el nivel de comprensión lectora en el que se encontraban los estudiantes. Es importante mencionar que solo se tomó la sección de lectura. Después se aplicó como tratamiento, actividades pre-lectoras, las cuales fueron enseñanza de vocabulario, lluvia de ideas y narración de historias. Además, el investigador creó un aula de clase virtual para aplicar actividades extras y así los mejoren más en su comprensión lectora. En la última semana, se aplicó una prueba posterior usando un examen PET, aplicando solo la sección de lectura, con la misma estructura de la prueba previa, pero con diferentes preguntas. Finalmente, los resultados fueron analizados usando el programa SPSS y estos arrojaron que el uso de las actividades pre-lectoras si ayudaron a mejorar la comprensión lectora de los 26 participantes.

Palabras claves: Actividades pre-lectoras, comprensión lectora, examen PET, herramientas tecnológicas.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

This study focuses on investigating pre-reading activities that can help students develop their reading comprehension skills. Reading is essential for the acquisition of the English language because with this skill students can improve their vocabulary, spelling, and even writing skills. Students must master reading skills, and the application of pre-reading activities can help with this. Pre-reading activities and reading comprehension is an innovative proposal, however, some studies related to the aforementioned topic have been carried out. In this background section, those investigations are analyzed. The research was developed at different educational levels, so there are different points of view of each one.

Azizifar et al. (2015) conducted a study with two objectives. The first objective was to compare the students' reading comprehension before and after applying the pre-reading activities, which were based on questions and vocabulary definitions. The second objective was to investigate the attitudes that the students had when the pre-reading activities were applied to them. For this study, the methodology used was quantitative research with two experimental groups. The participants were 60 students from 10th grades studying at Omol Habibeh High School in Ilam. The experiment was developed in 5 weeks, and a reading comprehension test was used as a pre and post-test. As a treatment, one group was given the pre-reading activity of guessing the content by defining vocabulary and the other group was given guessing the content by questions. In addition, a survey was administered to find out if the students were satisfied with the application of the pre-reading activities. As result, this study showed that in the post-test, students had improved in their reading comprehension. However, the group where the content guessing by questions was applied had better results. To sum up, this study was conducted for 10th-grade students between 15-16 years old. Two pre-reading activities were applied to see if they influenced reading comprehension improvement. These activities were guessing the content by asking questions and vocabulary

definitions. Of the two, the pre-reading questions helped students to obtain better results.

Moghaddam (2016) developed an investigation about the effects of pre-reading activities on reading comprehension. The activities were watching movies, pre-teaching vocabulary, and summarization. The methodology used was an experimental design, with a total of 76 participants randomly selected. The students were grouped into three experimental groups and one control group. These learners were in the first and second grades of high school in Ardabil, Iran. The groups were called movie-watching group, vocabulary presentations group, pre-reading summarization group, and no treatment group. The study was conducted in 7 sessions where pre and post-tests were given. Finally, the results were that the treatment groups improved in their reading comprehension while the non-treatment group did not. However, the results also showed that the group with the vocabulary presentation activity had more improvement than the group with the summarization activity. This study showed that the participants, which belonged to the first and second grades of elementary level (6-9 years old), had improved their reading comprehension by using pre-reading activities. However, students treated with vocabulary presentation had better improvement.

Saeidi and Ahmadi (2016) led a study that investigated how watching videos may influence the reading comprehension of English language learners. The methodology involved was an experimental study. The participants were 64 male students from Allameh Jafari High school. Students were divided into two groups, and they were evaluated with a pre and post-test. One group was exposed to watching videos in the pre-reading stage followed by reading comprehension activities, while the control group had traditional activities. Four reading passages and two standardized achievement tests were used for both groups. The experiment lasted three months. Findings showed that videos captured students' attention, therefore they improved their reading comprehension. To sum up, this research had, as participants, students from the intermediate level and their ages ranged from 16 to 18 years old. The pupils were being treated with a very interesting reading activity which was watching videos. This

allowed students to activate their prior knowledge and they improved their reading comprehension.

Mousavian and Siahpoosh (2018) aimed to investigate the efficacy of pre-questioning and pre-learning vocabulary as pre-reading activities in the development of reading comprehension. For this study, an experimental design was used, with 60 students as participants. The students belonged to a language institute in Ardabil. There were three groups of 20 people each, two experimental groups and one control group. A reading comprehension test was used as a pre-test and post-test. In addition, the first group received treatment using the pre-teaching vocabulary method, the second group with a pre-questionnaire method, and the third group received no treatment. Findings showed that the students improved their reading comprehension. Furthermore, the experimental groups outperformed the control group. However, it was also found that the students with the pre-teaching vocabulary activity treatment had a better improvement. The study above was focused on two pre-reading activities which were pre-questioning and pre-learning vocabulary. The participants were 60 pupils from 19 to 30 years old. Students were divided into two groups and the research showed that the group treated with pre-teaching vocabulary activity had better results.

Thi and Thuy (2018) developed a study that aimed to investigate the impact of using questioning and semantic map, as pre-reading activities, on reading comprehension in EFL students. The investigation had a mixed approach. A quasi-experimental design was used, and it was applied a pre-test and post-test of reading. These tests measured the reading proficiency of the students and the improvement they were going to have after the treatment. The participants were 52 students from science classes. These students were divided into 2 groups, one group was taught with the questioning activity and the other group was taught with the semantic map activity. On the other hand, an individual interview was also applied with three pupils from each group. The experiment lasted 10 weeks and the result was that the students had an improvement in their reading comprehension. However, the group with the semantic map activity had a significant improvement in reading comprehension. Moreover, in the interview, the students were happy with the application of these pre-reading activities, but they also

said that the process was difficult because the activities were new for the pupils. Briefly, the participants of this investigation belonged to high school, and they were treated with questioning and semantic map activities. The study yielded that semantic map activity helped to improve students' reading comprehension. However, in the interview, the students said that the process was difficult for them.

Lailiyah et al. (2019) investigated the effects of background knowledge on learners' reading comprehension since the authors believed that having prior knowledge helped students in that process. This study was focused on three techniques, pre-teaching vocabulary, pictorial context, and pre-reading questions. It used a quasi-experimental design with 46 EFL students. Participants were divided into two groups, an experimental group, which received classes with pre-reading activities, and a control group, which received no treatment. As an instrument, a reading comprehension test was used before and after the treatment. Overall, the results showed that the group that received the treatment with pre-reading activities had an impressive improvement in reading comprehension. Altogether, in this study, three techniques were used on college students from 18-21 years old. One group was treated and the other was not, obviously the students with the treatment had a great improvement in their reading comprehension.

Hà and Bellot (2020) investigated the effect of using storytelling as a tool to improve students' reading comprehension. 44 eight-year-old students were the participants in this study, which belong to a semi-private school in Spain. The learners were Spanish speakers, and their English level was A1. These children were divided into two groups, control and experimental. Both groups had similar reading in aspects such as vocabulary and grammar, however, only one group used the storytelling activity. To collect data, a pre-test, post-test and exercises were used. Moreover, the researchers used the Mann–Whitney test, the Wilcoxon signed-rank test, and the general linear model to analyze the data obtained. As result, the storytelling activity helped students to understand, remember, and use the reading vocabulary. Overall, this investigation was interesting because there are not many studies based on the use of storytelling. As mentioned above, the participants in this research were 8-year-old children, whose

native language was not English. The students were divided into two groups but only 1 of them was treated with the storytelling activity. The study yielded good results because storytelling contributed to the improvement of children's reading skills, especially in reading comprehension of separate sentences.

Weganofa et al. (2020) conducted a study that aimed to determine the effectiveness of pre-reading activities on students' reading comprehension. In the methodology, a quasi-experimental design was used because different treatments were applied to the groups. The participants were 55 first-year students of the English Education Department. There were 2 groups in this study, one group was used pre-reading questions, while the second group was used pre-reading vocabulary. Two instruments were used, a reading test and a questionnaire. As result, in the questionnaire, students preferred the use of pre-reading questioning instead of vocabulary. Moreover, the experiment showed that students who used pre-reading questioning had an improvement in their reading comprehension. Altogether, this research applied pre-reading questions and pre-teaching vocabulary as activities to improve reading comprehension. The students involved in this study were 55 college students. This study showed that the pre-reading questioning activity yielded better results because it allowed students to practice their thinking and at the same time develop their reading comprehension.

Rondon et al. (2020) investigated the effects of contextual redefinition and graphic organizers as pre-reading activities on reading comprehension. The methodology used was a quasi-experimental design. The participants were 30 pre-intermediate and advanced students from a private high school in Brazil. The students were divided according to their level and both were given the same pre-reading activities. The texts used were obtained from the British Council website. The results obtained from this study were that in pre-intermediate students, the use of contextual redefinition decreased their reading comprehension, but the use of graphic organizers improved it. On the other hand, the opposite was for advanced students. They had an improvement in their reading comprehension using contextual redefinition rather than graphic organizers. Briefly, this research had an interesting result. The participants were intermediate and advanced students, and each level showed different results. At the

intermediate level, the pupils had a decrease in their reading comprehension using contextual redefinition activity, while at the advanced level the students had an improvement with it. Likewise, the graphic organizer activity was beneficial for the intermediate level but not for the advanced level.

Zarfsaz and Yeganehpour (2021) developed a study to compare students' reading comprehension before and after using pre-reading activities. The methodology had a quantitative approach. A quasi-experimental design was applied with an experimental and a control group. The participants were 54 Iranian EFL high intermediate students. First, a test was applied to assign students to the experimental or control group based on the results, and then a reading test was used as a pre-test. As a treatment, pre-reading vocabulary, pre-discussion brainstorming, and pre-reading question activities were applied. The two groups received almost the same treatment however the difference was that the experimental group did the reading after analyzing the activities and the control group read the text immediately after completing the activities. Finally, a post-test was used, and the results showed that both groups improved, but the experimental group had a significant improvement in reading comprehension since the students in this group had time to process the activities before reading. To sum up, this study had as participants high intermediate level students from 15-24 years old. Those pupils were treated with the same pre-reading activities, however, students in the experimental group had time to process the information. This group had better results and students improved their reading comprehension.

To conclude, the studies mentioned above are of great importance since they give validity to the research topic that was developed. All studies had positive results on the application of pre-reading activities and reading comprehension.

1.2 Theoretical framework

Independent variable

How the English language is taught through reading.

English is a language that has skills that help students become proficient. These skills are essential in the language learning process, and one of these is the reading skill. Naranjo et al. (2021) say that reading facilitates the academic formation of the student. Besides, it encourages the pupil's reading habits that will serve to expand their knowledge not only of the English language but also of various subjects. Therefore, English teaching through reading skills occurs when a teacher provides students with a text, a sentence, or even a word to read. In a text, students can find vocabulary and grammatical structures, which are important aspects of learning English.

Reading teaching process

Nantiesteban et al. (2021) propose a dynamic-participative process in which students understand, comprehend, and interpret a written text. In this process, students must be able to argue, discuss different points of view, generate ideas, elaborate and solve issues, apply knowledge and evaluate their process.

- **Establishing the purpose of reading**

This part aims to develop generalized skills to read, invariant reading skills, and reading competence. This will prepare students for life and transform the teaching process. Therefore, it favors the development of the target skills and competence.

- **Selection of methods and techniques**

In the process of teaching reading, different methods and techniques can be used.

- **Reading framework**

This is the organization and development of the reading process that stimulates the active participation and responsibility of students in their learning. It is necessary to establish commitments between the teacher and the students about the way of working in class, the contents, and the role of each one.

- **Reading fears**

In this part it is important to determine the concerns, worries, doubts, fears that the students may present during the reading process and the risks, fears, doubts that can be defeated and the reading strategies to be used.

- **Reformulation of the reading process**

This technique is used to train students in group work during the process of reading different types of texts since it requires communication with others, the expression of their ideas without fear, and respect for the rest.

- **Reading fan**

The objective of this technique is that the group of students learn about the different types of reading that they can use according to the type of text and their reading objective. For its application, the teacher invites the students to read a text and asks them to look for specific information.

- **Discussion about the reading**

The exchange of ideas, opinions, and experiences are promoted, based on the knowledge that students have about reading and its strategies. Depending on the established objectives, different techniques can be used, such as reading plenary, ernan's-04, reading-recurrence, conference, and reading confrontation.

- **Evaluation**

It is necessary that in the process of developing the tasks, students analyze what they did, how they did it, where they made mistakes, how mistakes can be eliminated, and how to correct them. This can enrich their knowledge, their development, their self-control, the evaluation of their results, their possibilities, and their behavior.

Pre-reading activities

Pre-reading activities are, as the word says, activities designed to increase, develop or improve reading comprehension. These activities are applied before reading a text and they help a student to be prepared for the reading stage. In addition, the benefits of applying pre-reading activities are to motivate students to read with enthusiasm, prepare them with grammar or vocabulary that is in the text, and above all, help them to have a better understanding of a text.

Brainstorming

According to Nantiesteban et al. (2021), brainstorming is an activity used to generate ideas or find solutions to problems. This activity can be used to gather ideas based on a given topic. In addition, it is ideal because it requires the use of a few materials and helps students get a clear idea of what they are reading by drawing out the main ideas.

- To apply this activity three elements must be taken into account. The first one is quantity since in brainstorming the most important thing is the ideas that are generated. Another one is judging the quality of ideas, which is not correct because the ideas of others are not judged. Finally, a review of the information is carried out, and new ideas are encouraged. Here the teacher should motivate students to write more ideas about something that is not yet clear.

Questioning

Using questions in the learning process is very important because they help students to think deeply. Questioning helps students develop and use their thinking skills because in the classroom pupils share their ideas, and it creates a rich discussion. Furthermore, the purpose of using questioning in class can be for three reasons such as instruction, classroom management, or assessment, although evaluation is the last on the list of things it is best suited for. However, the main focus of questioning is to encourage students to participate in their learning (Williams, 2021).

- To apply this activity the teacher should make a list of questions to guide the class or a student to achieve the learning objective. The teacher can elaborate questions about the topic of a text. Then, students may share their answers with the class. This can help the students get an idea about the content of the reading.

Pre-teaching vocabulary

Vocabulary is one of the biggest obstacles a student may face when learning a second language and English is not an exception. In the case of mastering reading, this problem hinders fluency and reading comprehension, which affects students' learning. Therefore, the teaching of vocabulary before reading is of great importance since the teacher can select and teach students, keywords before reading so that by the time pupils read, they will have a global understanding of a text (McClymont, 2020).

- To apply this activity the teacher must select keywords that may be difficult to understand for the level of the students. Moreover, the teacher should have a method of teaching the words, this can be using pictures, definitions, or relating the words to the real context. Likewise, the teacher should give students opportunities to practice as much as possible so that they can learn the words and understand the reading.

Storytelling

Storytelling is part of everyday life and it is found in media such as newspapers, radio, television, and movies. The stories create pathways for students where they are open to sharing their emotions and ideas, and the activity creates a language experience in a real context. Furthermore, this strategy allows learners to use their imagination and creativity. On the other hand, with this activity, students can have a great impact on learning new vocabulary as images, gestures, or objects of different words are represented (Masoni, 2019).

- To apply this activity, the teacher may ask the students to make a story using the topic of a text. Students can create their stories based on what they already know. The writing does not have to be perfect because pupils will share their ideas to understand the reading and have better comprehension.

Dependent variable

Importance of reading comprehension

Reading comprehension is the ability to fully understand the meaning of a text. Texts can develop people's knowledge, but if it is not well understood, there will be negative consequences in learning. According to Berkeley and Barber (2014), reading comprehension is an active process that requires the reader to be highly focused at all stages of reading. In addition, it is essential to pay attention to the reading level of the students because as they advance in grades, the reading becomes more difficult, therefore, the reading comprehension becomes more difficult as well. Furthermore, reading comprehension helps students understand and recognize words because

comprehension adds meaning to what students are reading, as well as helps generate thoughts and ideas. Likewise, it is important to know that reading comprehension makes reading more enjoyable, fun, and informative for students (Brandon, 2021).

Furthermore, reading comprehension is an important aspect of today's society, as several texts must be read and understood. This is why reading skills are known as imperative since most of the information to be acquired is in written text form. Likewise, reading proficiency in students is of great importance because most learning is acquired and processed through reading. On the other hand, reading also has an interactive nature, because it is a constant interaction between the reader and a text. It is considered that the reader is a learner of a language and the text is how the language can be acquired, but the point is that the better the language is mastered, the better the interpretation of the text will be. Because of this, it could be said that reading comprehension depends on several factors, which are found within the reader (León, 2017).

1.3 Objectives

General objective

- To investigate the effects of using pre-reading activities to develop reading comprehension in students from second semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

Specific objectives

- To evaluate the level of reading comprehension of students.
- To identify the most effective pre-reading activities for improving reading comprehension.
- To determine the effectiveness of the use of pre-reading activities to improve reading comprehension.

Description of the fulfillment of objectives

To achieve the objectives of this research, a series of steps were followed. The first step was to achieve the main objective, which is to investigate the effects of pre-reading activities to develop reading comprehension in students, three activities were used which were brainstorming, pre-teaching vocabulary, and storytelling. These activities were of great help to the students as they had positive effects on their comprehension development. Likewise, the three specific objectives helped in the fulfillment of the main objective.

On the other hand, in the evaluation of the student’s reading comprehension level, a PET exam was used before the application of the pre-reading activities. Additionally, it is important to mention that only the reading part was taken into account for the measurement and evaluation. In the pre-test, the students had 45 minutes to complete 35 questions and the scores of some of the learners were a bit low. Moreover, it was observed that during the test the students felt nervous and some of them did not finish the entire test because the time ran out.

After that, to identify the most efficient pre-reading activity in improving reading comprehension, ten articles from the background of the present research were used. Of

the ten research articles, six articles were related to pre-teaching vocabulary. However, only four authors, which are Moghaddam (2016), Mousavian and Siahpoosh (2018), Lailiyah et al. (2019), and Zarfsaz and Yeganehpour (2021), described that the use of pre-teaching vocabulary as pre-reading activity improved students' reading comprehension. Likewise, one article, carried out by Hà and Bellot (2020), showed good results in the use of storytelling to improve reading comprehension. And last but not least, an article by Zarfsaz and Yeganehpour (2021), yielded that brainstorming as a pre-reading activity is very useful if what teachers want is to improve reading comprehension.

Finally, to fulfill the last objective, a post-test was applied to determine if the students had an improvement in their reading comprehension after the application of the activities. The post-test was a PET exam with the same structure and time as the pre-test, however, it had different questions. This exam yielded better grades, and it was observed that the students understood the test and all of them finished the test in even less time.

CHAPTER II

METHODOLOGY

2.1 Resources

2.1.1 Participants

The participants for this research were 26 students. They were taking the subject Reading in second semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. Participants received 5 weeks of synchronous classes and 2 weeks of asynchronous classes.

2.1.2 Instruments

- A pre-test was used to evaluate the students' reading comprehension level before treatment. This test was taken from the reading section of the PET exam (Preliminary English Test), which is one of the Cambridge English exams. The evaluation consisted of 35 questions and it will be taken through Microsoft Forms. The test lasted 45 minutes and the students were evaluated according to their level. Likewise, a post-test was applied after the treatment to know if the students had an improvement in their reading comprehension. The post-test was taken from the reading section of the PET exam. This test was different from the pre-test because it contained other questions. (See annex 3)

2.1.3 Materials

- Nearpod and Edpuzzle to create questions about reading videos. (See annex 5)
- Extracts of different readings.
- Google classroom
- Google Jamboard to brainstorm the readings.
- Quizlet to make flashcards and teach vocabulary as an activity before reading.
- Canva and Emaze to make presentations about the pre-reading activities.
- Kahoot! Quizizz and Nearpod to evaluate students' reading comprehension after the application of pre-reading activities.

- WhatsApp group to send information or tasks, and to clarify any doubt that students may have.
- Zoom for classes since, due to the pandemic, classes were online.

2.1.4 Procedure

Procedure synchronous classes (See annex 2):

The section lasted 5 weeks and the classes were taught on Fridays.

- In the first session, the researcher introduced herself, and she gave instructions about the activities that were developed during the research. The researcher asked students to make a list of their names using Google Excel. In addition, the pre-test was applied using Microsoft forms to measure the students' reading comprehension. This test lasted 45 minutes.
- In the second session, the researcher explained all about the first pre-reading activity, which was brainstorming, using Canva. Then, the researcher started by giving the students the topic of reading one “Madagascar-When to go” (see annex 4). Before starting reading, students brainstormed about the given topic using Google Jamboard. Finally, students read the whole text and the researcher took a quiz based on the reading using Kahoot.
- In the third session, the researcher continued and it was explained the second pre-reading activity which was pre-teaching vocabulary. After that, the investigator presented flashcards using Quizlet about difficult words to understand in the text “Woman’s job as a Christmas elf” (see annex 4). Then, the experimenter asked students to start reading the whole text. This reading will be evaluated using Quizizz.
- In the fourth session, the researcher explained all about storytelling because it was the last pre-reading activity. For this, the investigator gave students a reading topic “Sixteen-What now” (see annex 4), and using Google Jamboard, the students wrote a small story using their imagination and creativity. Then, students share their stories with the whole class and the experimenter evaluated their understanding using Nearpod.

- Finally, in the fifth and last session, the researcher applied the post-test to know if the students improved or not their reading comprehension after the application of the three pre-reading activities. The test was a PET exam and it lasted 45 minutes.

Procedure asynchronous classes (See annex 2):

In this section, students worked 2 weeks, four days each.

Week 1

- **Day 1 and 2**

The researcher asked students to enroll in a Google Classroom by using the WhatsApp group. Moreover, the activities that students had to do during those days were explained and it was assigned to watch a video called “6 creative ways to brainstorm ideas”. The video contained questions that the students had to answer.

- **Day 3**

The investigator posted a reading called “Frogs in love: Romeo and Juliet”. Students had to read and answer the questions related to the text.

- **Day 4**

The researcher asked five questions related to the previous day's reading through the WhatsApp group to see whether or not the students read the text.

Week 2

- **Day 1**

The researcher explained the activities students had to do in google classroom during that week. Students had to watch a video called “Pre-teaching vocabulary” using Edpuzzle and they had to answer some questions.

- **Day 2 – Week 2**

The investigator posted a reading called “The arm of liberty” and students had to read the whole text and select five words difficult to understand. They had to look for the meaning of each word and post them under the text.

- **Day 3 – Week 2**

The researcher posted a question about storytelling and its relation to reading skills in Google Classroom. Students had to answer it based on what they already learned in classes. Additionally, the experiment posted a reading topic “Chinese New Year”, and students had to write a 50 words story about it.

- **Day 4 – Week 2**

The researcher posted the whole reading related to the Chinese New Year. In this part, students had to read the complete text and answer the questions.

2.2 Methods

The basic method of research

Quantitative approach

According to Hernández et al. (2014), the quantitative approach is a set of sequential and evidential processes characterized by using the collection of numerical data to test hypotheses. The process of this approach starts from the research idea to the conclusions and the data collection is based on the measurement and the analysis of the data must be carried out using statistical methods.

Quasi-experimental design

A quasi-experimental design is a method used to establish a cause-and-effect relationship between variables. This design uses non-randomized groups, treatments, pre-tests, and post-tests to prove hypotheses (Martin & Bridgmon, 2012).

This study used this design because its main objective was to know the effects of the pre-reading activities on students’ reading comprehension. Besides, this research was

carried out with an intact group (second semester) in which a pre-test, a treatment, and a post-test were applied to obtain data.

Research Modality

Bibliographic

Allen (2017) states that bibliographic research is the one that collects data from various sources such as books, scientific articles, reviews, online resources, etc. These documents can be printed or electronic and they are useful to analyze the information. Therefore, this current study had bibliographic research since scientific articles were used to know studies that have been carried out with the same topic as this research, as well as books to elaborate the theoretical framework and to investigate more about the established variables and have a better understanding of pre-reading activities and reading comprehension.

Field Research

Field research collects data directly from the research subjects and where the research takes place. The data collected are primary and are obtained directly from the group that is being studied. Moreover, this modality allows observing the phenomenon studying in its real conditions (Nava & Monroy, 2018). This research used this type of modality since it was carried out at Universidad Técnica de Ambato, and there was an interaction with the study subjects using online classes via Zoom due to the pandemic.

Level or type of research

Correlational research

According to Hernández et al. (2014), correlational research seeks to find the relationship or degree of association that exists between research variables. To prove the relationship between the variables, the hypotheses must be tested.

This type of research was applied in this study to find out whether or not there is a relationship between the independent variable (Pre-reading activities) and the independent variable (Reading comprehension).

Exploratory research

Exploratory research is used to examine a research topic that has not been studied or has not been done before. Besides, it is useful to become familiar with something unknown and to obtain information to conduct a study (Hernández et al., 2014). This research used exploratory research to further explore the research topic and thus obtain more information about the effects of pre-reading activities on reading comprehension.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter shows the results obtained during the five weeks of this research. The findings are based on the period before, during, and after the treatment and the application of the tests.

As stipulated in chapter two, the experiment was conducted with 26 students from the second semester, who were taking the Reading subject. The classes were online and they were divided into synchronous and asynchronous.

For the experiment, a PET (Preliminary English Test) was used, which belonged to the participants' English level. Likewise, the results of the pre-test and post-test were analyzed using the SPSS program, to identify whether or not the pre-reading activities improved the students' reading comprehension.

In the tests, only the reading section was used, which is graded out of 35. However, the rule of 3 technique was used to get a score over 10 and thus facilitate the analysis.

Table 1: Pre-test results

Participants	Scores over 10	Scores over 35
Student 1	3,7	13
Student 2	5,2	18
Student 3	4,8	17
Student 4	5,7	20
Student 5	4,8	17
Student 6	6,9	24
Student 7	4,8	17
Student 8	4,8	17
Student 9	5,7	20
Student 10	4	14
Student 11	5,4	19
Student 12	5,4	19
Student 13	6	21
Student 14	7,1	25
Student 15	6,9	24
Student 16	7,7	27
Student 17	8,5	30
Student 18	7,4	26
Student 19	8	28
Student 20	5,7	20
Student 21	8,2	29
Student 22	6,6	23
Student 23	7,1	25
Student 24	4,8	17
Student 25	8,5	30
Student 26	2,3	8
Average	6	21

Source: Field research (See annex 6)

Elaborated by: Villafuerte, K (2022)

Analysis and interpretation

Table 1 shows the results obtained from the pre-test. Based on a scale of grades out of 10 but focusing on students with scores less than 7. It can be observed 4 students obtained a fair grade (6-6,9); 12 students got a failing grade (4-5,9), and 2 students had an insufficient grade (1-3,9).

It could be said twenty students, more than half, are scored below "fair" grades, so their reading comprehension is low since they do not reach the minimum grade.

Table 2: Post-test results

Participants	Scores over 10	Scores over 35
Student 1	6,6	23
Student 2	8	28
Student 3	8,5	30
Student 4	8	28
Student 5	7,7	27
Student 6	8,8	31
Student 7	7,1	25
Student 8	8,2	29
Student 9	7,1	25
Student 10	7,4	26
Student 11	7,7	27
Student 12	7,4	26
Student 13	8	28
Student 14	8,2	29
Student 15	9,4	33
Student 16	9,1	32
Student 17	9,1	32
Student 18	8,5	31
Student 19	8	28
Student 20	6,8	24
Student 21	8,5	30
Student 22	7,1	25
Student 23	9,1	32
Student 24	8,5	31
Student 25	10	35
Student 26	5,2	18
Average	8	28

Source: Field research (See annex 6)

Elaborated by: Villafuerte, K (2022)

Analysis and interpretation

Table 2 shows the results obtained from the post-test. Based on a scale of grades out of 10 but focusing on students with scores higher than 7. It can be observed that 5 students are outstanding (9-10); 11 students got an excellent grade (8-8,9); and 7 students had a very good grade (7-7,9).

It is observable, that 23 students got high results since most of them obtained a score above the "very good" grade. The pupils' reading comprehension had a significant increase after the application of the pre-reading activities.

3.2 Data interpretation

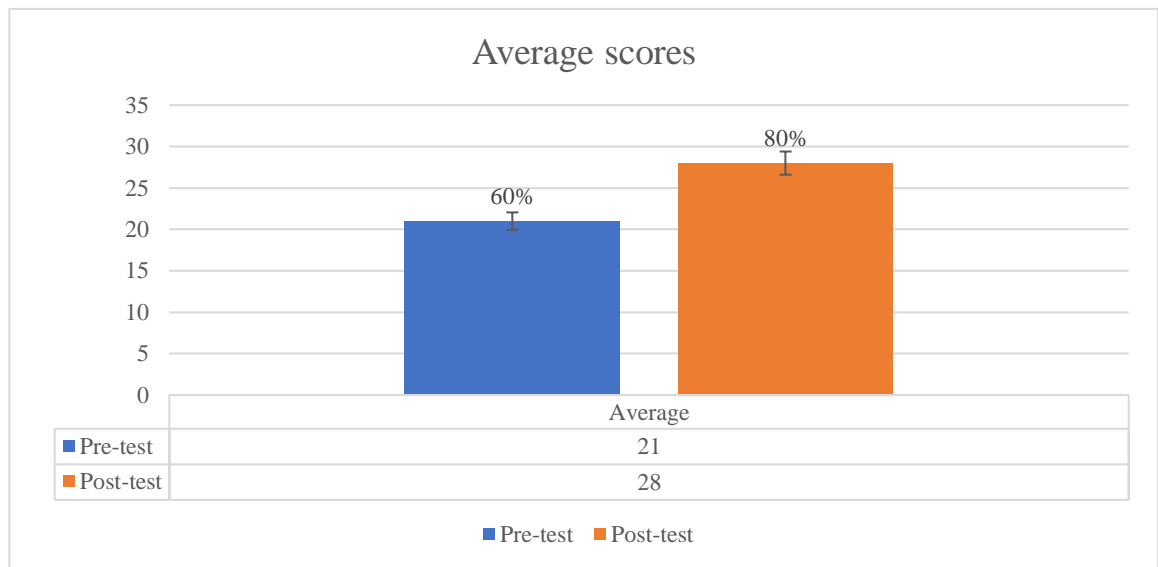
Table 3: Pre-test and post-test average.

Results	Pre-test	Post-test	Difference
Average	21	28	7

Source: Field research (See annex 6)

Elaborated by: Villafuerte, K (2022)

Figure 1: Average scores



Source: Field research (See annex 6)

Elaborated by: Villafuerte, K (2022)

Analysis and interpretation

Table 3 and figure 1 show the averages obtained from the sum of the scores over 35 of the 26 students. The scores belong to the pre-test and post-test. In the pre-test, the students obtained an average of 21 out of 35, which represents 60%. Meanwhile, in the post-test, the final average is 28 out of 35 which represents 80%. The difference is 20%, so the students obtained an improvement of 2 points.

Based on the above results, there was a great improvement in the students, so it can be said that the pre-reading activities contributed to the improvement of the students' reading comprehension.

3.3 Verification of hypotheses

The results obtained from this research were analyzed using SPSS software using a T-student test to prove the hypotheses.

3.3.1 Establishment of hypotheses

Null hypothesis

Ho: The use of pre-reading activities does not contribute to the improvement of reading comprehension.

Alternative hypothesis

H1: The use of pre-reading activities contributes to the improvement of reading comprehension.

3.3.2 Normality test

Test 4: Test of normality

Tests of normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest	,116	26	,200*	,965	26	,506
Posttest	,094	26	,200*	,967	26	,543

a. Lilliefors Significance Correction

Source: SPSS program

Elaborated by: Villafuerte, K (2022)

The normality test was performed using the data obtained from the pre-test and the post-test. This table allowed Shapiro-Wilk to be chosen as the sample is less than 50 participants. In addition, the significance (Sig.) has a normal distribution higher than 0.05, so a parametric statistic was used (T-student test).

3.3.3 T-student test – Paired Samples Statistics

Table 5: T-student tests - Paired Samples Statistics

Paired Samples Statistics					
	Mean	N	Std. Deviation	Std. Error mean	
Pre-test	21,08	26	5,556	1,090	
Post-test	28,19	26	3,666	,719	

Source: SPSS program
 Elaborated by: Villafuerte, K (2022)

Analysis and interpretation

Table 5 shows the results obtained from the pre-test and post-test. The mean score of the pre-test is 21,08 while the mean score of the post-test is 28,19.

It can be seen that the mean score of the post-test is higher than the pre-test. Moreover, 5 weeks after the application of the pre-reading activities, both tests have a significant difference.

3.3.4 T-student test – Paired Sample Test

Table 6: Paired Sample Test

Paired Sample Test									
Pair		Mean	Std. Deviation	Paired differences			t	DI	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the difference				
					Lower	Upper			
1	Pre-test	-7,115	3,724	,730	-8,619	-5,611	-9,743	25	,000
	Post-test								

Source: SPSS program
 Elaborated by: Villafuerte, K (2022)

Analysis and interpretation

Table 6 shows that P-value is 0.000, which is lower than 0.05. Furthermore, the means of the pretest and the posttest are significantly different, therefore, the null hypothesis (H0) “The use of pre-reading activities does not contribute to the improvement of reading comprehension” is rejected, and the alternative hypothesis (H1) “The use of pre-reading activities contributes to the improvement of reading comprehension.” is accepted.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After completing this research, the following conclusions have been reached:

- The use of pre-reading activities has contributed to the development and improvement of the second-semester students' reading comprehension. By using the reading activities, which were pre-teaching vocabulary, brainstorming, and storytelling, the students were able to have a better reading comprehension since they already had an idea of what the text was about. In addition, the students learned vocabulary about the reading or they had ideas, which they related to their prior knowledge, and it helped them when reading and even more so when understanding the lectures, they read.
- The reading comprehension level of the students was really low since they were below the minimum grade. Moreover, a pre-test (PET exam) was used to identify this level, which yielded a final average of 6 out of 10 (21 out of 35). The reading comprehension of the students was very poor since in the exams many students made mistakes in questions and reading that were easy.
- Based on the investigation background of this research, it can be said that among the 10 articles, the most used pre-reading activity in these investigations was pre-teaching vocabulary. This activity had positive results in 4 studies conducted. These articles mention that teaching vocabulary before reading is of great help to students. Furthermore, the investigations were carried out with students from 6 to 30 years of age, so this activity can be used at any level.
- It can be determined that the use of pre-reading activities to improve reading comprehension is highly effective. To get at this, a post-test (PET exam) was used, which yielded an average of 8 out of 10 (28 out of 35). This test, compared with the pre-test data, has a great difference. In addition, the students solved the exams with great ease and in the class activities, they improved their reading comprehension a lot after the application of the established pre-reading activities.

4.2 Recommendations

- To improve students' reading comprehension, it is advisable to use pre-reading activities to prepare students and thus help them to not only read a text but to understand what is in it. Many pre-reading activities can be used, and it is best to use technology to attract students' attention and motivate them to participate.
- To assess the level of reading comprehension in students, it is necessary to use tests that are appropriate to the age, level, and needs of the students. In addition, it is important to clarify any doubts that students may have about the test before starting it so that they do not interrupt their classmates and everyone can take the test calmly.
- To find the best pre-reading activity, it is important to do a lot of research on different pre-reading activities to find out which one is appropriate for the students' age or level. Moreover, it would be recommended to apply various activities in class and see which one appeals to the students and thus help them improve their reading comprehension.
- To determine whether the use of pre-reading activities was effective in reading comprehension, it is advisable not to look only at final grades or averages. It is necessary to pay important attention to the process of each student in each activity or reading before the final exam since in this way it will be possible to give feedback on something difficult or unintelligible for the students.

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ANNEXES

Annex 1: Approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 18 de octubre de 2021

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

Yo Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "PRE-READING ACTIVITIES AND READING COMPREHENSION" propuesto por la estudiante Karen Annette Villafuerte García, portadora de la Cédula de Ciudadanía 180520159-5, 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.



SARAH
JACQUELINE
IZA PAZMIÑO

.....
Lic. Mg. Sarah Iza Pazmiño, Mg.
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Annex 2: Lesson plans

First Session

Lesson plan 1

Course: 2 nd semester PINE		Subject: Reading	Duration: 1 hour
Number of students: 31		Date: November 19 th , 2021	Language skill: Reading
Topic: Pre-test - PET (Preliminary English Test)			
Objectives: <ul style="list-style-type: none"> To evaluate the level of reading comprehension of students by applying a pre-test using Microsoft forms. 			
PROCEDURE:			
TIME	Teacher's activity	Student's activity	Materials
15 min	<ul style="list-style-type: none"> Teacher will introduce herself to the students. Teacher will explain that three pre-reading activities will be applied using chapters from a book. Teacher will ask the students to write their names in an online document. The teacher will explain that the pre-test is a PET exam. 	<ul style="list-style-type: none"> Students will write their names in the online document. Students will ask questions about any doubts they have. 	<ul style="list-style-type: none"> Zoom Google Drive.
45 min	<ul style="list-style-type: none"> Teacher will send a link to take the pre-test. 	<ul style="list-style-type: none"> Students will start taking the test. 	<ul style="list-style-type: none"> Zoom Microsoft forms

Second Session - Lesson plan 2

Course: 2 nd semester PINE		Subject: Reading	Duration: 45 minutes
Number of students: 31		Date: November 26 th , 2021	Language skill: Reading
Topic: Pre-reading activity- Brainstorming			
Objectives: -To apply the brainstorming activity to see if it helps students to improve their reading comprehension.			
PROCEDURE:			
TIME	Teacher's activity	Student's activity	Materials
10 minutes	<ul style="list-style-type: none"> Teacher will ask students some questions about Brainstorming. Teacher will explain all about brainstorming activity using a presentation. 	<ul style="list-style-type: none"> Students will answer the questions using their knowledge. Students will ask questions about any doubts they have. 	<ul style="list-style-type: none"> Zoom meeting Canva
15 minutes	<ul style="list-style-type: none"> Teacher will start the class by giving students a reading topic "Madagascar-When to go". Teacher will ask students to write their ideas about the topic. Teacher will ask students to read their ideas. 	<ul style="list-style-type: none"> Students will start writing their ideas on the board just by reading the topic. Students will explain why they write those ideas. 	<ul style="list-style-type: none"> Google Jamboard. Reading from: https://www.examenglish.com/A2/A2_reading_weather.htm
20 minutes	<ul style="list-style-type: none"> Teacher will send students the complete reading. Teacher will ask students to answer 10 questions related to the reading. 	<ul style="list-style-type: none"> Students will start reading the lecture "Madagascar-When to go". Students will answer the questions. 	<ul style="list-style-type: none"> Kahoot! https://docs.google.com/document/d/1NR8WUNcZie9VIGTZJLTcDcnf0gMQwmoHSQM2kX27mqL/edit?usp=sharing

Third Session

Lesson plan 3

Course: 2 nd semester PINE	Subject: Reading	Duration: 45 minutes	
Number of students: 31	Date: December 3rd, 2021	Language skill: Reading	
Topic: Pre-teaching vocabulary			
Objectives: To teach vocabulary related to the reading to see if it helps students to improve their reading comprehension.			
PROCEDURE:			
TIME	Teacher's activity	Student's activity	Materials
10 minutes	<ul style="list-style-type: none"> Teacher will ask students if they have worked with vocabulary learning activities to improve their reading skills. Teacher will explain all about vocabulary learning activity. 	<ul style="list-style-type: none"> Students will answer the questions. Students will ask questions about any doubts they have. 	<ul style="list-style-type: none"> Zoom Canva
15 minutes	<ul style="list-style-type: none"> Teacher will teach vocabulary related to the reading "Woman's job as a Christmas elf" 	<ul style="list-style-type: none"> Students will pay attention. Students will ask for clarification of any term that they have not understood 	<ul style="list-style-type: none"> Quizlet Reading from: https://www.examenglish.com/A2/A2_reading_daily_routine.htm
10 minutes	<ul style="list-style-type: none"> Teacher will send students the reading. 	<ul style="list-style-type: none"> Students will start reading the lecture "Woman's job as a Christmas elf" 	
10 minutes	<ul style="list-style-type: none"> Teacher will ask students to answer 10 questions related to the reading 	<ul style="list-style-type: none"> Students will answer the questions. 	<ul style="list-style-type: none"> Quizizz app

Fourth Session

Lesson plan 4

Course: 2 nd semester PINE		Subject: Reading	Duration: 45 minutes	
Number of students: 31		Date: December 10 th , 2021	Language skill: Reading	
Topic: Storytelling activity				
Objectives:				
<ul style="list-style-type: none"> To write a story related to the reading topic to see if it helps students to improve their reading comprehension. 				
PROCEDURE:				
TIME	Teacher's activity	Student's activity	Materials	
10 minutes	<ul style="list-style-type: none"> Teacher will ask students if they have written stories about their life. Teacher will explain all about storytelling activity. 	<ul style="list-style-type: none"> Students will interact with the teacher by telling their stories. Students will ask questions about any doubts they have. 	<ul style="list-style-type: none"> Zoom Emaze 	
15 minutes	<ul style="list-style-type: none"> Teacher will write the reading topic "Sixteen-What now" on the zoom chat. Teacher will ask students to write a story related to the topic. 	<ul style="list-style-type: none"> Students will start writing a 50 words story. Students will share their stories. 	<ul style="list-style-type: none"> Google Jamboard Reading from: https://www.examenglish.com/A2/A2_reading_education.htm 	
20 minutes	<ul style="list-style-type: none"> Teacher will send students the reading. Teacher will ask students to answer 10 questions related to the reading 	<ul style="list-style-type: none"> Students will start reading the lecture "Sixteen-What now" 	<ul style="list-style-type: none"> Socrative app 	

Fifth Session

Lesson plan 5

Course: 2 nd semester PINE		Subject: Reading	Duration: 1 hour
Number of students: 31		Date: December 21 st , 2021	Language skill: Reading
Topic: Post-test – PET (Preliminary English Test)			
Objectives: <ul style="list-style-type: none"> • To evaluate the level of reading comprehension of students after the application of the treatment by applying a post-test using Microsoft forms. 			
PROCEDURE:			
TIME	Teacher's activity	Student's activity	Materials
5	<ul style="list-style-type: none"> • Teacher will thank the students for their collaboration. • Teacher will explain to students that a post-test (PET exam) will be taken as a final exam to see if they had an improvement in their reading comprehension. 	<ul style="list-style-type: none"> • Students will pay attention. 	<ul style="list-style-type: none"> • Zoom meeting
45 min	<ul style="list-style-type: none"> • Teacher will send a link to take the post-test. 	<ul style="list-style-type: none"> • Students will start taking the test. 	<ul style="list-style-type: none"> • Microsoft forms
10 min	<ul style="list-style-type: none"> • Teacher will take a satisfaction survey to find out how the students felt during the process. 	<ul style="list-style-type: none"> • Students will answer the survey. 	<ul style="list-style-type: none"> • Type form

Asynchronous session

Course: 2 nd semester PINE	Subject: Reading	Duration: 1 week	
Number of students: 31	Date: December 6 th to 9 th , 2021	Language skill: Reading	
Topic: Brainstorming activity feedback			
Objectives:			
<ul style="list-style-type: none"> • To reinforce students' knowledge. 			
PROCEDURE:			
TIME	Teacher's activity	Student's activity	Materials
December 6th and 7th	<ul style="list-style-type: none"> • Teacher will ask students to enroll in a Google Classroom. • Teacher will explain the activities students have to do during those days. • Teacher will assign students to watch a video called "6 creative ways to brainstorm ideas". 	<ul style="list-style-type: none"> • Students will enroll in the online classroom. • Students will complete the task by watching the video and answering questions using the Nearpod app. 	<ul style="list-style-type: none"> • WhatsApp group • Google classroom https://classroom.google.com/c/NDM5MjY0MDgxOTg1?hl=es&cjc=rqzlo2 • Nearpod
December 8th	<ul style="list-style-type: none"> • Teacher will remind students to read a text in the online classroom. 	<ul style="list-style-type: none"> • Students will read the text and answer some questions. 	<ul style="list-style-type: none"> • Google Classroom • Google forms
December 9th	<ul style="list-style-type: none"> • Teacher will ask other questions related to the text that students have already read. 	<ul style="list-style-type: none"> • Students will answer the questions through the WhatsApp group. 	<ul style="list-style-type: none"> • WhatsApp group.

Asynchronous session

Course: 2 nd semester PINE	Subject: Reading	Duration: 1 week	
Number of students: 31	Date: December 13th to 16 th , 2021	Language skill: Reading	
Topic: Pre-teaching vocabulary and storytelling activities feedback			
Objectives:			
<ul style="list-style-type: none"> To reinforce students' knowledge. 			
PROCEDURE:			
TIME	Teacher's activity	Student's activity	Materials
December 13th	<ul style="list-style-type: none"> Teacher will explain the activities students have to do in google classroom. Teacher will assign students to watch a video called "Pre-teaching vocabulary". 	<ul style="list-style-type: none"> Students will complete the task by watching the video and answering questions using Edpuzzle. 	<ul style="list-style-type: none"> WhatsApp group Google classroom https://classroom.google.com/c/NDM5MjY0M-DgxOTg1?hl=es&cjc=rcqzlo2 Edpuzzle.
December 14th	<ul style="list-style-type: none"> Teacher will post a reading called "The arm of liberty" 	<ul style="list-style-type: none"> Students will read the text and they will write 5 words that they do not understand with their meaning. 	<ul style="list-style-type: none"> Google classroom
December 15th	<ul style="list-style-type: none"> Teacher will ask students a question about storytelling. Teacher will post a topic "Chinese New Year" 	<ul style="list-style-type: none"> Students will answer the question about storytelling and its relation to reading skills. Students will write everything they know about Chinese New Year. 	<ul style="list-style-type: none"> Google Classroom
December 16th	<ul style="list-style-type: none"> Teacher will post a reading called "Chinese New Year" 	<ul style="list-style-type: none"> Students will read the text and answer the questions. 	<ul style="list-style-type: none"> Google forms

Annex 3: Tests

PRE-TEST

Reading

Part 1

Questions 1 – 5

Look at the text in each question.

What does it say?

Mark the correct letter **A**, **B** or **C** on your answer sheet.

Example:

0

New Message
 To: Julia
 From: Andy
 Hello Julia
 I can't have Friday off to go sailing. I'm still available on both Saturday and Sunday, but Saturday is better. Let me know what's best for you.
 Andy

- A** Andy would prefer to go sailing with Julia on Saturday rather than on Sunday.
- B** Andy can go sailing with Julia on Friday if she's not free on Saturday.
- C** Andy wants to go sailing with Julia on both Saturday and Sunday if possible.

3

Due to staff holidays, shop closes early on weekdays during August; Saturdays as normal.

- A** The shop is closed during some weekdays in August due to holidays.
- B** The shop's opening hours are different on Monday to Friday in August.
- C** The shop is closing at different times at weekends in August.

Answer:

0 A B C

1

Sarah,
 There's an offer at the computer game-store. If you hand in old games, you'll get cash now or a special ticket for money off next month's new ones.
 Tom

The note tells Sarah she

- A** can buy new games now at a special price.
- B** can get new and used games in the current sale.
- C** can sell her used games to the shop.

4

Gym changing rooms
 Place personal items in lockers.
 Staff will remove anything on floor.

- A** If staff find items on the floor, they will put them away in a locker.
- B** You must only leave belongings in the areas provided.
- C** Lockers are regularly checked by staff.

2

Wanted:
 babysitter for regular work, two evenings per week -generally Monday and Wednesday, but this could change in future. Own transport essential; call Sue to discuss duties and pay details.

The advertisement says

- A** the babysitter should call Sue about weekly transport to her house.
- B** the jobs the babysitter is responsible for will change each week.
- C** the babysitter might work on different days each week.

5

Museum Café
 These tables are for customers only.
 Follow signs for picnic areas.

- A** You should take all food to the special picnic area.
- B** You can eat picnics in this section of the café.
- C** You may sit here if you buy something from the café.

Part 2

Questions 6 – 10

The people below all enjoy music.

On the opposite page there are descriptions of eight places where people can have different musical experiences.

Decide which place would be the most suitable for the following people.

For questions 6 – 10, mark the correct letter (A – H) on your answer sheet.



Joe's interested in classical music and wants to talk to professional musicians about their work. He'd like to find out more about classical instruments, and actually play some music.



Will wants to learn to play some of his favourite band's songs, and to know how his favourite singers create their own special sound. He'd like to try out some different instruments.



Jess loves watching spectacular concerts with fantastic dancers, and wants to feel some of the atmosphere of a big musical event. She'd like to see performances by famous people she's heard about.



James likes exploring the personal backgrounds of his favourite bands, and also the stories behind their well-known songs. He has his own band, and wants some advice about performing live on stage.



Zoe likes listening to all sorts of pop music, and wants a fun way to learn various dance styles. She'd like to bring something home to show her friends what she's learnt during her visit.

Musical experiences

A The Core
This is the place for musical history. You'll learn where your favourite singers and musicians grew up and discover the processes involved in writing famous songs and producing the videos. Find out about their journey to fame, and get some tips on what makes a good concert! There's all you ever wanted to know about famous musicians!

C WorldScene
For one month only, experience the amazing sights and sounds of the WorldScene band, a large international group of traditional musicians and dancers. You'll experience music and dance styles never heard or seen before in this country. Book a ticket to meet the musicians, talk about their experiences and get some new ideas!

E ArchivedImages
Want to find out about a new band, or just want more information about an old favourite? Visit our collection to find out facts and figures, or see the actual possessions of famous bands and musicians you are interested in. You can actually get to touch things worn on stage at major rock and pop events, and there are plenty of other concert souvenirs.

G Rave-on!
How about learning new skills on the guitar, drums and keyboard by video? Follow the touch-screen instructions to find lessons on each instrument, or search for a song to practise playing along to. Try our Professional Selection, with video clips of band members who will explain the techniques that make their recordings so individual.

B Rhythm-Studio
Get your body moving in the studio and learn to move to rhythms and sounds from the past to now, including Soul and Disco. Learn your steps from our professional onscreen dance instructor, then watch your performance and become the star in your own video recording which you can take away!

D Universe of Sound
Create your own musical experience - record yourself making music with a huge orchestra as they play on the video background screen - you can even download it to disc to take home! You can also learn about violins, flutes, trumpets and many more with our computer demonstrations, and meet real musicians who are present every day.

F Finale
Imagine being in the crowd for amazing performances from the past. Enjoy 3D life-size videos from the stars of yesterday and today. You can experience the excitement of a massive rock stadium, and the sounds, movement and rhythms that created some of the most exciting music ever known.

H Show-in-a-day!
Be a star singer or dancer for the day in a one-time-only special performance! Experts in international music and dance styles will train you, and costumes provided for the performance help create a really special, individual show. Get your friends and family to come and see you perform, as no videoing or photography is allowed.

Part 3

Questions 11 – 20

Look at the sentences below about two wildlife filmmakers.
Read the text on the opposite page to decide if each sentence is correct or incorrect.
If it is correct, mark **A** on your answer sheet.
If it is not correct, mark **B** on your answer sheet.

- 11 Richard and Sonia's most recent film compared lions' behaviour in different parts of Africa.
- 12 It was Richard and Sonia's idea to set up a special project to research the lions in Africa.
- 13 Meeting each other as students was the start of Sonia developing a new interest.
- 14 Sonia's parents encouraged her to discover the natural environment around her childhood home.
- 15 They agree that an uncomfortable working environment is the worst part of their job.
- 16 They have different ideas about what is the most enjoyable part of their job.
- 17 They found people with fewer opportunities to use technology have a better understanding of geography.
- 18 Richard advises students of wildlife to keep up to date with the most recent filmmaking techniques.
- 19 Sonia suggests that some modern technology can make the type of work they do harder.
- 20 The couple believe that people must act quickly to prevent wildlife from disappearing.

Wildlife Filmmakers

Richard and Sonia Muller make documentaries about wildlife, particularly dangerous animals, like the big cats found in Africa. Film-making for them is a way to bring the message of the importance of understanding wildlife to international audiences, with their last film, *Staying Alive*, exploring relationships between lions and other wildlife in one African region. When Richard and Sonia were invited to help with a special project run by a wildlife organisation that was providing information about the falling numbers of big cats, especially lions, they immediately agreed to take part.

Richard grew up near a wildlife park and as a child was keen on filming what he saw. The couple were introduced at university in Cape Town, and quickly realised how much they had in common. They were both curious about the natural world and Sonia soon discovered a similar talent for filmmaking. As a child in South Africa Sonia often ran off alone to explore the wild areas surrounding her home, despite her parents' fears.

When asked what they found hardest about their work, Sonia and Richard have the same answer - leaving an area and finishing a project. Sonia adds that the hours required can be hard, and things like the heat, dust, and bugs make it very tiring. The excitement of her work comes from not knowing what will happen, perhaps even discovering something new for science, while Richard takes most interest in spending time with individual animals, getting to know their character.

The pair visit schools around the world, and notice that students with access to lots of information don't always have as much understanding about geography as students in countries where access is limited. "Students without the internet constantly available actually look at maps, they want to find out where they are and often end up with a better idea of place," Richard says. A major part of their work is explaining to students the importance of a fuller understanding of various environments by studying the climate, animals and culture of a specific location.

If you'd like a similar career, Richard suggests studying various different areas of biology, rather than learning about the latest film-making technology, as an understanding of the natural world will last forever. The couple also give general advice for those wanting to help protect the environment. Sonia explains that it's important to allow yourself to concentrate. "Turning off personal electronic items gets you closer to the natural world," she says. "You can watch nature, instead of listening for your mobile phone." Most importantly they agree that if urgent action isn't taken, more animals might be lost. However, the fact that more teenagers are getting involved offers some hope for the future.

Part 4

Questions 21–26

Read the text and questions below.

For each question, mark the letter next to the correct answer **A**, **B**, **C** or **D** on your answer sheet.

My Job at a Summer Camp, by Charlie Rose

Every year I work at a summer camp for kids and I really enjoy seeing the children do things they never thought they could do. Nearly all the kids know how to swim and play table-tennis before they come, but things like rock climbing are new experiences for most. Some of them are very nervous, but after a bit of encouragement, they agree to try and they all get to the top in the end, which makes them feel great.

The kids stay several weeks and some do miss home. You might expect it to be the really young ones who feel like that the most but it's actually the ten- to thirteen-year-olds. We don't let them use their mobile phones all the time. First we tell them they can phone home after lunch. Then when they ask again, usually after dinner, we say it's a bit too late to phone and suggest doing it the next day. Most children are fine in a couple of days and at the end of their stay, it's amazing how many come and thanks us because they have had a great time.

It's not just the children who get lonely. We get parents who are on the phone the whole time, asking how their child is getting on, which is quite unnecessary. Often their son or daughter will be busy, playing games or doing something else, so we have to tell parents to ring back another time.

Some kids arrive dressed in smart, designer, new clothes and they sometimes argue when we tell them to change into something they won't mind getting dirty, but before long they realise what we mean.

- 21 What is the writer trying to do in this text?
- A describe how children make friends at a summer camp
 - B suggest how parents should choose a summer camp for children
 - C explain what it is like for children at a summer camp
 - D advise children how to behave at a summer camp
- 22 What does the writer say about rock climbing at the camp?
- A Some children already know how to do it.
 - B Some children prefer to swim or play table-tennis.
 - C Some children refuse to take part.
 - D Some children find it more enjoyable than they expected to.

23 What surprises the writer about the children who stay at the camp?

- A The youngest ones find it hard to be away from home.
- B They complain if they cannot phone their parents.
- C They miss meal times with their parents.
- D They seem grateful for their experience here.

24 What does the writer think about some parents?

- A They should visit their children instead of phoning them.
- B They don't need to keep on phoning the camp.
- C They shouldn't allow their children to bring phones to camp.
- D They need to be reminded to phone their children.

25 Which postcard might a child at the camp send home?

A

I was annoyed when they suggested I put on old jeans, but I guess they were right.	<input type="checkbox"/>
--	--------------------------

B

It's so unfair that everyone else can use their mobile phone, but they won't let me use mine.	<input type="checkbox"/>
---	--------------------------

C

I've made some good friends but we're all bored because there isn't much to do here.	<input type="checkbox"/>
--	--------------------------

D

I was really frightened every time we went rock climbing, so they let me do something else instead.	<input type="checkbox"/>
---	--------------------------

Part 5

Questions 26 – 35

Read the text below and choose the correct word for each space.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0 **A** hope **B** decide **C** want **D** expect

Answer:

0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

San Francisco

Whatever you **(0)** _____ for from a visit to San Francisco in the USA, you won't be disappointed. The hills are just as steep as you imagined they would be, and the Golden Gate Bridge is just as spectacular. It's no **(26)** _____ then that the city is among the world's **(27)** _____ tourist destinations. **(28)** _____ many people live there, San Francisco **(29)** _____ more like a small town than a city of more than 4 million people. Its **(30)** _____ on the water, its parks, and its hills all **(31)** _____ that you can never see further than a few blocks.

One of the most **(32)** _____ trips is a drive across the Golden Gate Bridge. This is a journey **(33)** _____ should be saved for a sunny day so that you can **(34)** _____ the fantastic view, and Golden Gate Park has wonderful gardens, **(35)** _____ addition to being great for a picnic.

- | | | | | |
|----|------------|-----------|--------------|------------|
| 26 | A guess | B excuse | C question | D surprise |
| 27 | A complete | B top | C proper | D full |
| 28 | A Although | B Besides | C Unless | D Despite |
| 29 | A shows | B fits | C seems | D makes |
| 30 | A location | B point | C landscape | D scene |
| 31 | A allow | B mean | C let | D intend |
| 32 | A amazed | B popular | C interested | D positive |
| 33 | A who | B where | C which | D what |
| 34 | A admire | B approve | C accept | D attract |
| 35 | A in | B as | C on | D by |

Source:

https://www.cambridgeexams.ch/sites/default/files/pet_reading_and_writing.pdf

Forms: <https://forms.office.com/r/nq6nyfZUnN>

POST-TEST

Questions 1 – 5

Look at the text in each question.
What does it say?
Mark the correct letter **A**, **B** or **C** on your answer sheet.

Example:

0



The advert says the computer game

- A is almost new and in good condition.
- B does not work on the seller's computer.
- C is only suitable for younger players.

Answer: A B C

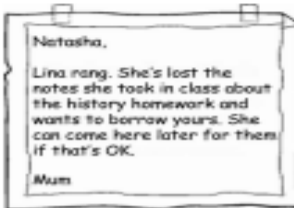
1



What should Peter do?

- A let Stefan know if he is delayed
- B tell Stefan which film he wants to watch
- C wait for Stefan inside the cinema

2



Lina would like to know if Natasha is going to do her history homework later this evening.

- B Lina wants to compare the notes she wrote about the history homework with Natasha's.
- C Lina hopes she can look at the information Natasha has for the history homework.

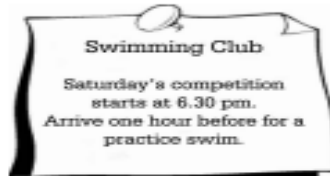
3



Why has Monica written the email?

- A to check if Anna is going on the trip
- B to ask Anna to book places on the trip
- C to remind Anna about the date of the trip

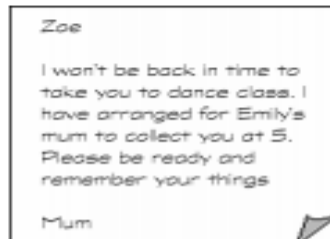
4



The swimming competition will last for one hour.

- B All swimmers should get some practice before Saturday.
- C There is an opportunity to swim before the competition starts.

5



What must Zoe do?

- A Get ready for the dance class before Emily's mother arrives.
- B Ask Emily's mother for a lift to the dance class.
- C Collect her things for the dance class from Emily's mother.

Reading • Part 2

Questions 6 – 10

The teenagers below are all looking for a magazine to read. On the opposite page there are descriptions of eight magazines for young people. Decide which magazine would be the most suitable for the following teenagers. For questions 6–10, mark the correct letter (A–H) on your answer sheet.



Olaf would like to read stories that people his own age have written. He is also keen on music and would like some recommendations on the best bands to listen to.



Becca wants to know more about the lives of famous people who frequently appear in the news. She is also interested in clothes and would like recommendations on what to wear.



Hiro is interested in learning more about the latest international events. He is also keen on the cinema and would like to read different opinions on what to see.



Gina is interested in geography and the natural world. She would also like to read articles that tell her about the lives of people from other countries.



Chris enjoys going to concerts and wants to find out more about the people in his favourite bands. He is also keen to read articles written by other teenagers.

Teen Magazines

A **Youth World** is an entertainment magazine full of ideas on what to do. It provides details of all the latest films, concerts, exhibitions and fashion shows. If you are someone who prefers to stay in, it also recommends the best DVDs to watch.

C **NS Teens** magazine is well-known for its wildlife and environmental content but it also has articles on the history and culture of people from around the world. Some of the articles are long and detailed but the magazine is also famous for its fantastic photo-journalism. There are also letters from readers as well as maps and fact sheets.

E **Top Teens** is easy to read and full of colour photographs. There are a range of different sections including those offering fashion and beauty advice. But the majority of its pages are devoted to interviews with the popular, well-known stars of cinema, music and sport.

G **Teenplus** is very different from the average teen magazine that simply offers articles on pop stars and fashion. This exciting new magazine informs readers about what is happening in the world through its in-depth articles on current affairs, politics and science. It also offers a variety of reviews on recent books, films and music CDs.

B **Teens Now** is a successful music magazine for teenagers that lists who is playing, where and when and how to get tickets. Interviews with well-known singers and groups as well as detailed biographies are included. It also gives its readers the chance to send in their own articles.

D Some leading journalists write for **Teen People**, a music magazine aimed at the teen market. There are interviews with new bands as well as the latest news on recordings, tours and festivals. A popular feature is the annual reader's vote for the best new band.

F The only environmental magazine written by teenagers for teenagers is **Young WB**. Readers are invited to send their articles and photographs to the magazine's offices and material is chosen for the next issue. As well as articles about the natural world, the magazine also has many special offers and competitions.

H No journalists write for **Teen Voice**. This magazine depends completely on articles sent in by its teenage readers. It gives young people the opportunity to publish their creative work, such as poems or short works of fiction or to voice their opinions on important issues. They can also write reviews of the latest music CDs.

Reading • Part 3

Questions 11 – 20

Look at the sentences below about a comedy club for young people, called *Comedy Kids*. Read the text on the opposite page to decide if each sentence is correct or incorrect. If it is correct, mark **A** on your answer sheet. If it is not correct, mark **B** on your answer sheet.

- 11 *Comedy Kids* operates a number of internationally-based clubs for young people.
- 12 *Comedy Kids* comedians have had as much experience working with children as with adults.
- 13 According to John Winterton, he is the first ever young people's stand-up comedian.
- 14 John looks like most people's idea of a typical entertainer for young people.
- 15 *Comedy Kids* will hold special parties at their clubs for young people if requested.
- 16 A lot of *Comedy Kids* comedians have the right qualities for performing at young people's parties.
- 17 Guests at *Comedy Kids* parties are invited to perform if they wish.
- 18 *Comedy Kids* have discovered lots of good young comedians who have not been trained.
- 19 In a year's time there'll be more classes available for young people wanting to be comedians.
- 20 *Comedy Kids* prefer it if the young people who join them are already quite confident.

Comedy Kids



Do you enjoy watching comedy? Do all your friends at school think you tell great jokes? Then why not come and see what's happening at *Comedy Kids*!

Comedy Kids own comedy clubs in several countries that are run just for young people aged 10-15. They're real clubs with real comedians, who are just as familiar with working in adult comedy clubs as they are working with children. But don't take our word for it – come and see for yourself!

The *Comedy Kids* company was set up by John Winterton, who says that no-one had thought of being a stand-up comedian for young people until he came along. In fact, his act quickly became so popular that he soon found lots of other comedians who wanted to join his company and perform for families and young people. And if you think, as many others do, that a young people's comedian leaps on stage in a brightly-coloured costume and big red nose – think again. John usually appears dressed in a cool black jacket and trousers – more like a Hollywood movie star than a circus clown!

If you're having a party at home *Comedy Kids* can come and perform for you there at your party – just ask! Of course, it's not the same as performing on stage, so we're always looking for comedians in the clubs who are good at working with small numbers of young people – and we've discovered there aren't many of them about! But the ones we have found are brilliant. Your very own comedian will also help you to tell your guests some jokes and silly stories – and they can join in too, if they want! It'll be fun – and very different from any party you've ever had before!

Here at *Comedy Kids*, it's not just about the adults telling the jokes. We also have very short 'open spots' where young people get the chance to perform. But we've yet to find someone who can do that without preparation, so we've set up the world's first 'Comedy Classes' to teach young people how to tell jokes on stage. At the moment our classes are only monthly, but we're planning to start a number of others over the coming year. So if you want to be a comedian but don't want to wait until you grow up, this is where you can do it. And if you're creative but feel you're lacking in the confidence to speak up, we can certainly help. We'll listen to what you want to do, and try to make it happen.

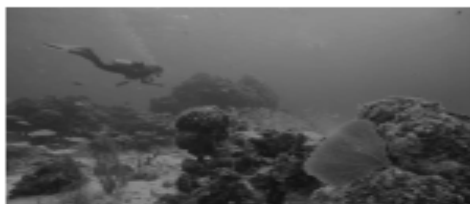
So what are you waiting for? Come and join *Comedy Kids*!

Reading • Part 4

Questions 21 – 25

Read the text and questions below.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.



Underwater research

Fourteen-year-old Miguel Diaz talks about an exciting science project

Last month I got the chance to take part in an underwater research project in an area of the Gulf of Mexico called the Flower Gardens. A team of professional researchers, led by the scientist Dr. Matt Phillips, was trying to learn more about the fish and various creatures that live in this part of the sea. The Flower Gardens are a long way from the shore and we spent three days on a boat.

The team used a piece of underwater equipment called a Remotely Operated Vehicle (ROV) to collect information. The ROV could measure water depth and temperature and it also had a camera that sent live film back to the boat. The ROV was great fun. It was controlled by a computer on the boat, and I was allowed to operate it a few times.

However, the thing I enjoyed most was diving into the water. At first, I was quite frightened – mainly because I couldn't see land in any direction. But as soon as I jumped into the water, I wasn't afraid anymore. It was amazing to see the colourful fish swimming around and I could see all the way to the Flower Gardens, which are almost 30 metres down.

I will never forget the Flower Gardens. The trip was like a holiday but I also learnt new things about science and research projects. The team was very friendly and everyone was happy to explain what they knew about the sea. It was a great opportunity and it has made me think about my goals in life. The experience will definitely help me work harder to become a scientist.

21. What is Miguel Diaz doing in the text?
- A describing the part he played in a science project
 - B explaining how to apply for a place on a science trip
 - C giving advice on understanding difficult areas of science
 - D persuading others to organise their own science projects
22. What does Miguel say about the ROV?
- A It was difficult to operate.
 - B It could only go so far under water.
 - C It was an expensive piece of equipment.
 - D It recorded what was happening under water.
23. What was Miguel's attitude towards diving?
- A His main worry was losing sight of the boat.
 - B He enjoyed it less than other parts of the trip.
 - C His feelings changed once he was in the water.
 - D He was quite disappointed by the variety of fish.
24. What effect has the trip had on Miguel?
- A It has changed his opinion of science.
 - B It has improved the way he works in a team.
 - C It has made him a lot more interested in the sea.
 - D It has encouraged him to work towards his goals.
25. What might Miguel write in his diary about the trip?

A **It was very interesting working with Dr Phillips and his team but I wish someone else my age had been on the trip.**

B **Going to the Flower Gardens was great fun. I now know much more about science but I realise there's still a lot more to learn.**

C **The trip was like a holiday and I saw some amazing fish. The only thing I disliked was collecting information about the sea.**

D **The Flower Gardens is a beautiful place but scientists are worried that pollution levels there will increase.**

Reading • Part 5

Questions 26 – 35

Read the text below and choose the correct word for each space.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0 **A** with **B** for **C** by **D** on

Answer:

0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Superheroes

A superhero is a fictional character **(0)** special powers. **(26)** the first Superman story was written in the USA in 1938, superheroes have **(27)** in various comic books around the world. But more recently they have **(28)** better known as film characters.

(29) superhero powers vary widely, superhuman strength and the ability to fly are common. **(30)** superheroes do not have special powers but have **(31)** other important abilities. In order to protect friends and family, a superhero's identity is normally **(32)** secret, which often means superheroes have a complicated double life.

(33) have been successful superheroes in countries other than the USA. Examples **(34)** Cybersix from Argentina and the heroes of AK Comics from Egypt. Japan is the only country that has created as many superhero characters as the USA. However, most Japanese superheroes are short-lived. While American entertainment companies reinvent superheroes, **(35)** they will stay popular, Japanese companies frequently introduce new characters.

- | | | | | | | | | |
|-----------|----------|---------|----------|-----------|----------|----------|----------|-----------|
| 26 | A | Until | B | Since | C | From | D | Before |
| 27 | A | shown | B | entered | C | come | D | appeared |
| 28 | A | become | B | returned | C | changed | D | grown |
| 29 | A | Because | B | If | C | Although | D | So |
| 30 | A | Each | B | Some | C | Another | D | Both |
| 31 | A | made | B | increased | C | prepared | D | developed |
| 32 | A | held | B | put | C | kept | D | got |
| 33 | A | These | B | That | C | There | D | Those |
| 34 | A | consist | B | involve | C | contain | D | include |
| 35 | A | hoping | B | requiring | C | needing | D | asking |

Source: <https://www.kawai-juku.ac.jp/cambridge-english/pdf/sample-pet-01.pdf>

Forms: <https://forms.office.com/r/FZVtd1BMLQ>

Annex 4: Readings

Reading 1 and questions:

<https://docs.google.com/document/d/1NR8WUNcZie9VIGTZJLTcDcnf0gMQwmoHSQM2kX27mqI/edit?usp=sharing>

Taken from: https://www.examenglish.com/A2/A2_reading_weather.htm

Reading 2 and questions:

<https://docs.google.com/document/d/1y7ge3Kd8GHoG2IPgpkmc6zpGj7xCm52so3Xs1Murxao/edit?usp=sharing>

Taken from: https://www.examenglish.com/A2/A2_reading_daily_routine.htm

Answer key: a, b, a, c, b, a, a, b, c, b

Reading 3 and questions:



























<https://docs.google.com/document/d/1fGhUUqhdSISICXd8Orwz8eqTXQiQyzU1kTsdgk7jdnc/edit?usp=sharing>

Taken from: https://www.examenglish.com/A2/A2_reading_education.htm



























































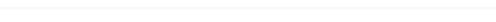






















Answer key: b, c, a, a, a, c, b, b, a, a.

Readings' reports:

Kahoot report

Nickname ▾	Rank ▾	Correct answers ▾	Unanswered ▾	Final score ▾
Mery Lopez	1	 100%	—	8 630
Joselyn Pérez	2	 90%	—	7 846
Francesca M.	3	 100%	—	7 274
Daniela S	4	 80%	—	6 826
Madeleine C.	5	 90%	—	6 811
Marcelo borja	6	 80%	—	6 785
Josué Paredes	7	 70%	—	5 634
Anthony Romo	8	 70%	—	5 421
Fabrizio Paca	9	 60%	—	5 295
Jharol Guaman	10	 70%	—	5 224
Sofia Llerena	11	 60%	—	5 067
Pamela	12	 60%	—	5 058
Fabiola Y	13	 70%	1	5 039
Katheryn Trujil	14	 60%	1	4 430
Liseeth G	15	 50%	—	4 282
Yadira Guaman	16	 50%	—	4 157
Robinson M.	17	 50%	—	4 145
Angelica Cerda	18	 50%	—	4 100
Marlon Quezada	19	 50%	1	4 095
Emely Chango	20	 50%	1	3 999
Aslint S	21	 50%	2	3 904
Cynthia Mariño	22	 50%	1	3 743
Adriana Pantoja	23	 50%	—	3 719
Maria Jose L	24	 50%	2	3 484
Mishell Ch	25	 40%	—	3 181
Fernanda J.	26	 50%	1	3 166

Quizizz report

	Jennifer Constante (Jen...		100% Accuracy	9260 Score	 Email to Parent
	Aslint S		70% Accuracy	6210 Score	 Email to Parent
	Mery Lopez		70% Accuracy	6110 Score	 Email to Parent
	Francesca M.		90% Accuracy	6050 Score	 Email to Parent
	Francisco Reyes		70% Accuracy	5730 Score	 Email to Parent
	Josué Paredes		70% Accuracy	5340 Score	 Email to Parent
	Fabricio Paca		60% Accuracy	4630 Score	 Email to Parent
	Marlon Quezada (Marlo...		50% Accuracy	4480 Score	 Email to Parent
	Angélica Cerda		50% Accuracy	4100 Score	 Email to Parent
	Valeria Valeria (Jeimy N...		50% Accuracy	4070 Score	 Email to Parent
	Joselyn Pérez		60% Accuracy	4010 Score	 Email to Parent
	Katheryn T		50% Accuracy	3790 Score	 Email to Parent
	Fabiola Yanchaguano		50% Accuracy	3680 Score	 Email to Parent
	Daniela		40% Accuracy	3430 Score	 Email to Parent
	Liseeth G		40% Accuracy	3230 Score	 Email to Parent
	Karla Segovia		40% Accuracy	3180 Score	 Email to Parent
	Madeleine Cano		40% Accuracy	3170 Score	 Email to Parent
	Madeleine Cano		40% Accuracy	3170 Score	 Email to Parent
	Maria Jose Lopez		40% Accuracy	2900 Score	 Email to Parent
	Mishell Chicalza		40% Accuracy	2860 Score	 Email to Parent
	Adriana Pantoja		40% Accuracy	2790 Score	 Email to Parent
	Jharol Guaman		30% Accuracy	2760 Score	 Email to Parent
	Mabell Mariño (Mabell ...		30% Accuracy	2370 Score	 Email to Parent
	Fernanda Jimenez		30% Accuracy	2340 Score	 Email to Parent
	Carlos Brito		30% Accuracy	2340 Score	 Email to Parent
	Yadira Guamán		30% Accuracy	2330 Score	 Email to Parent
	Robinson Masabanda (R...		30% Accuracy	2150 Score	 Email to Parent

Nearpod report

Student	Score
Adriana Pantoja	4/10 (2264 points)
Angélica Cerda	8/10 (1990 points)
Aslint	7/10 (2928 points)
Bella Naranjo	6/10 (412 points)
Cynthia Mabel Mariño Aldaz	3/10 (1225 points)
Daniela Sánchez	4/10 (1417 points)
Darwin Fabricio Paca toainga	2/10 (706 points)
Dayana Gallardo	2/10 (1480 points)
Diego Marcelo Borja Jácome	4/10 (1175 points)
Emely Chango	1/10 (72 points)
Fernanda Jimenez	3/10 (956 points)
Francesca Mayorga	9/10 (3586 points)
Francisco Reyes	2/10 (961 points)
Jeimy	6/10 (1845 points)
Jennifer Melissa Constante Constante	10/10 (6752 points)
Jharol Esteban Guaman Tello	6/10 (2471 points)
Joselyn Pérez	5/10 (2482 points)
Josue Vladimir Paredes Ponluisa	9/10 (2115 points)
Karla Segovia	4/10 (1442 points)
Katheryn Trujillo	3/10 (1370 points)
Madeleine Cano	2/10 (0 points)
MARIA JOSE LOPEZ CONSTANTE	3/10 (308 points)
Marlon Quezada	4/10 (2216 points)
MónicaChicaiza	9/10 (6150 points)



Annex 5: Technological tools

Google classroom

The screenshot shows a Google Classroom interface for a class titled '2nd Semester Reading'. The top navigation bar includes 'Tablón', 'Trabajo de clase', 'Personas', and 'Calificaciones'. A '+ Crear' button is visible. The main content area displays a list of activities:

- Brainstorming**
 - Brainstorming activity (1) - Fecha de entrega: 7 dic 2021,...
 - Reading :) - Fecha de entrega: 9 dic 2021,...
- Pre-teaching vocabulary**
 - Pre-teaching Vocabulary - Fecha de entrega: 14 dic 2021,...
 - Read the following text and choose 5 w... (2) - Fecha de entrega: 14 dic 2021,...
- Storytelling**
 - What is storytelling in reading for you? (2) - Fecha de entrega: 15 dic 2021,...
 - Read the following topic and write som... (2) - Fecha de entrega: 15 dic 2021,...
 - Read the following text and answer the que... - Fecha de entrega: 16 dic 2021,...

Link: <https://classroom.google.com/c/NDM5MjY0MDgxOTg1?hl=es&cjc=rcqzlo2>

- **Presentations**

Brainstorming (Canva):

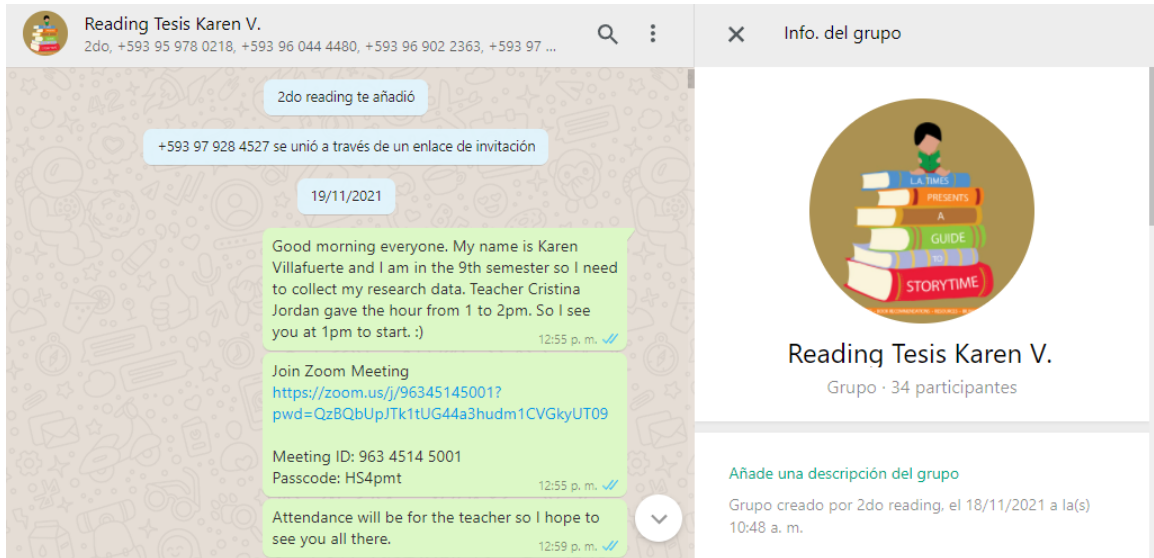
https://www.canva.com/design/DAEwzZwQaP8/IuYf8e1cs2v1rfH0a7IFRg/view?utm_content=DAEwzZwQaP8&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

Pre-teaching vocabulary (Canva):

https://www.canva.com/design/DAExbfylDw4/eu07XT426TbhVG8SdHPirQ/view?utm_content=DAExbfylDw4&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

Storytelling (Emaze): <https://www.emaze.com/@AOQQTOCOO/storytelling-activity>

- **WhatsApp Group**



- **YouTube videos**

Six creative ways to brainstorm ideas:

<https://www.youtube.com/watch?v=yAidvTKX6xM&t=6s>

Pre-teaching Vocabulary - International TEFL Academy:

<https://www.youtube.com/watch?v=hieVkcTJZd8>

- **Tool to evaluate the videos**

Nearpod:

<https://app.nearpod.com/?pin=99D47E7446D2170C8AD786990DFF010C-1>

Edpuzzle: <https://edpuzzle.com/media/61b6994d696ea142d5e1343f>

- **Reading used in asynchronous classes (Google classroom)**

For brainstorming:

<https://test-english.com/reading/a2/frogs-in-love-romeo-and-juliet-reading-test/>

For pre-teaching vocabulary:

<https://test-english.com/reading/b1/the-arm-of-liberty-reading-test/>

For storytelling:

<https://test-english.com/reading/a2/chinese-new-year/>

- **Google Jamboard**

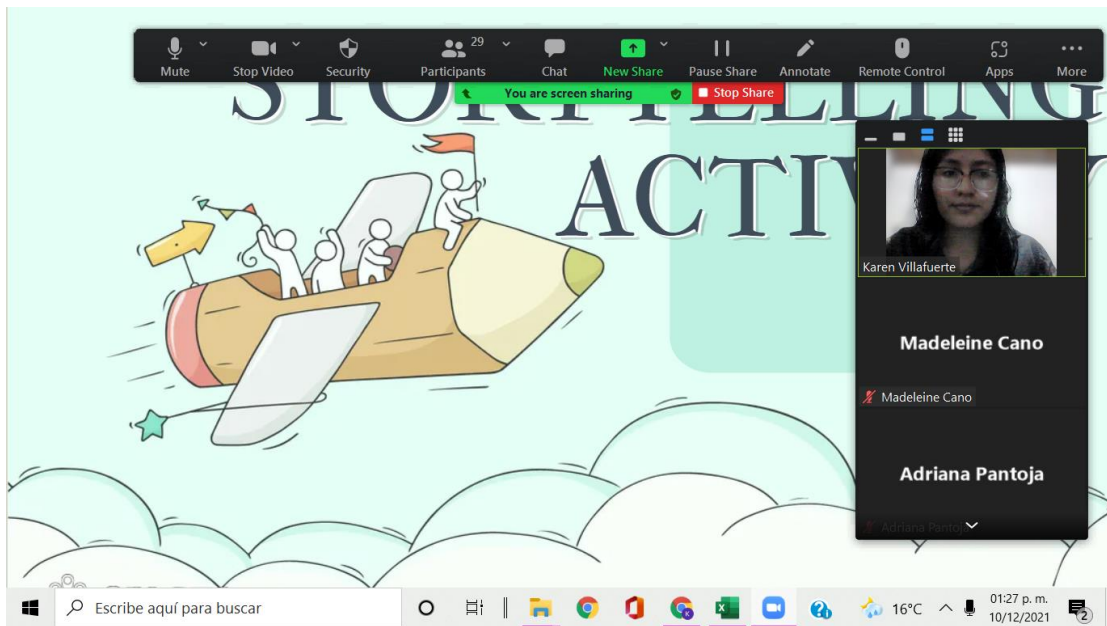
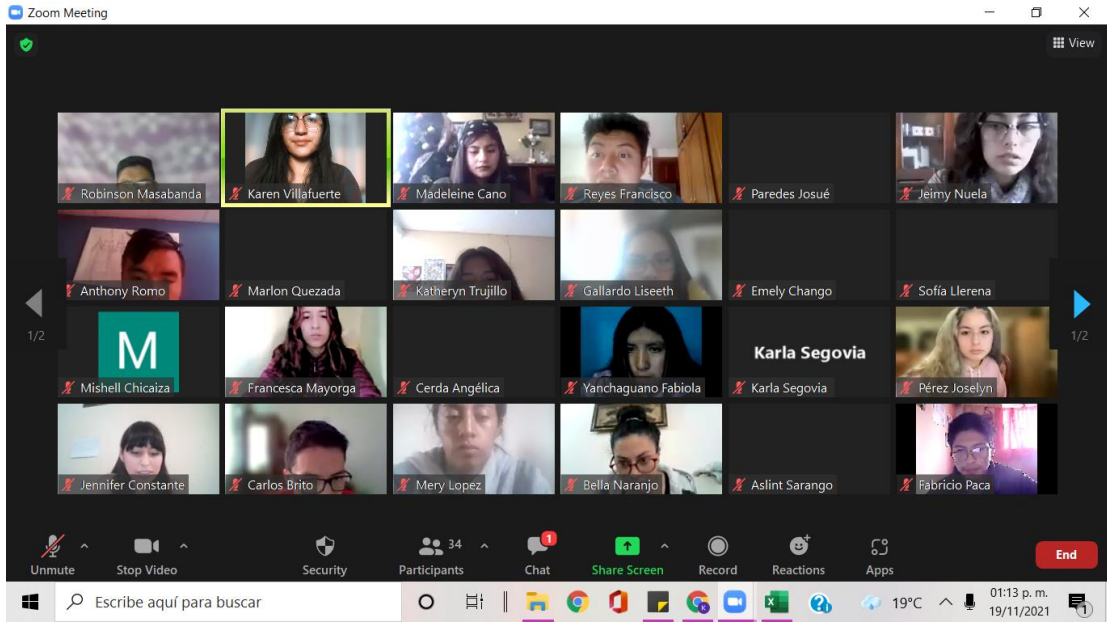
Reading 1:

https://jamboard.google.com/d/1sl_6ogJMKnjtIR-DJ1qs60fydBqopnPxbwBShhif-wE/edit?usp=sharing

Reading 3:

https://jamboard.google.com/d/11TCldTXSg5AXgpXgpWd7l980MsZGwCb5CvoPa_uXQ/edit?usp=sharing

▪ Zoom



Annex 6: Excel

Pre-test data

<https://docs.google.com/spreadsheets/d/1JvuQALsXjfw469rl0UjI385AHkEcy9g/edit?usp=sharing&ouid=117257966472531880668&rtpof=true&sd=true>

Post-test data

<https://docs.google.com/spreadsheets/d/1evlJfor4FL6Dvz9UX0MNVwKiWupms5tV/edit?usp=sharing&ouid=117257966472531880668&rtpof=true&sd=true>

Annex 7: Urkund report



Document Information

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Submitter email	kvillafuerte1595@uta.edu.ec
Similarity	0%
Analysis address	sj.iza.uta@analysis.urkund.com

Sources included in the report

.....
Lic. Sarah Jacqueline Iza Pazmiño, Mg

TUTOR