



**UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA**

DIRECCIÓN DE POSGRADO

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

THEME:

**LUDIC STRATEGIES FOR DEVELOPING ENGLISH READING
COMPREHENSION IN A2 LEVEL STUDENTS**

Research project prior to obtaining the degree of Master in Pedagogy of National and Foreign Languages, with a major in English Language Teaching.

Autor(a)

Lcda. Viera Freire Cinthia Mariuxi

Tutor(a)

Angulo Álvarez Mishell Romina (Mgr.)

AMBATO – ECUADOR

2025

**AUTORIZACIÓN POR PARTE DEL AUTOR PARA LA CONSULTA,
REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN
ELECTRÓNICA DEL TRABAJO DE TITULACIÓN**

Yo, Cinthia Mariuxi Viera Freire, declaro ser el autor del Trabajo de Investigación con el nombre “LUDIC STRATEGIES FOR DEVELOPING ENGLISH READING COMPREHENSION IN A2 LEVEL STUDENTS”, como requisito para optar al grado de Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza de Inglés y autorizo al Sistema de Bibliotecas de la Universidad Tecnológica Indoamérica, para que con fines netamente académicos divulgue esta obra a través del Repositorio Digital Institucional (RDI-UTI).

Los usuarios del RDI-UTI podrán consultar el contenido de este trabajo en las redes de información del país y del exterior, con las cuales la Universidad tenga convenios. La Universidad Tecnológica Indoamérica no se hace responsable por el plagio o copia del contenido parcial o total de este trabajo.

Del mismo modo, acepto que los Derechos del Autor, Morales y Patrimoniales, sobre esta obra, serán compartidos entre mi persona y la Universidad Tecnológica Indoamérica, y que no tramitaré la publicación de esta obra en ningún medio, sin autorización expresa de la misma. En el caso de que exista el potencial de generación de beneficios económicos o patentes, producto de este trabajo, acepto que se deberán firmar convenios específicos adicionales, donde se acuerden los términos de adjudicación de dichos beneficios.

Para constancia de esta autorización, en la ciudad de Ambato, a los 10 días del mes de Septiembre del 2025, firmo conforme:

Autor: Cinthia Mariuxi Viera Freire

Firma:

Número de Cédula: 0504451881

Dirección: Cotopaxi, Saquisilí.

Correo Electrónico: cviera3@indoamerica.edu.ec

Teléfono: 0987348039

TUTOR APPROVAL

In my capacity as Tutor of the Research Project, “LUDIC STRATEGIES FOR DEVELOPING ENGLISH READING COMPREHENSION IN A2 LEVEL STUDENTS”, presented by Cinthia Mariuxi Viera Freire, to obtain the Degree of Master in Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la enseñanza de Inglés.

CERTIFY

This research work has been reviewed in all aspects and I consider that it fulfills the requirements and has enough qualifications and merits to be submitted for public presentation and evaluation by the Examining Board to be designated.

Ambato, September 10, 2025

.....

Mgr. Mishell Romina Angulo Álvarez

AUTHENTICITY DECLARATION

The author certifies that the contents and results obtained in this research work, as a requirement to get the title of Master in Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza de Inglés, are original, authentic, and personal, and are the exclusive legal and academic responsibility of the author.

Ambato, September 10, 2025

.....

Cinthia Mariuxi Viera Freire

0504451881

BOARD APPROVAL

The degree work has been reviewed, approved, and authorized for printing and binding, on the topic: LUDIC STRATEGIES FOR DEVELOPING ENGLISH READING COMPREHENSION IN A2 LEVEL STUDENTS, before obtaining the title of Master in Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza de Inglés, meets the requirements of content and form so the students can present for submission of the degree work.

Ambato, September 10, 2025

.....

Mg. Granja Peñaherrera Diego Isaias

PRESIDENT OF THE BOARD

.....

Mg. Bonilla Yucailla Daniela Alejandra

MEMBER

.....

Mg. Angulo Alvarez Mishelle Romina

MEMBER

DEDICATION

To **God**, for being my light and strength at all times. To my **beloved parents**, Celio and Gabriela, for their unconditional love and sacrifices. You have been my refuge, my support, and my greatest inspiration. Thank you for having faith in me even when I didn't believe in myself, and for teaching me that no dream is impossible when you fight for it with your heart. This achievement is as much yours as it is mine, thank you for always being by my side and supporting me every step of the way, helping me reach one more goal in my life.

With all my love,

Cinthia.

ACKNOWLEDGEMENTS

To **God**, for being the fundamental pillar of my life and giving me strength and wisdom to overcome this challenge. To **my family**, for their unconditional love, constant support, and for encouraging me to keep going even in the hardest moments. To **my sisters** Zoe and Nayely, who, amid stress and exhaustion, always found a way to make me laugh, their jokes, hugs, and sincere words made this journey feel lighter. To **my tutor**, for her valuable guidance, dedication, and support throughout this process. And to **my little kitty**, who kept me company during countless late nights while I wrote this work, for her tenderness and presence.

Thank you all for being part of this achievement and a part of my life,

Cinthia.

INDEX OF CONTENTS

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA.....	1
THEME:.....	1
AUTORIZACIÓN POR PARTE DEL AUTOR PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL TRABAJO DE TITULACIÓN	2
TUTOR APPROVAL	3
AUTHENTICITY DECLARATION	4
BOARD APPROVAL.....	5
DEDICATION	6
ACKNOWLEDGEMENTS	7
INDEX OF CONTENTS	8
INDEX OF TABLES	11
INDEX OF FIGURES	12
RESUMEN EJECUTIVO	13
ABSTRACT.....	14
INTRODUCTION	15
Importance and Relevance	15
Problem Statement	19
Research Question.....	23
Research Idea	23
Beneficiaries.....	23
Delimitation of the research	23
Objectives:.....	24
General Objective	24
Specific Objectives	24
CHAPTER 1	25
THEORETICAL FRAMEWORK	25
The Importance of Ludic Strategies in Language Learning.....	25
The Role of Play in Education.....	25
Ludic Strategies in Second Language Acquisition (SLA).....	27

Motivation and Engagement Through Ludic Approaches.....	29
Ludic Strategies and their Relevance to Reading Comprehension at the A2 Level	30
Understanding the A2 Level Learner.....	30
Challenges in Reading Comprehension at the A2 Level	31
Cognitive Benefits of Ludic Strategies for A2 Learners	33
Specific Ludic Strategies for Enhancing Reading Comprehension	35
Role-Playing Games (RPGs)	35
Story Cubes.....	36
Word Search and Crossword Puzzles	38
Reading Relay Races	39
Interactive Digital Games	40
Variables.....	42
Ideas Constellation	43
Variables Explanation	45
Dependent Variables.....	45
Independent Variables	50
CHAPTER II.....	57
METHODOLOGICAL DESIGN	57
Research approach and design.....	57
Research Level	58
Research modality	59
Bibliographic Documentary Research	59
Field Research.....	59
Description of the sample and the research context.....	60
Participants	60
Data collection process.....	61
Documental Analysis.....	62
Diagnostic Test	62
Observation Sheet	63
Validity and reliability.....	63
Validity	64

Reliability.....	64
Analysis of the results	70
CHAPTER III: THE PRODUCT	82
Introduction	82
Proposal Name	82
Definition of the Type of Product	83
Objectives of the proposal	84
General Objective	84
Specific Objectives	84
Structure of the proposal	85
Evaluation of the innovative proposal.....	192
Validation through practical implementation of the proposal.....	192
CONCLUSIONS AND RECOMMENDATIONS	194
Conclusions	194
Recommendations	196
REFERENCES.....	197
ANNEXES	210
Annex 1. Authorization for data collection.....	210
Annex 2. Authorization from parents.....	212
Annex 3. Diagnostic Test	214
Annex 4. Rubric for diagnostic test.....	216
Annex 5. Observation sheet.....	217
Annex 6. Request for validation of diagnostic test and observation sheet to expert 1.....	219
Annex 7. Request for validation of diagnostic test and observation sheet to expert 2.....	225
Annex 8. Authorization to apply the proposal	231
Annex 9. Evidence of the implementation of the proposal	232

INDEX OF TABLES

TABLE 1.....	61
TABLE 2.....	67
TABLE 3.....	68
TABLE 4.....	70
TABLE 5.....	72
TABLE 6.....	78

INDEX OF FIGURES

FIGURE 1	22
FIGURE 2	42
FIGURE 3	43
FIGURE 4	44

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
DIRECCIÓN DE POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DE INGLÉS

TEMA: LUDIC STRATEGIES FOR DEVELOPING ENGLISH READING
COMPREHENSION IN A2 LEVEL STUDENTS

AUTOR: Lcda. Cinthia Mariuxi Viera Freire

TUTOR: Mgtr. Mishell Romina Angulo Álvarez

RESUMEN EJECUTIVO

La enseñanza del idioma inglés en estudiantes de nivel A2 presenta desafíos relacionados con la comprensión lectora, debido a factores como la falta de motivación, vocabulario reducido y escasas estrategias didácticas aplicadas en el aula. Ante esta problemática, la presente investigación tuvo como objetivo diseñar una propuesta didáctica denominada Juega y Lee: La guía divertida para el dominio del nivel A2, basada en la aplicación de estrategias lúdicas orientadas a fortalecer la comprensión lectora en este nivel. La idea central que se defiende es que el uso de actividades dinámicas y recreativas facilita el proceso de aprendizaje, incrementa el interés de los estudiantes y mejora su desempeño lector. Metodológicamente, el estudio se desarrolló bajo un enfoque cualitativo con nivel exploratorio, utilizando como instrumentos una prueba diagnóstica y una ficha de observación aplicada a 25 estudiantes, lo que permitió identificar las principales limitaciones y necesidades en el proceso lector. Los resultados evidenciaron que las dificultades en comprensión lectora se centran en el reconocimiento de vocabulario, la interpretación de ideas principales y la retención de información, lo que fundamentó la creación de una propuesta didáctica innovadora compuesta por planificaciones de clase estructuradas en diversas estrategias lúdicas como juegos de rol, rompecabezas, competencias de lectura y recursos digitales interactivos. La propuesta, organizada y aplicada en un formato práctico, se constituye en un aporte académico y pedagógico que busca mejorar de manera significativa las competencias lectoras de los estudiantes de nivel A2, promoviendo un aprendizaje más motivador, dinámico y efectivo.

DESCRIPTORES: aprendizaje de Inglés, comprensión lectora, estrategias lúdicas, propuesta didáctica.

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
FACULTY OF EDUCATION SCIENCES
MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

AUTHOR: VIERA FREIRE CINTHIA MARIUXI

TUTOR: MSc. ANGULO ALVAREZ MISHELL

ABSTRACT

**PLAYFUL STRATEGIES FOR THE DEVELOPMENT OF ENGLISH READING
COMPREHENSION IN A2-LEVEL STUDENTS**

The teaching of English to A2-level students presents challenges related to reading comprehension. These result from factors such as lack of motivation, limited vocabulary, and the scarce application of didactic strategies in the classroom. In response, the present research aimed to design a didactic proposal entitled "Play and Read: The Fun Guide to Mastering the A2 Level." This proposal is based on playful strategies to strengthen reading comprehension at the A2 level. The central argument is that dynamic and recreational activities facilitate learning, increase students' interest, and improve reading performance. Methodologically, the study employed a qualitative approach with an exploratory scope. The instruments used were a diagnostic test and an observation sheet, both of which were applied to 25 students. These allowed the identification of the main limitations and needs in the reading process. The results revealed that reading comprehension difficulties primarily centered on vocabulary recognition, interpreting main ideas, and retaining information. These findings were the basis for an innovative didactic proposal. The proposal consists of lesson plans structured around playful strategies, including role-playing, puzzles, reading competitions, and interactive digital resources. Organized and implemented in a practical format, the proposal aims to improve the reading skills of A2-level students and foster a more motivating, dynamic, and effective learning process.

KEYWORDS:

didactic proposal, English learning, playful strategies, reading comprehension.



INTRODUCTION

Importance and Relevance

In recent times, the need to learn a foreign language has increased significantly due to the high commercial demand required to reach more populations and the necessity of learning about a new culture. It is already known that the English language is the language of international communication, thus being the third most spoken language around the world after Mandarin Chinese and Spanish, which makes it a highly potential and growing language (Silva, 2023).

Nowadays the demands of the educational field are ever greater, emphasizing the importance of the mastery of a foreign language, particularly English, therefore this research mentions the importance of ludic strategies for the development of reading ability in students of the A2 level students. According to Miletic (2017), the incorporation of ludic strategies in English classes favors the development of students' language skills more effectively, since it encourages their motivation and active participation, which facilitates their meaningful learning process.

This study focuses on Language Learning and Teaching because ludic activities can be applied as tools for enhancing reading comprehension in English in A2 level students. As noted by Global Launch (2023), learning a foreign language like English enhances communication, expands career opportunities, and fosters greater intercultural understanding, helping individuals succeed in a globalized world. Hence, mastery second language improves job prospects, broadens access to global

opportunities, and strengthens cultural connections, highlighting the importance of exploring teaching methods that foster meaningful and effective learning.

Moreno et al. (2022) found the following:

“Learning a foreign language is a basic need for professionals, not just a support, or complement. Nowadays, in order to be successful in professional life and make our lives easier, it is essential to improve our English language level since it is the universal language that is spoken, read, and written in many parts of the world” (p. 5).

Currently, mastery this language is beneficial when reaching a job position that allows personal and professional growth, as it is in modern companies that aim to communicate with an international audience. In the same way, there are also internal achievements, through which it encompasses the interest in getting to know a new culture and delving into the understanding of words and phrases that differ from one's own language, as well as the experience of traveling to anywhere around the world and being immersed directly to a specific speech community.

Nevertheless, various challenges may emerge during this process, hindering the meaningful learning and acquisition of a foreign language. An essential aspect that emerges when a student is exposed to a real context of a target language is reading comprehension. According to Satriani (2018), "there are several difficulties that students face when analyzing a text in English, since reading comprehension is more than recognizing and understanding the meaning of words and sentences, but rather giving meaning to the sentence, connecting ideas from what they read with previous knowledge" (p. 18). Although the four language skills are taught in

educational institutions, true acquisition happens when they are practiced and reinforced in real-world contexts. However, not all skills are equally developed in students, as some may find certain skills more challenging than others.

Among the skills that foreign language students find most difficult is reading comprehension, which has made teaching its instruction a challenge for educators. According to Grabe (2009), reading comprehension in a second language is a complex process that involves various cognitive skills. Students face greater challenges when reading in a foreign language compared to their native language, making the teaching of this skill particularly difficult. Therefore, teachers must consistently guide students, acting as organizers and facilitators of each activity to foster the development of students as creative individuals, and ensure that their learning is based on personal experience.

This research explores the importance and impact of using ludic strategies to develop reading comprehension, with a particular focus on A2 – level English language students. Cango et al. (2023) found the following: "Ludic activities center on social interaction through enjoyable games and activities. It encourages the growth of interpersonal relationships, skills, and a sense of humor in people and primes the student's mind for learning motivation" (p. 6).

A study published in the *Sustainability journal* states that ludic strategies have been developed through which teachers can adapt them to their classroom methodology and make classes dynamic and different, fostering students' interest and motivation in acquiring new knowledge (Lin et al., 2023).

“The role of an English teacher in the classroom is very important in promoting the learning process and making it more favorable and effective. Each teaching style and objective can change or improve, and all serves a specific purpose which is to help students achieve learning and improve their language skills” (Ly Cong, 2024, p. 84).

Teachers have the responsibility of being immersed in the knowledge of new tools or appropriate strategies which can be implemented in the methodology, in order to facilitate the teaching-learning process. According to Morar (2020), teachers should plan innovative activities that encourage students to use various strategies, thus improving creativity in language learning. Thus, English teachers must experience the use of ludic strategies in the classroom, as these helps reinforce and strengthen knowledge while maintaining students' curiosity, creativity, and interest in learning the language.

Furthermore, it is worth mentioning that recreational strategies play an important role in the acquisition of a foreign language, as they provide dynamic and engaging activities that foster students' creativity and facilitate the learning process. According to Conti (2015), integrating creativity into language teaching methodologies enhances second language acquisition by encouraging students to explore and apply various learning strategies in meaningful ways.

The research has a qualitative approach since it is based on observation to gather non-numerical data, it focuses on the development of the reading skill in a foreign language, specifically English, and collects relevant information that benefits teachers and students who use ludic strategies. Additionally, it aims to highlight the

importance of ludic strategies for developing reading comprehension in A2 level students through the analysis of different sources of information, such as articles or reliable academic works.

Problem Statement

The 21st century faces various challenges, a globalized world that presents great transformations every day (de Carlos Izquierdo, 2018). These changes demand adaptive learning approaches and innovative educational strategies to prepare individuals for the complexities of a dynamic and interconnected society. Therefore, learning a foreign language is recognized as essential for both personal and professional development. The educational system must be directed towards the implementation and development of ludic strategies that favor the acquisition of a foreign language in a natural and spontaneous way (Díaz et al., 2016).

In some institutions in Ecuador, there is a noticeable deficit in the teaching of English; this is reflected in the publication by the global language training company EF Education First (2024), which ranked the country 80th globally, indicating a low level of proficiency and placing it 18th in Latin America, this highlights the need for teachers to use appropriate playful strategies in their teaching. Therefore, this research is important as it demonstrates how the incorporation of these strategies facilitates language learning and helps A2-level students develop reading comprehension in English.

Nowadays, teachers are immersed in a vast amount of information that offers specific strategies, such as task-based learning, communicative activities, and collaborative techniques, which help students develop the essential skills required

in the process of learning a foreign language." It is important to highlight that these strategies will enhance students' reading abilities and foster their creativity throughout the learning process. According to Guzmán (2018), "Ludic activities are important, since they allow the psychosocial development of students, in addition to the development of personality, the evidence of values, as well as the achievement of knowledge already that involves a wide range of recreational activities, where students can interact, the pleasure, joy, creativity and knowledge" (p.10).

In the same way, according to Romero (2019), the educational system in Ecuador has undergone important reforms since teachers have the opportunity to take training, attend seminars, take exams every three months, to identify the most effective methodologies, techniques, and strategies that help students learn English. Nevertheless, it is important to recognize that these efforts have not always been enough, as some students still struggle to develop all the skills required for full language mastery

It is difficult to cover all the needs, demands and interests of all students belonging to a private institution, therefore, this study will be carried out in order to find solutions to these demands that currently exist and, in this way, achieve important changes in the educational system. Nevertheless, it is a challenge for both teachers and students to find appropriate strategies that help students obtain information more easily and thus achieve meaningful learning.

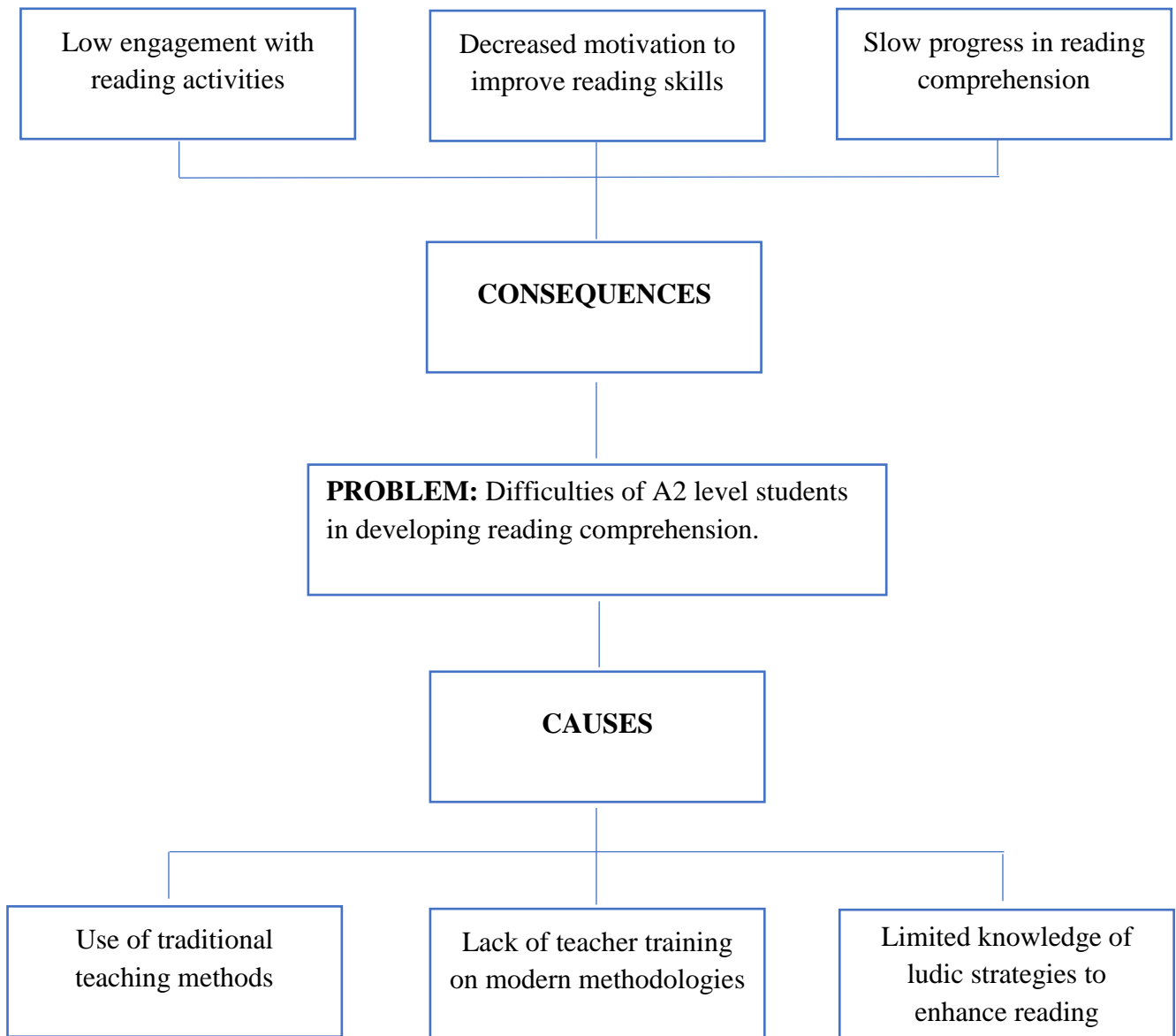
One of the limitations is the lack of understanding and knowledge of ludic strategies for developing reading comprehension in English, hindering in some way

the student's progress. Another limitation is the use of traditional methodology in class taught by the teacher, since not finding creative tools causes the student to lose interest in learning, thus becoming a traditionalist class lacking activities that foster concentration and motivation in students.

On the other hand, it is important to consider that students acquire knowledge more effectively in a dynamic and active environment. Therefore, this research will introduce and outline ludic strategies that will help students enhance their creativity while acquiring essential knowledge. Additionally, these strategies will be presented to foreign language teachers, enabling them to implement these methods and bring about meaningful change in the educational environment.

Figure 1

Problem Tree



Elaborated by: Viera, C. (2025)

Source: Problem tree

Research Question

How do ludic strategies influence the process of developing reading comprehension?

Research Idea

The objective of this research is to analyze the use of ludic activities that can be adapted and applying by teachers of a foreign language. In addition to analyze the positive effect that they could have on the learning of a language, on motivation and in the active participation of students in the classroom, as well as in the development of reading comprehension in A2 level students.

Beneficiaries

The beneficiaries of this research project are students from ‘Unidad Educativa Blaise Pascal,’ located in Salcedo, Cotopaxi. The study focuses on 25 A2-level English students who are able to communicate in everyday situations using basic vocabulary and expressions. As the institution is private, students come from a middle-income background. The primary goal of this research is to explore the use of ludic strategies for developing reading comprehension, aiming to enhance students' engagement, motivation, and overall language proficiency through interactive and ludic learning techniques.

Delimitation of the research

- **Field:** Education.
- **Area:** Teaching English as a foreign language.

- **Aspect:** Ludic strategies for developing English reading comprehension.
- **Spatial Delimitation:** The research is conducted at the Unidad Educativa “Blaise Pascal”.
- **Temporal Delimitation:** The study is carried out during the academic year 2024-2025.
- **Observation Units:** Students with A2-level in fifth, six and seven grades of EGB at the Unidad Educativa Blaise Pascal.

Objectives:

General Objective

To explore the use of ludic strategies in developing reading comprehension in English among A2-level, through understanding their effectiveness in order to foster a more engaging and collaborative learning environment.

Specific Objectives

To identify the different types of ludic strategies that can be applied to develop reading skills in English.

To design a creative didactic guide that promote the process of developing English reading comprehension.

To describe ludic strategies and the benefits of adopting them for the development of English reading skills.

CHAPTER 1

THEORETICAL FRAMEWORK

The Importance of Ludic Strategies in Language Learning

The Role of Play in Education

Ludic strategies in language learning incorporate elements of games, play, and fun activities to enhance the learning process. An international study by Alharbi and Alzahrani (2020) relates that play is widely considered a fundamental component of cognitive development because it promotes both emotional and intellectual growth; so, when it is used in language learning, game-based approaches can reduce stress, promote motivation, and increase engagement. According to Johnson et al. (2019), video games and other interactive elements encourage students to immerse themselves in the language task, making learning interesting and effective.

The role of play has long been recognized as a key element of human development and learning, with important implications for early childhood education as well as more advanced stages of learning, including second language acquisition (SLA) (Rahman et al., 2020). In language learning, especially for A2 level learners, ludic strategies are powerful tools for improving reading comprehension, so, the integration of games into educational environments is based on the understanding that learning through games promotes cognitive development and also increases engagement, motivation and emotional connection with the content (Athey, 2018).

From a macro perspective, the role of games in education is multifaceted, influencing both, the theoretical basis of language acquisition and the practical application of teaching strategies (Taylor & Boyer, 2020). Game-based approaches to language learning have been advocated from educational theorists such as Vygotsky, who emphasize the importance of social interaction and play in cognitive development; according to Vygotsky, learning works best in a social context, and games are an ideal platform for this interaction (Smolucha & Smolucha, 2022).

When it comes to English reading comprehension at A2 level, gaming strategies provide students with a social and interactive space to interact with the text, and encourage them to actively manipulate language in ways that are not possible with traditional methods (Banchero, 2021). The role of gaming in education is not limited to the development of cognitive skills, it also plays an important role in the emotional and motivational aspects of learning. On the other hand, reading comprehension can often seem daunting to A2 level students, and incorporating games into the learning process can help reduce anxiety and build confidence, so, this is especially when trying to understand and interact with foreign languages, make mistakes, and learn from their mistakes without fear of negative consequences (Da Silva & Coutinho, 2024). The fun nature of these activities shifts the focus from simply “getting the right answer” to enjoying the learning process, which increases motivation and inspires students to continue appealing to the reading materials (Karaoğlu, 2020).

Furthermore, the use of game strategies in language learning reflects a shift towards a student-centered teaching approach, where students are active

participants in their learning journey, in this case, games, puzzles, and role-playing foster a sense of independence and initiative in students, that's the reason why Kennedy and Tunnicliffe (2022) mentioned that these activities make reading comprehension more fun, and they also allow students to take responsibility for their own learning. Vieira et al. (2023) mentioned that is important for A2 learners as they begin to move from basic language recognition to deeper understanding and independent use of language skills. Additionally, these strategies promote the development of critical thinking and problem-solving skills, which are essential for reading comprehension. Game strategies such as reading-based scavenger hunts or story reconstruction games require students to actively process information, make predictions, draw conclusions and synthesize ideas from the text (Oktarind, 2022).

All of the activities go beyond surface-level understanding and force students to engage with the text at a deeper, more analytical level, so, the process of active participation helps develop the basic skills necessary for successful reading comprehension, such as the ability to recognize key details, identify main ideas, and understand the structure of a text (Oktarind, 2022). At a macro level, the role of this games in education can be seen as part of a broader shift toward more dynamic, interactive and study-centered teaching methods (Anastasiadis et al., 2018). This information can represent a move away from traditional reaching, that focus on rote learning and repetitive practice, and became to promote a holistic approach to language learning that integrates social interaction, critical thinking, creativity and emotional engagement, helping and improving learning skills.

Ludic Strategies in Second Language Acquisition (SLA)

In second language acquisition, ludic strategies have been shown to break down the barriers of anxiety and fear, allowing learners to engage with the language in a low-pressure environment, that's why Aldana (2023) emphasized the importance of task-based learning that is meaningful and enjoyable, highlighting that play facilitates natural learning by incorporating elements of problem-solving and interaction, so, games can allow students to test with language in a risk-free context, thereby boosting their confidence and willingness to communicate.

In the context of SLA, ludic strategies aim to foster communication, enhance vocabulary retention, and promote fluency. Activities such as role-playing, word games, and storytelling allow learners to practice language in meaningful, context-rich situations. These strategies help bridge the gap between theoretical knowledge and real-world language use, facilitating a more holistic and dynamic approach to language acquisition (Łazarz, 2020).

Moreover, ludic strategies provide a social and collaborative aspect to language learning, encouraging interaction and peer-to-peer communication. This social dimension mirrors the way language is used in authentic settings, further reinforcing learners' ability to navigate diverse linguistic and cultural contexts. Osman and Rabu (2020) research has shown that incorporating ludic strategies into SLA improves language skills and helps to increase motivation and boosts learners' confidence.

Overall, ludic strategies represent a valuable pedagogical tool in SLA, offering both cognitive and affective benefits, because when there is integrated playfulness into the learning process, educators can create a more engaging and effective

environment that supports the development of second language proficiency (Heidari-Shahreza, 2018).

Motivation and Engagement Through Ludic Approaches

Engagement is a core component of successful language learning, especially for beginner levels such as A2. Ludic strategies tap into intrinsic motivation by making learning a fun, interactive experience. As players engage in competitive or cooperative games, they invest emotionally in the process, which enhances retention and comprehension (Kocher, 2022). At the macro level, the integration of ludic strategies is an effective pedagogical approach to sustaining learners' interest over time.

Ludic approaches, which integrate playful and game-like elements into the learning process, have emerged as a powerful tool to foster motivation and engagement among learners. These approaches capitalize on the inherent appeal of play, transforming traditional educational experiences into dynamic, interactive, and enjoyable activities. Zhang (2022) mentioned that where there are introduced fun and creativity into the learning environment, ludic strategies capture students' attention and encourage sustained participation and active involvement.

Motivation plays an important role in the success of any learning process, and ludic approaches have been shown to significantly enhance both intrinsic and extrinsic motivation. Through games, role-playing, and interactive challenges, learners are able to experience immediate rewards, such as a sense of accomplishment, while also developing a deeper interest in the subject matter (Tamayo-Serrano et al., 2020). The element of competition and the opportunity for

mastery in a playful context often led to increased perseverance and a positive attitude toward learning, helping to overcome obstacles and build self-confidence.

Moreover, ludic approaches create an environment where engagement is fostered naturally. Learners are not passive recipients of information; instead, they become active participants, solving problems, making decisions, and collaborating with peers. This hands-on involvement promotes a deeper connection to the material, as learners are more likely to retain information and apply new skills when they are engaged in enjoyable and interactive activities (Han, 2021).

The incorporation of ludic elements into learning also caters to diverse learning styles, offering opportunities for visual, auditory, and kinesthetic learners to engage in different ways. This adaptability enhances the overall learning experience, ensuring that all students can find an entry point that resonates with their preferences.

Ludic Strategies and their Relevance to Reading Comprehension at the A2 Level

Understanding the A2 Level Learner

The A2 level, according to the Common European Framework of Reference for Languages (CEFR) (2001), represents the "Waystage", these students typically have a foundational understanding of grammar and vocabulary but may struggle with more complex sentence structures or unfamiliar topics (Yepez et al., 2022). They can understand simple texts, such as advertisements, emails, and short stories, and can handle routine interactions that require a simple exchange of information.

However, their ability to express themselves clearly and fluently may be limited, often requiring repetition, clarification, or the use of basic vocabulary to convey their ideas (Zamecnik et al., 2022).

At this stage, learners often benefit from a focus on expanding their vocabulary and reinforcing grammar concepts that will help them communicate more effectively, with activities such as role-plays, dialogues, and vocabulary exercises can support them in overcoming common challenges, such as finding the right words or maintaining a conversation (Schut et al., 2020).

In terms of motivation, A2 learners are typically motivated by the desire to communicate in real-life situations, the students want to be able to order food at a restaurant, ask for directions, or make small talk with native speakers. It seems to be important to consider that the key to maintaining their engagement lies in presenting practical, meaningful tasks that connect to their personal interests and everyday needs

Finally, it is important to recognize that A2 learners may experience moments of frustration as they encounter challenges in expressing more complex ideas, because, at this stage, providing consistent positive feedback and creating a supportive, non-judgmental learning environment can help build their confidence and encourage continued progress

Challenges in Reading Comprehension at the A2 Level

For A2 learners, challenges in reading comprehension often stem from limited vocabulary, difficulty inferring meaning from context, and trouble identifying the

main idea or specific details in a text (Yapp et al., 2023). Ludic strategies, such as puzzles or role-playing, encourage learners to focus on context and work collaboratively to overcome these barriers. These strategies can make the reading process feel less intimidating and more approachable by providing immediate feedback and rewards for success.

One of the main challenges at the A2 level is vocabulary limitation, because learners at this stage typically have a basic range of words, they may struggle with unfamiliar terms or idiomatic expressions commonly found in texts. This can hinder their ability to fully grasp the meaning of a text, especially when the vocabulary goes beyond their current knowledge (Natalina, 2024). Therefore, vocabulary expansion plays a key role in improving reading comprehension, because, without an understanding of essential words and phrases, A2 learners may miss key details or misinterpret the context of a passage.

Another challenge is sentence structure. At the A2 level, learners are still mastering basic grammar rules, but they may find it difficult to process more complex sentence structures. Texts may include longer sentences, relative clauses, or conjunctions that introduce new ideas, all of which can overwhelm learners who are more accustomed to simpler grammatical forms (Soltani & Taghizadeh, 2023).

Additionally, A2 learners often struggle with reading fluency, because, reading at this level is typically slower and requires more effort, as learners frequently pause to translate or decode individual words (Klusmann et al., 2022). This can disrupt their ability to comprehend the overall meaning of the text, as they may become overly focused on word-by-word translation rather than the broader context.

Cognitive Benefits of Ludic Strategies for A2 Learners

Ludic strategies activate a range of cognitive processes essential for developing reading comprehension. Activities like story-based games, word searches, or quizzes encourage learners to engage with the text actively, rather than passively reading through it (Clarindo et al., 2022). This active engagement helps learners improve their ability to predict, infer, and synthesize information, which are key components of reading comprehension. Ludic strategies also promote vocabulary retention through repetition in a fun context, enhancing lexical knowledge.

An international study by Guarnieri (2024), which was made in Italy, mentioned that ludic strategies incorporate elements of play and game-like activities into the learning process and they offer a range of cognitive benefits for A2 learners, so, these strategies make learning more engaging and enhance cognitive functions such as memory, problem-solving, and critical thinking. For A2 learners, who are at a pivotal stage of language development, ludic approaches can significantly support their cognitive growth while also improving language acquisition. This study demonstrates the importance of ludic activities in the process of language acquisition and the way how students can get a better understanding of it by playing games and doing some dynamic activities.

On the other hand, a study made in Brazil by Clarindo et al. (2022) concludes that one of the primary cognitive benefits of ludic strategies is the enhancement of memory retention, this happens because games and ludic activities often involve repetition, which is essential for reinforcing vocabulary and grammatical structures. A2 learners, who are still building their language base, benefit from the repeated

exposure to language in a fun and interactive context. For example, word games or matching activities help learners recall new words and reinforce their connection to real-world contexts, thereby improving their long-term retention. This type of study helps current research to gain greater awareness of the importance and benefits of using ludic strategies in learning, in addition to the impact it can have on students' lives, as it improves their vocabulary, attention, retention and motivation so they can continue advancing to a higher level.

In addition to memory, ludic strategies stimulate problem-solving skills. Games often present challenges that require learners to think critically and make decisions based on their language knowledge (Hu et al., 2023). This strengthens their ability to navigate the language and promotes cognitive flexibility, as they learn to adapt their strategies to different contexts. For instance, in a role-play or simulation activity, A2 learners may need to adjust their language use depending on the situation, which encourages them to think on their feet and apply their knowledge in dynamic ways.

Furthermore, ludic strategies foster higher-level cognitive processes such as attention and concentration. Many games require focused attention to detail, whether it's listening for specific information, following rules, or reacting to time constraints. For A2 learners, engaging in these types of activities can enhance their ability to concentrate for extended periods, a skill that is transferable to other learning tasks (Guerrero & Calderón-Lesano, 2023).

Social interaction, which is often a key element in ludic strategies, also has cognitive benefits. Collaborative games or group activities allow A2 learners to

engage with their peers, promoting language practice and cognitive processing in a social context. This peer interaction supports the development of metacognitive skills, as learners reflect on their language use, compare strategies, and provide feedback to one another (Manoïlov, 2023).

Specific Ludic Strategies for Enhancing Reading Comprehension

Role-Playing Games (RPGs)

A study made by Letho (2021) in Gotland mentioned that role-playing activities allow students to immerse themselves in the content of the text by taking on characters and acting out scenarios. This method deepens comprehension by requiring students to understand the context, motivations, and relationships between characters in a text and it also is particularly useful in reading comprehension as it encourages students to pay close attention to the details of a text, such as dialogue and plot structure, while also improving speaking skills. This study is important because it demonstrates that motivation and student's participation in different activities during classes help them to have better relationships with their partners.

Role-Playing Games (RPGs) are a type of game where players assume the roles of characters in a fictional setting, making decisions based on their character's traits, background, and the situation they are placed in. These games can be played in various formats, including tabletop games, video games, and live-action role-playing (LARP) (Grande De Prado et al., 2020). The core of RPGs lies in narrative-driven gameplay, where players interact with the story, other characters, and the environment through their actions and choices.

In a typical RPG, players create or choose a character, which can range from warriors to wizards or entirely imaginative creatures, each with specific abilities, strengths, and weaknesses. As the game progresses, players navigate through quests, solve puzzles, and interact with non-player characters (NPCs), all while developing their character's skills, relationships, and personal story arcs. The game often involves a combination of strategy, creativity, and social interaction, with decisions made by the players affecting the direction and outcome of the story (Arenas et al., 2022).

These games are known for their rich narratives and complex worlds, which can provide immersive experiences that blend entertainment with problem-solving and storytelling. Whether through tabletop dice rolls or complex video game mechanics, role playing encourage students to think critically, collaborate with others, and explore different perspectives within a structured framework (Prager, 2019).

The appeal of RPGs lies in their flexibility and depth. Players are not simply following a linear path; they actively shape the narrative through their choices, creating a dynamic and often unpredictable experience. This freedom of action, combined with the opportunity to engage deeply with fictional worlds, makes RPGs particularly compelling for those who enjoy both strategy and creativity. The importance of this resource is to emphasize the importance of RPG in students learning, and the dynamic it allows at the moment of applying them in class.

Story Cubes

About story cubes, authors like Strong and Amodei (2024) in Pennsylvania, explore that there are dice with pictures or words that students roll to create stories

or complete reading comprehension tasks. These cubes can be used in combination with a short reading passage, where students roll the dice to generate a sequence of ideas that they must incorporate into their retelling of the story. This interactive approach fosters creativity and reinforces the understanding of narrative structure, vocabulary, and themes from the reading, and this is important because students can be part of different activities alone or in groups.

Story Cubes are a creative and interactive tool designed to stimulate imagination and storytelling. They consist of a set of dice, each with different images or symbols on their faces. When rolled, the cubes generate random combinations of images that serve as prompts for creating stories, in this, the main objective is to use the images to spark ideas and construct a narrative, allowing players to engage in spontaneous and imaginative storytelling (Zsiray & Koós, 2022).

These cubes are versatile and can be used in various ways. In an educational setting, Story Cubes are often used to encourage language development, enhance vocabulary, and improve narrative skills (Fatiani et al., 2021). Students can work individually or in groups to create short stories based on the images rolled, fostering creativity and critical thinking, and the unpredictability of the images also helps break through mental blocks and encourages a more flexible, open-ended approach to storytelling.

Story Cubes can also be used as a fun, low-pressure activity in both language learning and general play. They are an excellent tool for overcoming writer's block, helping players develop their creativity while enhancing their ability to think on their feet. Moreover, since the cubes rely on visual stimuli, they offer a more

engaging experience for learners who may be more visual or kinesthetic in their learning style.

Word Search and Crossword Puzzles

In Abbey Gate, Fitria (2023) mentioned that the word searches and crossword puzzles are excellent for reinforcing vocabulary and reading comprehension skills, in these activities, students must identify key terms and phrases from the text, improving their recognition of important vocabulary. The challenge of completing a puzzle enhances focus and retention, as students become familiar with the words' spellings and meanings in context.

Word search and crossword puzzles are popular word games that promote cognitive skills, enhance vocabulary, and provide an enjoyable way to engage with language. While both types of puzzles involve finding words, they differ in structure and the skills they challenge. In a word search, players are tasked with finding a list of hidden words in a grid of letters. These words may appear horizontally, vertically, or diagonally. Word searches help improve pattern recognition, attention to detail, and memory as players search for familiar words within a sea of random letters.

On the other hand, crossword puzzles present a more complex challenge, where players fill in a grid with words based on given clues. The clues can range from simple definitions to more cryptic hints, requiring a deeper understanding of language and word associations. Crossword puzzles can boost vocabulary and encourage problem-solving, lateral thinking, and knowledge recall, so, solving

these puzzles can be a fun way to expand one's lexical range while exercising the brain (Алиакбарова & Байтлеуова, 2024).

These activities can be used during classes, as a way of playing and to reinforce vocabulary related to a specific theme or subject, this caught the attention of students and improve their learning.

Reading Relay Races

In a reading relay race, students work in teams to read and comprehend a text. Each student reads a section of the text aloud and then answers comprehension questions based on what they have read. The next teammate continues the reading and answers further questions. This strategy fosters cooperation, reinforces comprehension through repeated interaction with the text, and increases motivation through the competitive element of the activity (Zhang, et al., 2020).

Reading relay races are an interactive and fun activity designed to improve reading skills, promote teamwork, and engage learners in a dynamic learning environment, so, participants are divided into teams, and each team member takes turns reading a portion of a text aloud (Staff Association, 2024). The goal is to read as quickly and accurately as possible, passing the "baton" (a marker or object) to the next teammate after finishing their section.

This activity encourages active participation, improves fluency, and enhances comprehension. Since it involves both individual and group efforts, reading relay races also foster collaboration and communication among learners. Additionally, the competitive element motivates students to stay focused and perform their best,

in this case, reading relay races can be adapted to suit different levels of learners (Annafiah, 2024). For beginner levels, shorter and simpler texts can be used, while more advanced learners can tackle longer and more complex passages. The format can also be customized to focus on specific reading skills, such as pronunciation, accuracy, or speed.

Interactive Digital Games

In US, digital games and apps designed for language learning provide interactive ways to engage students with reading comprehension tasks. For example, "gamified" quizzes or word matching games challenge students to answer comprehension questions correctly to move to the next level. These games provide instant feedback, which is crucial for reinforcing learning (Flynn et al., 2019). They also offer the benefit of being highly engaging, which can increase students' willingness to engage with reading materials outside the classroom.

Interactive digital games are a popular form of entertainment and learning that combine technology with active participation. These games engage players by offering a dynamic environment where they can interact with virtual elements, make decisions, and solve problems, unlike, traditional, passive forms of entertainment, interactive digital games require players to be actively involved, influencing the outcome of the game through their actions (Kumaran et al., 2023).

In the context of America, education, interactive digital games can enhance learning by making it more engaging and immersive. They provide opportunities for learners to practice skills in a variety of subjects, such as language, math, and science, in a fun and motivating way (Feltro et al., 2023). The use of games often

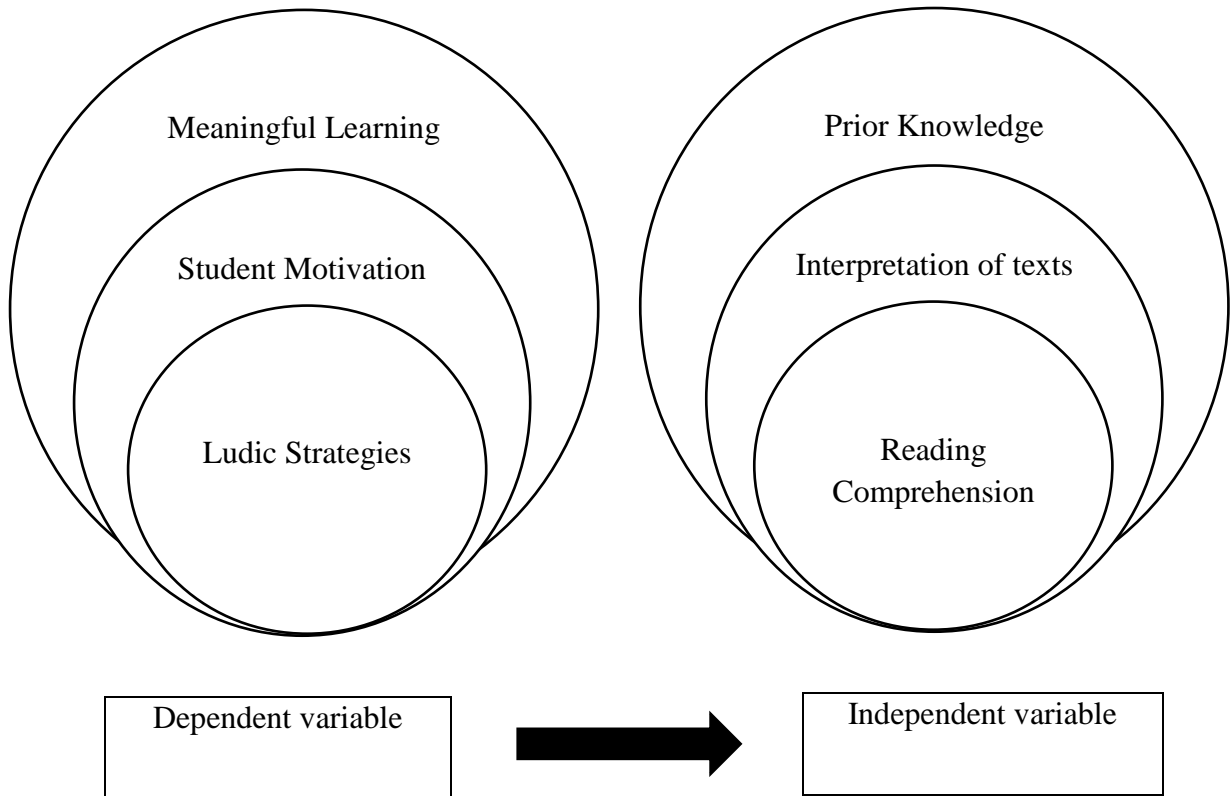
incorporates elements like rewards, challenges, and immediate feedback, which help to keep players motivated and encourage them to continue progressing.

One key advantage of interactive digital games is their ability to cater to different learning styles. Whether visual, auditory, or kinesthetic, these games can be designed to appeal to a wide range of preferences, making learning more personalized and effective. Additionally, many interactive games promote problem-solving, critical thinking, and teamwork, which are valuable skills both in and outside of the classroom.

Variables

Figure 2

Logical organizer of variables.

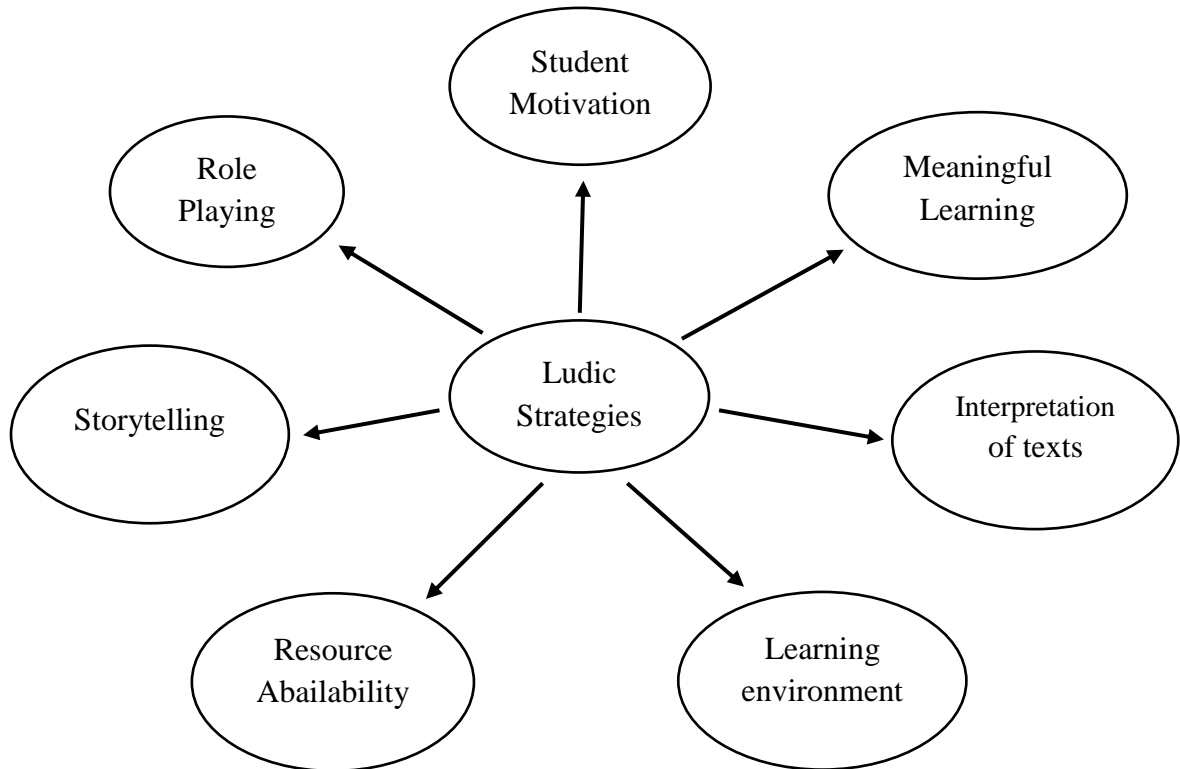


Elaborated by. Viera, C. (2025)
Source: Problem tree

Ideas Constellation

Figure 3

Constellation of ideas - Dependent Variable.

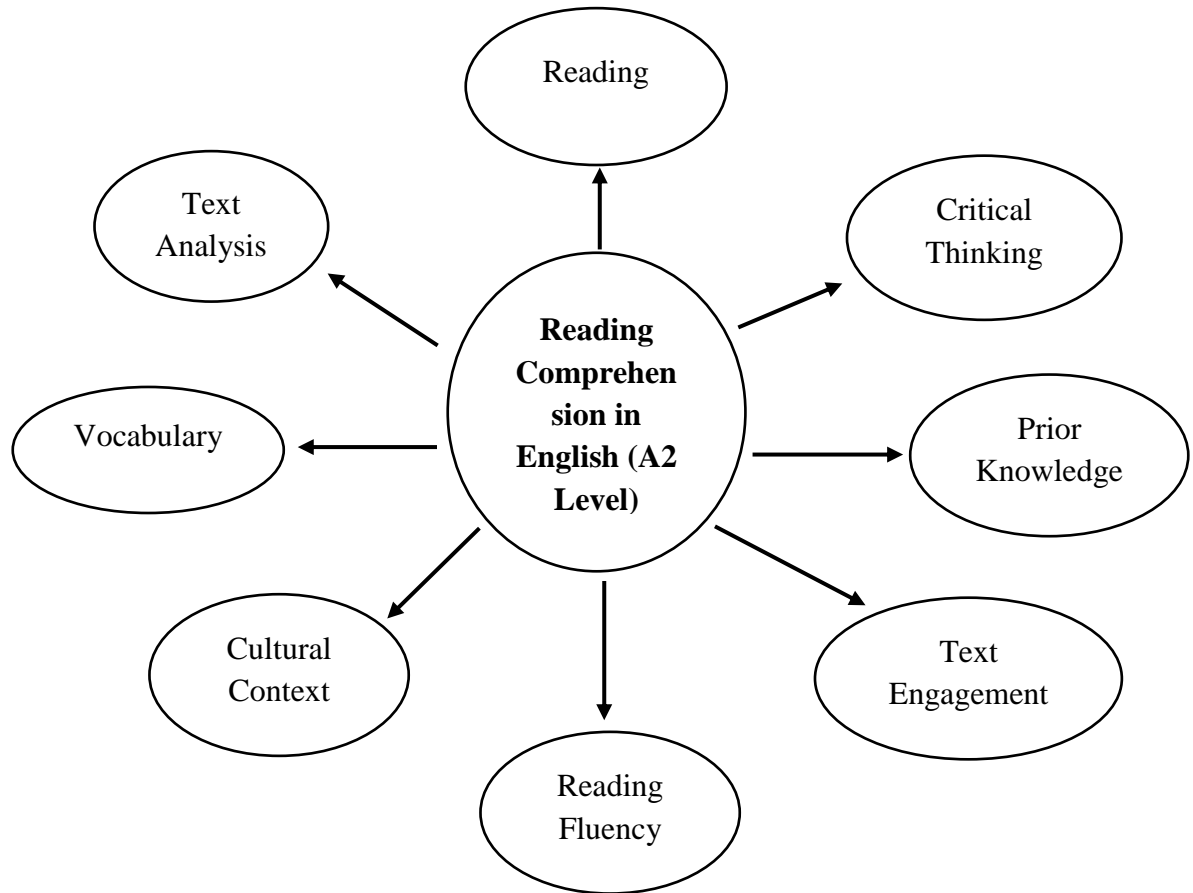


Elaborate by: Viera, C. (2025)

Source: Dependent variable

Figure 4

Constellation of ideas - Independent Variable.



Elaborated by: Viera, C. (2025)

Source: Independent variable

Variables Explanation

Dependent Variables

Student Motivation

As it is known, motivation is important in human life and beside to in learning a second language, and this motivation becomes in an intrinsic way by the student personal interest, and extrinsic, which is related to external rewards such as grades or recognition (Purnama et al., 2019). In the case of reading comprehension, motivated students tend to engage more with texts, make inferences and actively participate in discussions about the content of them.

To foster motivation in A2 level students, it is advisable to use relevant texts that go with their interests and implement playful strategies such as games, competitions and interactive activities (Ismail, et al., 2022). Studies have shown that using playful strategies in the classroom increases participation and improves learning retention, and also, integrating elements such as interactive storytelling and gamification can make reading comprehension a more interesting and effective experience.

Meaningful Learning

Meaningful Learning, proposed by David Ausubel (1961), happens when new information is substantially related to student's prior knowledge, this type of learning is long-lasting and deep compared to rote memorization, which tends to be temporary and less effective for real world application (Sexton, 2020).

In the context of reading comprehension in English, meaningful learning is promoted when students can link information from a text with personal experiences, prior knowledge, or personal interests (Vargas-Hernández & Vargas-González, 2022). For example, if a student in learning vocabulary related to the environment and has participated in ecological activities, it will be easier for them to understand and retain the new vocabulary. Pedagogical strategies that foster meaningful learning include the use of graphic organizers, project-based learning and gamification, so, these techniques allow students to actively engage with the content and apply what they have learned in real contexts (Agra, et al., 2019).

Interpretation of texts

Text interpretation is a cognitive process that involves analyzing, understanding and taking out the meaning from a written text. This process depends on the ability to decode words and on the skill to identify main ideas, make inferences and establish connections between different parts of the text (Deane, 2020).

For A2 level English students, text interpretation can be challenging due to vocabulary limitations and grammatical structures, however, using strategies such as highlighting key ideas, summarizing paragraphs and guided discussion can help improve interpretation skills (Butterworth et al., 2019). An important aspect of text interpretation is critical understanding, which allows students to evaluate information and form well-founded opinions. In this regard, the use of open-ended questions and analyzing text from different perspectives can enrich the reading experience and strengthen textual interpretation.

Learning Environment

A learning environment refers to the physical, social and cultural context in which students engage with educational content. This concept includes the physical space, such as classrooms or virtual settings, besides the psychological and emotional aspects that affect learning, such as motivation, student interactions and the availability of adequate educational resources, so, a positive learning environment fosters curiosity, creativity and active participation, helping to develop both cognitive and social skills (Küttler, et al., 2020).

An essential feature of a good learning environment is the diversity of teaching methods and the flexibility to cater to students' needs. This involves the use of technology, collaborative techniques, personalized learning, and formative assessments, additionally, an inclusive and supportive environment, where students feel safe and encouraged, significantly impacts academic success (Nordquist, et al., 2019).

Furthermore, the learning environment must align with educational objectives and the culture of the place. The integration of resources such as digital educational materials, online learning platforms, and the presence of well-trained educators are critical elements that contribute to creating an environment conducive to meaningful learning.

Resource Availability

The resource availability refers to all technologies and educational support that students have at their disposal during their learning process. This includes both

tangible resources, such as books, computers, and well-equipped classrooms, as well as intangible resources like internet access, tutoring, or the opportunity to interact with experts and peers (Adomako & Ahsan, 2022).

Adequate resources are important for the success of the educational process because they provide students with the necessary information and tools to develop their skills and knowledge. In a digital environment, for instance, access to online learning platforms, educational apps, and multimedia content can enrich the educational experience, enabling a more dynamic and accessible learning process (Ji et al., 2020).

Moreover, resource availability involves not just the quantity, but the quality and relevance of the resources. It is important that resources are current, inclusive, and aligned with the pedagogical objectives of the educational program. In areas where resources are limited, innovative approaches such as the use of open educational resources (OER) or collaboration between institutions can maximize learning opportunities (Janke, et al., 2021).

Storytelling

Storytelling is a communication technique that uses stories or narratives to convey messages, teachings, or values. In an educational context, storytelling has become a powerful tool for capturing students' attention, promoting reflection, and making complex concepts easier to understand, so, this technique helps to contextualize learning in real or imagined situations that students can relate to their own experiences (Bayer & Hettinger, 2019).

Through storytelling, students develop cognitive skills, such as reading comprehension and memory, besides emotional and social skills. Stories can help students understand different perspectives, increase their empathy, and foster a sense of community (Landrum et al., 2016). Additionally, storytelling has a positive impact on creativity and imagination, as it encourages students to create their own narratives or interpret those of others critically.

In an educational setting, storytelling can be applied to various areas of knowledge, from literature to history, sciences, and ethics. In the classroom, it can be used to teach lessons on morality, justice, conflict resolution, or even to make abstract subjects more accessible (Yao, et al., 2019). The use of multimedia tools such as videos or interactive presentations can further enrich this technique.

Role playing

Role-play is a dynamic teaching strategy that immerses students in simulated real-life scenarios, allowing them to adopt different roles and engage in authentic communication, which fosters active participation, enhances speaking skills, and promotes a deeper understanding of content. By acting out situations, students practice language in context, improving fluency and confidence, while also developing empathy and perspective-taking as they consider various viewpoints and respond accordingly.

In addition, role-play functions as an effective tool for reinforcing vocabulary and grammar structures because it provides a low-stress environment where students can experiment with language use without fear of making mistakes. Moreover, according to Sotillo (2000), these activities facilitate the development

of discourse functions and syntactic complexity, thereby contributing to improved language proficiency, and by integrating role-play into lessons, educators can create engaging and meaningful learning experiences that support both linguistic and cognitive growth.

Independent Variables

Reading

Reading is one of the foundational skills in the learning process, as it allows access to information and the development of critical thinking. Through reading, students gain knowledge in various fields of study and they can improve their vocabulary, concentration, and ability to analyze and synthesize information. It is a cognitive activity that involves decoding symbols, understanding texts, and making inferences and judgments (Banditvilai, 2020).

There are different approaches and strategies for teaching reading, which vary depending on the educational level and the type of text. In primary education, for example, the focus is on developing phonological awareness and reading fluency. At more advanced levels, reading becomes a tool for analysis and reflection, where the goal is not just to understand the text but to question, interpret, and connect it to other knowledge (Stahl et al., 2019).

Reading also plays an important role in fostering student autonomy, as it is an activity that can be done individually, allowing students to explore new topics and develop independent thinking skills. Additionally, exposure to different literary genres and types of texts (scientific, historical, philosophical, etc.) enriches the

educational experience and prepares students for the challenges of professional and personal life.

Critical Thinking

Critical thinking is a cognitive skill that allows individuals to assess, analyze, and judge information in a logical and objective manner. It involves the ability to question assumptions, identify fallacies or biases, and draw conclusions based on available evidence. Tanking it into an educational context, critical thinking is essential because it enables students to learn information and evaluate, question, and use it constructively in new situations (Haber, 2020).

Developing critical thinking in students involves teaching them to be reflective, autonomous, and skeptical of the ideas they encounter. This skill is nourished through exposure to diverse perspectives, solving complex problems, and practicing analysis and argumentation, so, students who think critically are more capable of making informed decisions, facing challenges, and actively participating in society (Dwyer, 2017). Critical thinking is important in academic subjects and is a valuable skill in daily life and professional settings, because it helps individuals solve problems, make ethical decisions, and understand the world in a deeper and more nuanced way.

Prior Knowledge

Prior knowledge is the foundation upon which new learning is built, so, in the context of reading comprehension, it refers to the information, experiences and skills that a student already has before encountering a new text. This knowledge is

essential because it allows students to relate new information to what they already know, making it an easier understanding and retention (Wade & Kidd, 2019).

From a cognitive perspective, prior knowledge activates mental schemas that help interpret and make sense of new information. For example, a student who has read about a specific topic in their native language will find it easier to understand a text on the same topic in English, as they can make meaningful connections between the two languages (Simonsmeier et al., 2022).

In teaching English as a foreign language, it is important to activate prior knowledge through strategies such as discussing ideas before reading, predicting the content of the text, or using guided questions, and this helps bridge the gap between what is known and what is new, improving text comprehension.

Text Engagement

It refers to how actively students interact with a text, both intellectually and emotionally, and engagement is not just about reading words; rather, it involves making connections, asking questions, and reflecting on the content. Moreover, according to Guthrie and Wigfield (2000), students who are engaged with texts are more likely to understand, remember, and enjoy what they read. For A2-level English learners, engagement is especially important because it motivates them to explore meaning even when the language is challenging, thereby promoting deeper comprehension.

Engagement can be enhanced through playful and meaningful activities, as strategies such as storytelling, roleplay, and interactive games help students connect

with characters or scenarios, capture their attention, and motivate participation. When learners find a text relevant or interesting, they are more likely to read attentively, discuss ideas, and complete comprehension tasks with confidence, which strengthens reading skills and fosters independent learning. Moreover, text engagement is influenced by personal and environmental factors, since students' motivation, prior knowledge, and curiosity affect how they approach reading, while supportive classroom practices, accessible resources, and teacher guidance improve focus and involvement. For A2 learners, combining scaffolding with enjoyable reading experiences ensures that students do not merely decode sentences but actively interpret and reflect on the text, ultimately enhancing their reading comprehension.

Reading Fluency

Reading fluency which involves reading a text smoothly, accurately, and with appropriate expression, is important for reading comprehension because fluent readers can focus on understanding meaning rather than decoding individual words, and for A2-level learners, developing fluency allows them to process language more efficiently, recognize familiar vocabulary quickly, and connect ideas across sentences and paragraphs, while also reducing cognitive load and enabling students to engage with texts more confidently and interpret content independently; moreover, fluent reading fosters motivation and enjoyment, encouraging learners to participate in reading activities and explore texts beyond the classroom.

Instructional strategies such as repeated reading, guided oral reading, and expressive reading can significantly enhance reading fluency, and according to

Rasinski (2011), these practices improve the mechanics of reading while also strengthening comprehension and students' ability to interpret texts meaningfully. Rasinski emphasizes that fluency is important for building long-term literacy skills because it bridges word recognition and understanding, which helps learners become more confident and independent readers, and for A2-level students, practicing reading fluency provides the foundation for tackling more complex texts and improving overall academic performance in English reading tasks.

Cultural Context

Cultural context refers to the social, historical, and cultural environment in which a text or phenomenon is produced and interpreted. This concept is essential in various disciplines such as literature, history, and social studies because it allows for understanding how the values, beliefs, and traditions of a particular culture influence the creation and reception of ideas (Sokolovsky, 2020).

Cultural context is also key to interpreting texts, as the same message or theme may have different meanings depending on the cultural background of the participants. For example, a literary work created in a specific cultural context may convey values and attitudes that can only be fully understood if the historical and social circumstances in which it was created are known (Karandashev, 2017). Knowledge of cultural context also promotes respect and appreciation for diversity, helping students develop a broader, global perspective, this is particularly important in an increasingly globalized world, where intercultural understanding and the ability to work with people from different cultures are highly valued skills (Annink, 2017).

Vocabulary

Vocabulary refers to the set of words that a person knows and uses in their language, both spoken and written, it is important to consider that developing a broad and precise vocabulary is fundamental for effective communication and academic success (Boers, 2022). Inside of an educational context, expanding students' vocabulary is considered one of the foundations for improving reading comprehension, writing, and oral expression.

A rich vocabulary allows for smoother understanding and production of texts, and helps students access more complex and specific concepts across different subjects (Schmitt & Schmitt, 2020). For example, a student who masters technical vocabulary in a field like science or mathematics will be better able to understand and apply the key concepts in that area.

There are some strategies to improve vocabulary, such as frequent reading, using dictionaries, exposure to different types of texts, and deliberate practice of new words, however, vocabulary should be learned passively and be actively used in different contexts to improve communication skills (Coxhead, 2019).

Text Analysis

Text analysis is a critical skill that allows students to break down, interpret, and deeply understand the content of a text. This process involves identifying key ideas, discourse structures, arguments, inferences, and underlying meanings in the text, this analysis goes beyond literal comprehension; it also seeks to explore the context, stylistic devices, and the author's intentions (Kuckartz & Radiker, 2023).

To conduct effective text analysis, students must apply critical and reflective thinking skills, questioning the ideas presented and evaluating their validity and relevance. Additionally, text analysis helps develop argumentative skills, as students must support their interpretations with concrete evidence from the text (Arya et al., 2019).

Text analysis is a valuable tool across various disciplines, from literature to social sciences and humanities, as it promotes the ability to analyze data, identify patterns, and understand complex phenomena. In education, this skill is important for shaping students into independent, critical thinkers who can engage with the information they consume.

CHAPTER II

METHODOLOGICAL DESIGN

The main objective of this chapter is to present the methodology that will be used in this research, which, through the collection of information from books, magazines, articles, documents, among others, as well as through the analysis of the perceptions of English language students, will allow solutions to be found for the problem raised, focused on the area of English and taking A2-level students as the target population. The research explores the experiences and perceptions of students regarding the incorporation of ludic strategies in the development of reading comprehension in English. The first section describes the research design and its approach, while the second section describes the process of selecting participants, data collection tools, in addition to the description of the technical methods and instruments used. Finally, the last section addresses the validity and reliability of the research, along with the analysis of the results and the corresponding procedures.

Research approach and design

This research aims to highlight the benefits of using ludic strategies to improve reading comprehension in English among A2 level students, specifically in the 6th and 7th grades of Basic General Education in the city of Salcedo, Cotopaxi Province, Ecuador, during the 2024-2025 school year.

Due to the nature of the study, the research adopts a qualitative approach to gather the information for a deeper understanding of the topic and generate new

ideas. As Bhandari (2020) mentions, qualitative research focuses on the collection and analysis of non-numerical data, such as text, videos, or audio, in order to explore ideas, opinions, and experiences. This type of research helps to gain a more detailed understanding of a problem and propose new directions for future studies. In other words, its purpose is to analyze and explain the underlying causes of the research problem to achieve a deeper understanding of it.

On the other hand, according to Creswell and Creswell (2018), "qualitative research is a method that helps the researcher to investigate and understand the meaning of a social or human situation or problem" (p. 43). This suggests that the researcher can use the qualitative approach to contribute and solve a problem, the researcher is the one who describes and understands reality, as well as gathers information that serves as a contribution to achieve effective purposes in the research.

Research Level

The research is exploratory and includes a didactic proposal; by implementing this method, the researcher will explore the benefits of using creative ludic strategies, such as play, in learning the English language, with a focus on developing English reading comprehension in A2-level students.

According to Tegan (2021), "Exploratory research is a methodological approach that investigates research questions that have not been previously studied in depth", and this research is based on the collection of information on the study variables where the researcher analyses, synthesizes, organizes ideas and new information to be studied in depth; moreover, the exploratory level helps the researcher to explore

the perceptions, benefits, and interests of foreign language teachers when incorporating and relating them to the learning of a foreign language. Also, at the end of the research, a didactic proposal will be designed based on students' experience with the use of ludic strategies in learning, which can be implemented by teachers who wish to incorporate these strategies into their teaching practices

Research modality

Bibliographic Documentary Research

This research is bibliographic and documentary nature, as the information collected comes from previous studies, such as books, journals, articles, theses, and other documents, which analyze, synthesize, and present results that contribute to a deeper understanding of the background, theories, and approaches related to the research topic. According to Creswell (2014), the literature review is a key step in any study, as it allows the researcher to place the study within the context of previous research and existing theories, identifying gaps and providing a solid theoretical foundation that guides the development of the study. Additionally, it was complemented with the application of a diagnostic test and the use of an observation sheet, tools that allowed the collection of empirical and relevant data to enrich the theoretical analysis and provide valuable information about the trends of ludic strategies in the development of reading skills in English.

Field Research

This study follows a field research approach, as it involves the use of two main instruments for data collection in the participants' real context. As Creswell (2017)

explains, field research involves collecting data in its natural context, either through direct interaction with participants or through observations, with the aim of gaining a deeper understanding of the phenomenon being studied. In this study, a diagnostic test was initially applied to assess the reading comprehension level of A2-level students before the implementation of ludic strategies, and an observation sheet was subsequently used to record the students' reactions, participation, and behaviors during the ludic activities, with both instruments facilitating the collection of empirical and qualitative data, which enriched the analysis of how ludic strategies influence the development of reading comprehension.

Description of the sample and the research context

This research was conducted at the "Blaise Pascal" Educational Institution, located in the city of Salcedo, Province of Cotopaxi, with a group of students at an A2 level in the English language, where the institution provides educational services, training students to obtain a high school diploma in sciences. In addition, it is characterized by offering an academic education of excellence, with a focus on values and a family-oriented environment that fosters the comprehensive development of students, while its commitment to high educational standards, the institution also promotes the learning of the second language, English, as a fundamental part of its curriculum.

Participants

The participants in this research are 25 A2-level English students, from the 6th and 7th grades of Basic General Education, with ages ranging from 10 and 12 years

old. The students were intentionally selected, and the research instruments were applied to all of them individually. Furthermore, it is important to note that the selection was based on their English proficiency level, which served as a key inclusion criterion for the study.

Table 1

Participants information

Group	Participants	Age Range	English level
Students of 6th grade of Basic General Education	7 women 7 men	10 to 11 years old	A2
Students of 7th grade of Basic General Education	5 women 6 men	11 to 12 years old	A2

Elaborated by: Viera, C. (2025)

Source: Participants information

Data collection process

This research, which follows a qualitative approach, employed three primary data collection techniques: documentary analysis, diagnostic testing, and observation. These methods were selected to offer a comprehensive and contextualized understanding of how ludic strategies support the development of reading comprehension in A2 level students at the "Blaise Pascal" Educational Institution.

Documental Analysis

The objective of this documentary analysis was to collect and explore information from various sources regarding the effectiveness of ludic strategies in improving reading comprehension among A2 level students. Document analysis involves a structured approach to evaluating both physical and digital documents, which may include materials accessed via computers or the internet. This method, like other qualitative research techniques, requires careful examination and interpretation of content to uncover meaning, foster understanding, and build knowledge based on empirical data (Bowen, 2009).

In this process, the research identified different types of ludic strategies that can be implemented in English classes to develop reading skills, with data collection conducted through the review of classroom activities, the analysis of student participation, and the evaluation of their reading performance. Furthermore, the study included an assessment of the effectiveness of ludic strategies in enhancing reading comprehension skills. Ultimately, the findings obtained from this data collection process will contribute to improving teaching practices and optimizing the use of ludic methodologies in English language teaching.

Diagnostic Test

In this study, the researcher used a diagnostic test to assess the reading comprehension skills of A2-level students, and although the test had a diagnostic focus, its main objective was to identify the students' strengths and weaknesses in their ability to comprehend written texts. The results provided detailed information

about the areas that required more attention and how ludic strategies could intervene to improve those specific areas of reading comprehension.

Observation Sheet

The objective of this observation is to examine the use of ludic strategies in reading comprehension activities for A2 level students, focusing on how these strategies influence student engagement, motivation, interaction, and comprehension. The data gathered through observations provide in-depth insights into individuals' activities, behaviors, actions, and the various interpersonal interactions and organizational processes that constitute observable human experiences (Patton, 2002).

Throughout the class sessions, the use of games, interactive activities, and other ludic strategies aimed at improving reading comprehension will be carefully observed. Assessing students' involvement in tasks, their understanding of reading materials, and how ludic elements support language acquisition and problem-solving, the observation will provide valuable insights into the effectiveness of ludic learning techniques in enhancing English reading comprehension. Additionally, this process will allow for the recording of students' participation levels, motivation, and attitudes toward learning to read through ludic methods, ultimately contributing to a deeper understanding of their impact.

Validity and reliability

To ensure the accuracy and consistency of the study, the researcher adopted different strategies to validate the reliability and validity of the instruments used in

data collection. In this case, the researcher employed two main instruments: the diagnostic test and the observation, selecting both carefully for their ability to provide a deep understanding of the phenomenon being studied.

Validity

Two experts in the field reviewed the instruments, to verify the validity, drawing on their professional experience and academic background. Their evaluation ensured alignment with the required academic and pedagogical standards, confirming that the collected data accurately reflected the research problem.

Furthermore, content validation ensured that each item or question effectively addressed key aspects of the phenomenon under study. Criterion validity was also considered, indicating that the results align with those found in previous research.

Reliability

In this research, data collection involved two instruments: a diagnostic test and an observation sheet. These instruments were designed to assess the students' reading comprehension skills and their engagement in ludic strategies. Given the qualitative nature of the study, the research did not apply statistical methods such as Cronbach's Alpha to evaluate reliability. Instead, they relied on qualitative criteria, including response consistency, coherence in student performance, and triangulation with additional data sources, to ensure the instruments' reliability.

Reliability of the Diagnostic Test Instrument

1. Internal consistency of responses

This section analyzed student performance across the different parts of the instrument. The consistent results among students who excelled in multiple sections suggest that the instrument effectively measures the targeted skills and that its components are coherently linked.

2. Structural clarity of the instrument

The diagnostic test presents a logical structure, with clear instructions and appropriately designed activities, which helped students understand the tasks more easily. This clarity contributed to obtaining genuine and consistent responses, thereby reinforcing the reliability of the instrument from the design stage.

3. Triangulation with the observation sheet

To enhance the reliability of the findings, the study employed methodological triangulation by comparing the results of the diagnostic test with the data gathered through the observation sheet. According to Patton (1999), triangulation is an effective tool for validating data by contrasting it with information from multiple sources. This process allowed for a clear alignment between students' performance during the reading activities and the test results, which in turn confirmed the coherence between the instruments and reinforced the validity of the data obtained.

Moreover, triangulation helped verify the consistency of the results between the instruments while provided a deeper and more comprehensive understanding of the factors influencing the students' learning process. By comparing the data from the

diagnostic test and the observation sheet during the sessions, it was possible to identify that the ludic strategies promoted a more dynamic, participatory, and meaningful approach to reading elements that had not been fully reflected in the initial results.

Finally, by integrating multiple sources of information, methodological triangulation strengthened the validity of the results and provided a broader framework for interpreting the students' achievements and areas for improvement. This approach supported more informed decision-making regarding the effectiveness of the ludic strategies implemented, as it clearly showed how these strategies contributed to the development of key reading comprehension skills.

Results of the Diagnostic Test

The diagnostic test results displayed a consistent distribution across its sections, reinforcing the instrument's reliability. The following table presents the percentages of student responses within each test category:

Table 2

Results of the diagnostic test.

Test Category	Excellent	Good	Satisfactory	Insufficient
Pre-Reading Question (Personal Connection)	40%	36%	16%	8%
Reading Comprehension (Comprehension Questions)	60%	24%	8%	8%
True/False (Accuracy of Responses)	72%	24%	4%	0%
Vocabulary Usage (Definition and Context)	52%	28%	12%	8%
Post-Reading Reflection	40%	32%	16%	12%

Elaborated by: Viera, C. (2025)

Source: Results of diagnostic test

The distribution of responses across all sections of the test remained consistent, suggesting stable performance from the students in the evaluated areas. This consistency shows that the instrument has an adequate level of reliability for assessing reading comprehension and vocabulary skills. Additionally, triangulating with the classroom observation further strengthens the reliability of the results,

confirming the coherence between both approaches within the qualitative framework of the research.

Reliability of the Observation Sheet

For this instrument, the researcher evaluated the reliability using the **Kuder-Richardson (KR-20)** coefficient, which is suitable for instruments with dichotomous items (yes/no). This method helps verify whether the students' responses remained consistent throughout the observations and if the items aligned with the intended evaluation goals.

The observation sheet consisted of 22 items, to calculate its reliability, we analyzed the proportions of affirmative (yes) and negative (no) responses. The results showed that **18 items** received affirmative responses, and **4 items** received negative responses, reflecting a high level of participation and coherence in the observed behaviors. Based on these data, the researcher applied the Kuder-Richardson formula, which allowed to determine the instrument's reliability.

Table 3

Reliability Statistics According to KR-20.

Items with Yes Responses	Items with NO Responses	Total Items	KR-20 Coefficient
18	4	22	0,8181

Elaborate by: Viera, C. (2025)

Source: Reliability results

After applying the formula with the obtained data, which consisted of **18 items** with affirmative responses and **4 items** with negative responses, the **KR-20** coefficient resulted in a value of **0.8181**. This value indicates **high reliability**, meaning that the instrument consistently measures the observed behaviors and that the items are well-structured.

Results of the Observation Sheet

Most of the items on the sheet showed a high proportion of affirmative responses, reflecting that the students actively participated and demonstrated behaviors consistent with the observed indicators. These results demonstrate that the observation sheet provides sufficient reliability to assess the key behaviors of students during the implementation of the ludic strategies.

To provide a more detailed view, key behavioral dimensions organized in the following matrix. It highlights the number of students who met each indicator before and after the intervention:

Table 4

Reliability of the Observation Sheet: Before and After the Intervention.

Category	Yes (Before Intervention)	Yes (After Intervention)
Engagement and Participation	10 students	23 students
Understanding and Comprehension	8 students	21 students
Interaction and Communication	5 students	23 students
Application of Strategies	6 students	22 students
Motivation and Progress	5 students	25 students

Elaborated by: Viera, C. (2025)

Source: Reliability before and after observation

These results indicate an important improvement in students' behavior across all observed dimensions after the implementation of ludic strategies.

Finally, the obtained **KR-20** value supports that this instrument is reliable for evaluating students' participation, comprehension, and interaction, fulfilling its role within the qualitative approach of this research.

Analysis of the results

In this research, the data collected through diagnostic tests and observations will be analyzed, focusing on the main issue. The results will center on how the use of ludic strategies in foreign language learning influences the development of reading

comprehension in English, particularly in A2-level students, and how these strategies facilitate the learning process more effectively.

The first instrument used was a diagnostic test, aimed at investigating the strengths and weaknesses of the students in reading comprehension, using a passage titled "The Tom Cat," suitable for the A2 level, along with comprehension questions, true/false statements, vocabulary exercises, and reflection. The answers evaluated according to a rubric that covers different criteria such as: Pre-Reading Questions (Personal Connection), Reading Comprehension (Comprehension Questions), True/False (Accuracy of Responses), Vocabulary Usage (Definitions and Context) and Post-reading Reflection.

This table presents the results of all students in each category, detailing the percentage they achieved for each grade: Excellent, Good, Satisfactory, or Insufficient, for each of the criteria assessed in the diagnostic test. To carry out the analysis, the researcher used a simple method to calculate the number of students corresponding to each performance category in each of the criteria evaluated in the diagnostic test

Analysis of Diagnostic Test Results.

Table 5

Results of Diagnostic Test Instruments.

Criterion	Excellent (4)	Good (3)	Satisfactory (2)	Insufficient (1)	Total (%)
Pre-Reading Questions (Personal Connection)	40%	36%	16%	8%	100%
Reading Comprehension (Comprehension Questions)	60%	24%	8%	8%	100%
True/False (Accuracy of Responses)	72%	24%	4%	0%	100%
Vocabulary Usage (Definitions and Context)	52%	28%	12%	8%	100%
Post-reading Reflection	40%	32%	16%	12%	100%

Elaborated by: Viera, C. (2025)

Source: Results of diagnostic test

Interpretation of results

1. Pre-Reading Questions (Personal Connection)

Out of the total 25 students, **40% (10 students)** achieved an **excellent level** in the Pre-reading criterion, showing that a significant percentage of the students could activate their prior knowledge before engaging with the text. These students made

clear and detailed connections, which suggests they had a solid understanding of the topics addressed in the reading.

Similarly, **36% (9 students)** reached a **good level**, demonstrating their ability to make connections or recall prior knowledge related to the content, which indicates that they understood the material generally and could identify key ideas from the text.

On the other hand, **16% (4 students)** reached a **satisfactory level**, meaning their connections were superficial and lacked depth or specificity, which suggests that this group had a limited ability to link the content of the text with their prior experiences.

Finally, the remaining **8% (2 students)** received an **insufficient level**, indicating that they struggled to make relevant connections and lacked the prior knowledge needed to understand the text. This likely reflects a lack of personal experience with the topic or difficulty inferring the content from the questions presented.

2. Reading Comprehension (Comprehension Questions).

According to the reading comprehension criterion, the majority of students, **60% (15 students)** demonstrated an **excellent level** of understanding of the text, reflecting a deep and detailed comprehension of its content. This high percentage shows that most students were able to grasp the nuances and important details of the text, indicating strong reading skills and adequate preparation to engage with the material.

In contrast, **24% (6 students)** answered most of the comprehension questions correctly, achieving a **good level**. However, they made some minor mistakes or left certain details incomplete, suggesting that, although they grasped the general idea, they had small flaws in interpreting specific aspects of the text.

Similarly, **8% (2 students)** achieved a **satisfactory level**, indicating that they mostly understood the text but made significant errors in interpretation or in identifying key details, which reflects a limited or partial understanding of the content.

Finally, the remaining **8% (2 students)** received an **insufficient level**, indicating that they struggled to comprehend the text adequately. Although this percentage is low, these students had difficulty grasping the essential elements of the content, suggesting important areas for improvement in their reading skills.

3. True/ False (Accuracy of responses).

Regarding this criterion, **72% (18 students)** received an **excellent level**, demonstrating that they accurately understood the facts presented in the text. Since the questions were true or false, these students showed a clear and detailed understanding of the key elements of the content.

Similarly, **24% (6 students)** showed a **good level** performance, answering most of the questions correctly, though with some minor errors. This indicates that, while these students had a solid general understanding of the text, they missed certain details that prevented them from answering the questions accurately.

As for the **4% (1 student)**, they reached a **satisfactory level**, which suggest they made several significant errors in interpreting the text. Although true or false questions are generally straightforward, this student struggled to comprehend some key aspects of the content.

Finally, **no student** scored an **insufficient level** for this criterion, which is a positive sign that most students were able to understand the text in general terms, even if some made minor mistakes or had difficulty interpreting specific details.

4. Vocabulary Usage (Definitions and Context).

According to this criterion, **52% (13 students)** achieved excellent performance, indicating that they correctly understood the definitions of the key words in the text and were able to use them appropriately in context. These students demonstrated strong vocabulary skills, identifying word meanings and applying them accurately across various contexts.

Meanwhile, **28% (7 students)** reached a **good level**, showing a generally adequate understanding of the definitions and vocabulary usage. However, they made some minor errors or struggled to use the vocabulary in alternative contexts, this suggests that while they understood the words and their function in the text, they need to improve their ability to apply vocabulary in different situations.

On the other hand, **12% (3 students)** were placed at the **satisfactory level**, indicating significant difficulties in understanding the definitions and using the vocabulary appropriately. Although they recognized some key words, they were unable to apply them correctly or provide accurate definitions, this highlights the

need for additional support in vocabulary comprehension and usage across different contexts.

Finally, **8% (2 students)** received an **insufficient level**, reflecting serious difficulties in understanding or using the key words from the text.

5. Post reading.

The results for this criterion show that **40% (10 students)** achieved an excellent level, demonstrating deep, and well-developed reflections that meaningfully connected the content of the text with their own ideas or prior experiences. This indicates that these students understood the text, but were also able to reflect critically about it, establishing personal connections and offering deeper interpretations.

In contrast, **32% (8 students)** performed at a **good level**, with responses that were appropriate but less detailed or reflective. While these students did make some personal connections or show reflection on the text, their answers were tended to be more general or superficial compared to those at the excellent level.

Meanwhile, **16% (4 students)** showed a **satisfactory level**, with responses that reflected a basic understanding of the text but lacked a clear connection to their own ideas or experiences. This suggests that they may have struggled to engage more deeply with the content or to relate it meaningfully to their personal context.

Finally, **12% (3 students)** received an **insufficient level**, indicating that their reflections were minimal or lacked meaningful connections to the text. These

students would benefit from additional support to develop their critical thinking skills and engage more thoughtfully with written material.

Analysis of Observation Sheet

Throughout the implementation of the ludic strategies, an observation checklist was used with a group of 25 students from 6th and 7th grades, all at the A2 level. This instrument provided valuable information on the following indicators: Engagement and Participation, Understanding and Comprehension, Interaction and Communication, Application of Strategies, and Motivation and Progress, based on the students' performance in the activities.

Throughout the process, which included role-playing games, story cubes, word search and crossword puzzles, reading relay races, and interactive digital games, students demonstrated high levels of participation and enthusiasm. Additionally, these strategies helped create a dynamic and engaging classroom environment that promoted concentration and allowed students to interact confidently with the texts presented.

The following table summarizes the results of all students in each category assessed through the observation sheet, detailing the number of students who achieved “Yes” or “No” for each criterion.

Table 6

Results of Observation Sheet.

Observation Item	Yes (n)	No (n)
Engagement and Participation	23	2
Understanding and Comprehension	21	4
Interaction and Communication	23	2
Application of Strategies	22	3
Motivation and Progress	25	0

Elaborated by: Viera, C. (2025)

Source: Results of observation sheet

Interpretation of results

1. Engagement and Participation

During the implementation of the ludic strategies, most students showed a high level of engagement and enthusiasm, as they actively participated in the activities, took on an active role, and felt more confident interacting with the texts. While most students stayed engaged, not all remained fully focused throughout the entire activity, with some moments of distraction, however, the overall participation was still positive.

Compared to their initial motivation levels observed in the diagnostic test, this reflects a significant improvement, since at the beginning only 40% of students made an excellent personal connection with the text during the pre-reading stage, while 16% were placed at lower levels. These results suggest that many students

initially lacked motivation for reading tasks; nevertheless, the observation confirmed that the ludic activities sparked greater interest in reading, which in turn encouraged a more active and positive attitude in the classroom.

2. Understanding and Comprehension

By comparing the results from the diagnostic test with the observation sheet used during the implementation of the ludic strategies, significant progress in different aspects of reading comprehension became evident. Most students demonstrated the ability to clearly understand the text, recognizing the main ideas, key vocabulary, and effectively used visual aids to enhance the comprehension. Additionally, students related the content to their personal experiences, which further strengthened their understanding. However, not all students were able to infer meaning from context clues or make predictions about the content before reading.

In the diagnostic test, although 60% of students achieved an excellent level of comprehension, while 16% still performed at lower levels. This suggests that while many students started with a solid understanding, some struggled initially, also the use of ludic strategies seems to have made a real difference. These activities created a more engaging and accessible learning environment, which helped students improve and deepen their understanding of the texts. As a result, they were able to engage more actively with the material and connect it to their personal experiences, making their learning more meaningful.

3. Interaction and Communication

On the other hand, during the observed sessions, students showed active interaction and communication throughout the activities, as they collaborated with their peers and expressed their understanding through both oral and written responses. Moreover, most students asked questions and sought clarification when needed, which reflected genuine interest and engagement with the tasks, also a significant number of students provided logical justifications for their answer, indicating comprehension and the develop of critical thinking. Overall, these behaviors suggest that the ludic strategies fostered a collaborative environment in which students felt comfortable expressing themselves, thus creating a participatory and communicative environment

This progress is particularly relevant as the diagnostic test did not directly assess oral or written group interaction; however, the low results in post-reading reflection indicated limited participation at that stage. Therefore, the data indicates that the ludic strategies benefited reading comprehension and contributed to the development of essential communicative skills for learning a foreign language.

4. Application of Strategies

According to this indicator, it was clear that students followed instructions correctly, applied previously learned reading strategies, and showed a noticeable improvement in identifying text structure and organization, such as heading, paragraphs and sequences. Furthermore, most students engaged in self-corrections during the activities, suggesting that ludic strategies played a significant role in supporting the application of these strategies.

In relation to the diagnostic test, the post-reading reflection and vocabulary usage highlighted areas for further improvement. Although the overall results were positive, aspects such as post-reading reflection showed the need to strengthen the autonomous application of strategies. This suggests that while these strategies were effective, there is still room for growth in encouraging students to independently apply their reading skills and strategies.

5. Motivation and Progress

Finally, in the last indicator of the observation sheet, students clearly showed motivation to read, as they maintained a positive attitude toward the tasks and demonstrated retention of vocabulary and concepts during later activities. Their enthusiasm remained steady throughout the sessions, and several even expressed interests in continuing with similar strategies in the future, which reflects a genuine engagement with the reading process.

In contrast, in the diagnostic test did not reflect consistent improvement in reading comprehension, as that specific aspect was not marked as achieved, the motivation generated by the ludic strategies appeared to positively influence students' attitudes and performance. In fact, the low results in the post-reading reflection, where 28% of students were rated as satisfactory or insufficient, contrast with the active participation and interest observed during the phase, suggesting that motivation played a key role in fostering gradual progress.

CHAPTER III: THE PRODUCT

Introduction

This chapter presents an innovative didactic proposal based on ludic strategies, designed to improve reading comprehension in A2-level students. Developed in response to the needs identified through a diagnostic test and observation sheet, the proposal offers a creative and effective alternative for fostering reading skills in classroom. It outlines the pedagogical product, its theoretical and methodological foundations, and the validation process conducted with educational specialists.

This didactic guide offers a series of engaging and interactive activities aimed at improving the reading comprehension skills of A2-level students through ludic strategies. This proposal involves creating new educational material, while also offering a different approach to teaching and learning, aiming to promote methods that engage students and foster active participation.

The activities included in the guide are designed to be dynamic, motivating, and accessible. They include games, storytelling, dramatizations, and collaborative work which, in addition to developing reading skills, aim to create a positive reading experience. The goal is to help students understand texts more effectively, enjoy the reading experience, and stay motivated to continue improving.

Proposal Name

"Play & Read: The Fun Guide to A2 Level"

Definition of the Type of Product

This proposal suggests the creation of a didactic guide aimed at improving reading comprehension among A2-level students through the use of ludic strategies. A didactic guide is a tool that offers structured designed to provide structured support to for educators by offering a clear and organized approach to teaching, incorporating specific methods, techniques and activities that encourage student engagement and learning.

Didactic guides serve as important instruments for improving educational outcomes by offering clear instructions, resources, and strategies for effective teaching (Gagné, 1985). In this context, the focus is on creating a guide that integrates ludic strategies into the reading process. According to Vygotsky (1978), learning through play or games encourages the development of cognitive and social skills in a way that traditional instructional methods might not. Ludic strategies, such as educational games, role-plays, and gamified activities, create a fun, engaging environment that motivates students while reinforcing key language skills (Gee, 2003).

In addition, ludic learning has been shown to improve student engagement and comprehension by promoting active participation and critical thinking (Bates, 2005). As Prensky (2001) points out, learning through games helps bridge the gap between formal education and real-world challenges by providing context and relevance to abstract concepts.

Based on these features, the didactic guides emerge as suitable option for this project, as it incorporates important elements to strengthen students' English skills,

particularly in reading comprehension. By fostering autonomous learning, offering meaningful instructional resources, and increasing motivation, this proposal becomes a promising alternative for enhancing English reading comprehension through ludic strategies.

Objectives of the proposal

General Objective

- To improve A2-level students' reading comprehension through a didactic guide with ludic strategies, to foster meaningful learning and student engagement.

Specific Objectives

- To create a didactic guide with ludic and interactive strategies, that help students strengthen their reading comprehension in a dynamic and enjoyable way.
- To implement ludic strategies such as games and storytelling to promote active participation and enhance students' motivation during reading tasks.
- To encourage autonomous reading through engaging tasks that support students build lasting reading habits and improving their language skills over time.

Structure of the proposal

Introduction

This didactic guide is designed to support English teachers by providing a flexible tool that can be adapted resource to different student levels. While the activities were original for A2-level learners, educators can modify the vocabulary, content, or instructions to suit the specific needs of their classrooms. The guide includes a variety of ludic activities such as games, storytelling, and dramatizations, which aim to make reading more engaging and meaningful; moreover, it seeks to enhance reading comprehension and foster a positive learning environment that motivates students and encourages active participation.

Steps to Develop Ludic Strategies for Reading Comprehension

This proposal is organized in two main parts: the first outlines the process followed in the creation of the didactic guide, while the second describes its components and structure. The purpose is to present a clear and adaptable sample that educators can use in similar contexts.

1. Measure students' Reading Comprehension Skills

A diagnostic reading comprehension test tailored for A2-level students is administered to identify their current abilities. This assessment serves as a baseline to determine specific needs and to guide the selection of appropriate ludic strategies.

2. Identify Ludic Activities to Enhance Reading Skills

Based on the of the diagnostic results, ludic strategies such as games, storytelling, role-playing, and interactive exercises are identified. The selection is guided by the specific difficulties detected and aims to address them in a meaningful and engaging way.

3. Select activities through a Documentary Review

An extensive review of academic literature, educational journals, and previous research is conducted to support the selection of ludic strategies. The most effective and relevant activities for enhancing reading comprehension are chosen bases on evidence.

4. Create the Didactic Guide

The selected activities should be organized into a structured and visually engaging didactic guide using digital tool such as Canva, Kahoot, or similar platforms. Each activity must be clearly presented, accessible to students, and practical for teachers to apply in the classroom.

5. Share and Demonstrate Activities

The guide is presented to students, followed by a demonstration session to show how the ludic activities are implemented, helping students understand the steps and motivating them to participate.

6. Implement the Activities in the Classroom

Teachers use the guide with students during classroom sessions, carrying out the activities as planned to make the reading process enjoyable and address the comprehension challenges identified.

7. Evaluate the Effectiveness of the Didactic Guide

At the end of the implementation, a post-assessment is carried out using a similar reading comprehension test. The results are compared with the initial diagnostic to observe potential improvements and reflect on the effectiveness of the proposal.

Elements of the proposal – Didactic Guide

The didactic guide is organized through lessons specifically focused on improving reading comprehension using ludic and interactive strategies. Each lesson is centered on a particular topic and include dynamic activities that encourage students to engage actively with texts.

Topic: The central content of each lesson is defined here, focusing on a specific aspect of reading comprehension.

Duration: Each lesson has an estimated time for comprehension, the duration will vary depending on the complexity of the topic and the type of activities.

Target vocabulary: This section lists the specific vocabulary that students are expected to learn in each lesson.

Lesson Objective: The lesson objective clearly defines the expected outcomes of each lesson.

Materials: The materials need for each lesson are listed here.

Lesson procedure: This describes the sequence of activities within each lesson, including the introduction of the topic. Interactive tasks, and the closure.

Assessment: The assessment is designed to evaluate students' understanding of the lesson's content.

Reading is an Adventure

PLAY & READ

The Fun Guide to
A2 Mastery



Didactic Guide to Improve Reading
Comprehension in A2 Level Students
Through Ludic Activities

INTRODUCTION

Innovative strategies to improve English language skills are important in the teaching and learning process. In this context, the use of ludic strategies to enhance reading comprehension in A2-level students offers a meaningful and creative alternative. When learners engage in games, storytelling, dramatizations, and interactive tasks, these activities foster motivation, promote a deeper understanding of texts, and help create an active, participatory, and student-centered learning environment.

This didactic guide is designed for A2-level students and is organized around 5 ludic strategies, including 20 carefully planned lessons aimed at strengthening reading comprehension in a fun and accessible way. Each activity is thoughtfully crafted to encourage active participation, spark interest, and promote reflective thinking, allowing students to engage meaningfully with texts and develop essential comprehension skills. In this context, ludic strategies are considered powerful pedagogical tools that enhance motivation and understanding, transforming the learning process into a dynamic, engaging, and effective experience.

CONTENTS OF DIDACTIC PROPOSAL

PLAY AND READ

THE FUN GUIDE TO A2 LEVEL



Get ready to:

- Act out real-life dialogues
- Invent your own stories
- Search for hidden words
- Compete in reading games
- Play and learn with digital tools

💡 In this didactic unit, you will find the following strategies and lessons:

LUDIC STRATEGY: ROLE-PLAYING GAMES (RPGs)

Step into character and bring English to life! These lessons invite students to immerse themselves in real-life scenarios through engaging dialogues and short reading scripts. Role Playing Games develop fluency, boost confidence, and deepen comprehension by encouraging active participation and authentic communication in a fun, interactive environment.

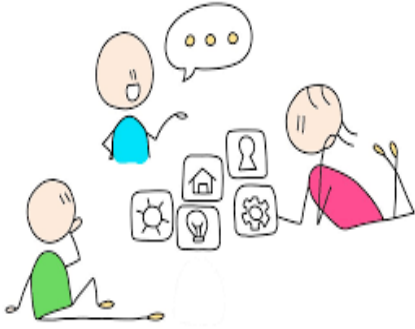
Lessons included in this section:

- ♥ **Lesson One: At the Restaurant** — Order food and handle customer interactions
- ♥ **Lesson Two: At the Supermarket** — Practice shopping and bargaining conversations
- ♥ **Lesson Three: At the Doctor** — Learn to express symptoms and give advice



- ♥ **Lesson Four: At the Clothing Store** — Talk about shopping and trying on clothes

Ludic Strategy: Story Cubes



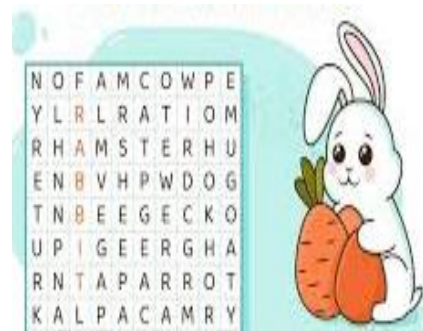
Unleash creativity and storytelling magic! These lessons encourage students to build imaginative narratives by rolling story cubes and linking images into engaging stories. Story Cubes enhance vocabulary, narrative skills, and reading comprehension while making learning playful and interactive.

Lessons included in this section:

- ♥ **Lesson One: Narrative Story** — Create original stories using story cubes prompts
- ♥ **Lesson Two: Solving a Mystery** — Develop critical thinking by building mystery tales
- ♥ **Lesson Three: A Day in the Forests** — Explore nature through imaginative storytelling
- ♥ **Lesson Four: A Funny Morning Adventure** — Craft humorous and lively morning scenarios

Ludic Strategy: Word Search and Crossword Puzzles

Boost vocabulary and spelling skills with fun word search and crossword puzzles! These lessons help students recognize key words, reinforce meanings, and improve reading comprehension through engaging, puzzle-based activities.



Lessons included in this section:

- ♥ **Lesson One: My Daily Routine** — Find and solve vocabulary related to everyday activities
- ♥ **Lesson Two: In My House** — Explore common household items with puzzles
- ♥ **Lesson Three: Animals Around Us** — Learn animal names and traits through word games
- ♥ **Lesson Four: Let's Go to the Park** — Discover outdoor vocabulary with interactive puzzles

LUDIC STRATEGY: READING RELAY RACES



Get students moving and reading fast! These lessons turn reading practice into a team race, encouraging quick comprehension and cooperation. Reading Relay Races improve fluency, speed, and understanding in a lively, motivating atmosphere.

Lessons included in this section:

- ♥ **Lesson One: My Favorite Food** — Read and share about favorite dishes
- ♥ **Lesson Two: A Day at School** — Explore daily school routines through quick readings
- ♥ **Lesson Three: At the Zoo** — Discover animals and habitats with team challenges
- ♥ **Lesson Four: The Weather Today** — Practice weather vocabulary in exciting relay games

LUDIC STRATEGY: INTERACTIVE DIGITAL GAMES

Engage students with fun, tech-based learning! These lessons use interactive digital games to develop reading skills, vocabulary, and comprehension through dynamic, multimedia activities that captivate young learners.



Lessons included in this section:

- ♥ **Lesson One: Fruits and Vegetables**
Identify and read about healthy foods through games on **Wordwall**
- ♥ **Lesson Two: Reading Description** — Practice descriptive reading with interactive tasks on **Kahoot**
- ♥ **Lesson Three: Animal Habitats** — Explore environments and animals via digital challenges on **Blooket**
- ♥ **Lesson Four: The Lost Robot** — Solve puzzles and follow stories in a tech adventure on **Liveworksheets**

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Role- Playing Games (RPGs)

Introduction: The purpose of this didactic unit is to enhance reading comprehension in A2-level students through interactive and ludic strategies, using role-playing games, students will engage in contextualized and enjoyable learning experiences. In this lesson, students will simulate a real-life situation by acting as customers and waiters in a restaurant, through dialogue cards, they will practice reading and understanding short conversations, promoting vocabulary acquisition and interaction.

LESSON ONE: AT THE RESTAURANT - ORDERING FOOD

Topic:

At the restaurant - Ordering Food

Duration:

45 minutes

Target Vocabulary:

Menu, waiter, customer, order, dish, drink, bill, please, thank you, cash, card.

Objective:

Students will be able to understand and use basic vocabulary to read and perform a simple dialogue in a restaurant context.

Materials: Computer, projector, internet, dialogue cards, menu printouts, role tags flashcards, whiteboard, markers.

Lesson Procedure

Warm – up (10 minutes)

- Show flashcards with food and restaurant-related items.
- Ask students to name the items.
- Ask “What do you usually eat at the restaurant?” (encourage oral participation).
- Show a short and simple menu on the board; read together as a class.

Pre-reading (10 minutes)

- Distribute a short-written dialogue (Customer-Waiter).
- Students read silently and underline new words.
- Teacher explains key vocabulary using visuals and examples.
- Ask comprehension questions like: “Who is ordering?”, “What are they asking for?”.

While reading / Role play (15 minutes)

- Distribute role cards (Customer / Waiter).
- In pairs, students read and rehearse the dialogue aloud.
- Students perform the role play while classmate listen and identify what was ordered.
- Rotate roles so each student practices both characters.

Post-reading (5 minutes)

Students complete a short worksheet:

- “What food was ordered?”
- “How much was it?”

Group reflection question:

- “What did you learn today?”
- “What was easy or difficult?”

Wrap-up (5 minutes)

- Review key phrases form the dialogue.
- Invite 2-3 volunteers to share the favorite phrase or line from the role-play.

Assessment

- Teacher observes participation, pronunciation, and understanding during the role-play.
- Provide feedback on pronunciation, fluency, and the use of polite expressions.

Visual Resource: Lesson One



Dialogue: Role Cards – Customer and Waiter

Customer: Hello! I would like a hamburger, please.

Waiter: Would you like something to drink?

Customer: Yes, a glass of water, please.

Waiter: Great. Anything else?

Customer: No, thank you.

Waiter: Your total is \$5.

Customer: Here you go. Thank you!

Waiter: You're welcome. Enjoy your meal!

Menu Printouts

Play & Read		
The Fun Guide to A2 Mastery		
Menu		
Starters		
	Salad	\$ 4
	Soup	\$ 3
Main Courses		
	Roasted Chicken	\$ 9
	Pasta	\$ 8
	Hamburger	\$ 7
Drinks		
	Soda	\$ 2
	Juice	\$ 2
Desserts		
	Cheesecake	\$ 4
	Ice Cream	\$ 4

Worksheet: At the Restaurant

Name: _____

Date: _____

1. What did the customer order?
 Pizza Hamburger Sandwich
2. What did the customer drink?
 Juice Soda Water
3. How much was the bill?
 \$3 \$5 \$7
4. True or False: The customer ordered dessert.
 True False

RUBRIC – LESSON ONE: AT THE RESTAURANT

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Correctly understands and answers all comprehension questions; identifies details from dialogue.	Understands most questions with minor mistakes.	Shows partial understanding; answers only some questions correctly.	Struggles to understand dialogue; incorrect or missing answers.
Vocabulary Use	Uses target vocabulary (menu, order, bill, etc.) accurately and fluently during role play.	Uses most target vocabulary with few mistakes.	Uses limited vocabulary; frequent errors affect clarity.	Rarely uses target vocabulary; communication is unclear.
Pronunciation & Fluency	Speaks clearly with natural rhythm and correct pronunciation; minimal pauses.	Pronunciation mostly correct; some pauses but meaning is clear.	Frequent pronunciation errors; hesitant delivery.	Hard to understand due to frequent mispronunciation and lack of fluency.
Participation & Interaction	Actively participates, stays in character, interacts politely, and supports peers.	Participates well; minor lapses in role or interaction.	Limited participation; minimal interaction with partner.	Little or no participation; does not engage in activity.
Attitude & Engagement	Shows enthusiasm, confidence, and respect; demonstrates enjoyment in role-play.	Positive attitude with some hesitation.	Participates reluctantly; needs encouragement.	Unmotivated; shows little interest.

Total Score: ___ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Role- Playing Games (RPGs)

Introduction: In this lesson, students will role-play a shopping experience to practice vocabulary related to food and groceries. The reading component focuses on interpreting a shopping list and understanding the different categories of items.

LESSON TWO: AT THE SUPERMARKET

Topic:

At the supermarket

Duration:

45 minutes

Target Vocabulary:

Cart, cashier, vegetables, fruits, dairy, price, receipt, aisle, bag, shelf, groceries.

Objective:

Students will be able to identify and use the vocabulary of food through a role-play activity based on a supermarket shopping list.

Materials: Computer, projector, internet, flashcards, shopping list, role tags, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show flashcards of common groceries and have students name each item.
- Ask students “What do you usually buy at the supermarket?”

Pre-reading (10 minutes)

- Distribute a short shopping list with basic sentences.
- Students read and underline unknown words.
- Discuss unfamiliar vocabulary together.

While reading / Role play (15 minutes)

- In pairs (customer and cashier), students simulate a shopping conversation.
- Use the shopping list as the reading base.
- Students read from the list and role-play asking for the items.

Post-reading (5 minutes)

Students complete a short worksheet:

- “What items did the customer buy?”
- “What is the total?”

Group reflection question:

- “What did you learn about ordering food at a restaurant?”
- “What new phrases or expressions did you learn today?”

Wrap-up (5 minutes)

- Review key phrases from the dialogue together as a class.
- Invite 2-3 volunteers to share what they ordered at a restaurant.

Assessment

- Observation checklist focusing on vocabulary use, reading accuracy and participation.
- Provide feedback on vocabulary use and reading clarity.

Visual Resource: Lesson Two

SHOPPING LIST PRINTOUT

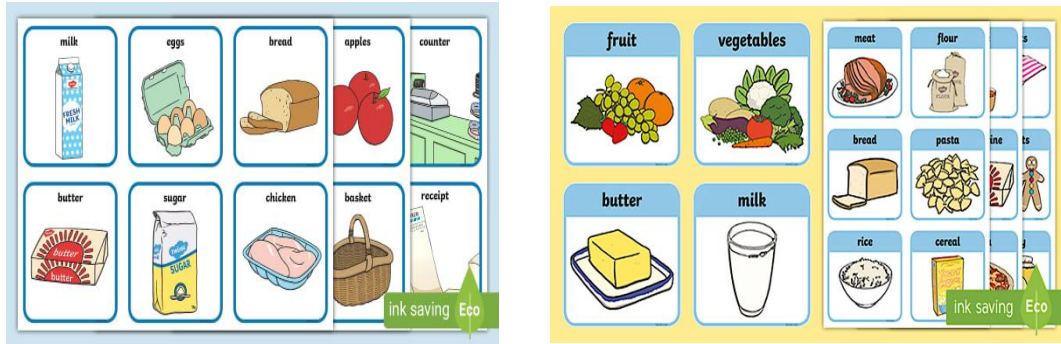
Play & Read
The Fun Guide to A2 Mastery

Shopping List

	Milk	\$2.00
	Apples	\$3.00
	Bread	\$2.50
	Eggs	\$3.50
	Cheese	\$4.00

Total \$15.00

GROCERY FLASHCARDS



Worksheet: At the Supermarket

Name: _____

Date: _____

1. Answer the following questions.

- ✓ What items did the customer buy?
- ✓ How much did everything cost?
- ✓ What was your favorite item?

How much did everything cost?

- ✓ A loaf of bread
- ✓ 1 bottle of mil
- ✓ 6 apples
- ✓ 1 dozen eggs
- ✓ 1 block of cheese

RUBRIC – LESSON TWO: AT THE SUPERMARKET

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Correctly reads and answers all worksheet	Understands most questions; minor mistakes	Partial understanding;	Struggles to understand; most answers

	questions; identifies all items and prices accurately.	in identifying items or prices.	some answers incorrect.	incorrect or missing.
Vocabulary Use	Uses target vocabulary (cart, cashier, vegetables, receipt, etc.) accurately and fluently during role play.	Uses most target vocabulary with minor mistakes.	Uses limited vocabulary; errors affect clarity.	Rarely uses target vocabulary; communication unclear.
Pronunciation & Fluency	Speaks clearly with correct pronunciation; maintains natural rhythm during role play.	Mostly correct pronunciation; occasional pauses, meaning still clear.	Frequent pronunciation errors; hesitant speech.	Difficult to understand; pronunciation and fluency poor.
Participation & Interaction	Actively participates, follows role, interacts politely with partner, and engages in the activity.	Participates well; minor lapses in role or interaction.	Limited participation; minimal interaction with partner.	Little or no participation; disengaged from activity.
Attitude & Engagement	Shows enthusiasm, confidence, and interest in activity; enjoys role play.	Positive attitude with minor hesitation.	Participates reluctantly; needs encouragement.	Unmotivated; shows little interest or effort.

Total Score: ___ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Role- Playing Games (RPGs)

Introduction: In this lesson, students will engage in a role play where they act as doctors and patients. They will read symptom descriptions and practice medical-related vocabulary to improve comprehension in a real-life scenario.

LESSON THREE: AT THE DOCTOR

Topic:

At the doctor

Duration:

45 minutes

Target Vocabulary:

Headache, fever, stomachache, medicine, appointment, symptoms, nurse, patient, doctor.

Objective:

Students will read and understand basic health-related description and role-play a medical visit.

Materials: Computer, projector, internet, symptom cards, role tags (doctor/patient), flashcards, stethoscope toy, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show flashcards with medical items (stethoscope, thermometer, band-aid, etc.).
- Ask students to name the items.
- Ask "What do you do when you feel sick?" (encourage oral participation).
- Show a short video of a simple conversation between a doctor and patient.
- Watch and discuss the key points together.

Pre-reading (10 minutes)

- Provide students with short descriptions of common symptoms (e.g., "I have a headache," "I feel dizzy").
- Read together and explain vocabulary.
- Teacher explains new vocabulary using visuals and examples.
- Teacher checks the understanding by asking students to use them in sentences.

While reading / Role play (15 minutes)

- Divide students into pairs to role-play as doctor and patient.
- Students practice a dialogue.
- Student 1 will be the doctor, and student 2 will be the patient
- After a few minutes, they switch roles and practice both parts.

Post-reading (5 minutes)

Students complete a short worksheet:

- “What symptom did the patient have?”
- “How long has the patient felt like this?”
- “What did the doctor suggest?”

Group reflection question:

- “What did you learn today?”
- “What was easy or difficult for you during the role play?”

Wrap-up (5 minutes)

- Invite a few volunteers to perform their role-play to the class.
- Encourage them to use the vocabulary and phrases from the lesson.

Assessment

- Teacher observes participation, pronunciation, and understanding during the role-play.
- Provide feedback on pronunciation, fluency, and the use of polite expressions.

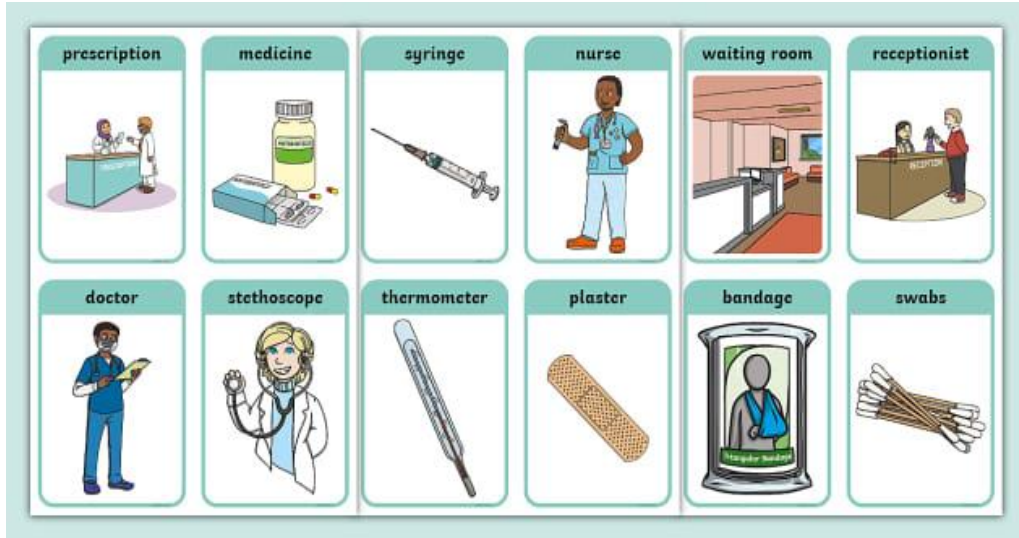
Visual Resource: Lesson Three

VIDEO OF A CONVERSATION BETWEEN A DOCTOR AND PATIENT



<https://youtu.be/12odpPDfX-g?si=ybuo7-pagON382-->

FLASHCARDS MEDICAL ITEMS



DIALOGUE: DOCTOR AND PATIENT



Patient: Hello, doctor. I don't feel well.

Doctor: Oh no! What's wrong?

Patient: I have a headache and a cough.

Doctor: How long have you felt like this?

Patient: For two days.

Doctor: Do you have a fever?

Patient: Yes, I feel hot.

Doctor: You should rest and drink lots of water. Take some medicine for the headache.

Patient: Thank you, doctor!

Doctor: You're welcome! Feel better soon!

Worksheet: At the Doctor

Name: _____

Date: _____

Read the dialogue and answer the questions below:

1. What symptoms does the patient have?

2. How long has the patient felt like this?
3. Does the patient have a fever? YES NO
4. What advice does the doctor give?
5. What medicine does the doctor recommend?

RUBRIC – LESSON THREE: AT THE DOCTOR

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Correctly answers all worksheet questions; identifies all symptoms, advice, and recommendations accurately.	Understands most questions; minor mistakes in symptoms or advice.	Partial understanding; some answers incorrect.	Struggles to understand; most answers incorrect or missing.
Vocabulary Use	Uses target vocabulary (headache, fever, medicine, patient, doctor, symptoms, etc.) accurately and fluently in role play.	Uses most target vocabulary with minor mistakes.	Uses limited vocabulary; frequent errors affect clarity.	Rarely uses target vocabulary; communication unclear.
Pronunciation & Fluency	Speaks clearly with correct pronunciation; maintains natural rhythm during role play.	Mostly correct pronunciation; occasional pauses, meaning still clear.	Frequent pronunciation errors; hesitant speech.	Difficult to understand; pronunciation and fluency poor.

Participation & Interaction	Actively participates, stays in role, interacts politely with partner, and engages fully in activity.	Participates well; minor lapses in role or interaction.	Limited participation; minimal interaction with partner.	Little or no participation; disengaged from activity.
Attitude & Engagement	Shows enthusiasm, confidence, and interest in the activity; enjoys role play.	Positive attitude with minor hesitation.	Participates reluctantly; needs encouragement.	Unmotivated; shows little interest or effort.

Total Score: ____ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Role- Playing Games (RPGs)

Introduction: In this lesson, students will role-play a shopping experience in a clothing store. They will read short dialogues and practice recognizing clothing vocabulary and common expressions used when buying clothes.

LESSON FOUR: AT THE CLOTHING STORE

Topic:

At the Clothing Store

Duration:

45 minutes

Target Vocabulary:

Shirt, pants, skirt, size, color, try on, fitting room, price, cashier.

Objective:

Students will be able to understand dialogue for buying clothes and apply them through role play.

Materials: Computer, projector, internet, dialogue cards, clothing flashcards, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show clothing flashcards (e.g., shirt, pants, dress, jacket) and ask students to name each item aloud.
- Write the names on the board and have students read them together.
- Ask: “What’s your favorite outfit?” Encourage students to answer in full sentences.
- Show a simple store display image or catalog page and ask: “Can you read and find a t-shirt?”

Pre-reading (10 minutes)

- Distribute short shopping dialogues related to buying clothes at a store. Read together and explain vocabulary.
- Read the dialogue together as a class, taking turns by roles (customer and shop assistant).
- Ask students to underline key phrases (e.g., “How much is it?”, “I’m looking for...”, “Can I try it on?”).

- Clarify unfamiliar vocabulary and encourage students to read the phrases aloud to build fluency.

While reading / Role play (15 minutes)

- Students work in pairs as customer and shop assistant
- Read the shopping dialogue script together, then perform it using proper expressions and intonation.
- After the first round, swap roles and repeat the dialogue using different clothing items from the vocabulary list.
- Encourage students to point to flashcards or pictures as they mention the clothes to reinforce reading and meaning.

Post-reading (5 minutes)

Students complete a short worksheet:

- “What item did the customer want to buy?”
- “What size and color did they ask for?”

Group reflection question:

- “What did you learn today?”
- “What was easy or difficult for you during the role play?”

Wrap-up (5 minutes)

- In a group, students share what they "bought" in the role play.
- Encourage them to use complete sentences, e.g., "I bought a red t-shirt" or "I got blue pants."

Assessment

- Students evaluate their partner's participation based on speaking clarity and vocabulary use.
- Teacher observes participation, pronunciation, and understanding during the role-play.
- Teacher checks each student's ability to use clothing-related vocabulary accurately.

Visual Resource: Lesson Four

CLOTHING FLASHCARDS / CLOTHING PRICE TAGS



DIALOGUE – AT THE CLOTHING STORE



Shop Assistant: Hello, how can I help you today?

Customer: Hi, I'm looking for a t-shirt.

Shop Assistant: What color do you prefer?

Customer: I would like a red t-shirt, please.

Shop Assistant: Sure! What size do you need?

Customer: I need a medium size.

Shop Assistant: Okay, here is a red t-shirt in size medium. It costs \$15.

Customer: Great! I'll take it. Can I try it on?

Shop Assistant: Of course! The fitting room is over there.

Customer: Thank you!

Worksheet: At the Clothing Store

Name: _____

Date: _____

- What did the customer want to buy?
 T-shirt Jacket Pants
- What color was the item?
 Red Blue Green
- What size did the customer ask for?
 Small Medium Large
- How much was the item?
 \$10 \$15 \$20
- True or False: The customer didn't try the clothes on.
 True False

RUBRIC – LESSON FOUR: AT THE CLOTHING STORE

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Correctly answers all worksheet questions; identifies item, color, size, and price accurately.	Understands most questions; minor mistakes in item, color, size, or price.	Partial understanding; some answers incorrect.	Struggles to understand; most answers incorrect or missing.
Vocabulary Use	Uses target vocabulary (shirt, pants, skirt, size, color, try on, fitting room, cashier) accurately and fluently in role play.	Uses most target vocabulary with minor mistakes.	Uses limited vocabulary; errors affect clarity.	Rarely uses target vocabulary; communication unclear.
Pronunciation & Fluency	Speaks clearly with correct pronunciation; maintains natural rhythm and intonation during role play.	Mostly correct pronunciation; occasional pauses, meaning still clear.	Frequent pronunciation errors; hesitant speech.	Difficult to understand; pronunciation and fluency poor.
Participation & Interaction	Actively participates, stays in role, interacts politely with partner, and engages fully in activity.	Participates well; minor lapses in role or interaction.	Limited participation; minimal interaction with partner.	Little or no participation; disengaged from activity.
Attitude & Engagement	Shows enthusiasm, confidence, and interest in the activity; enjoys role play.	Positive attitude with minor hesitation.	Participates reluctantly; needs encouragement.	Unmotivated; shows little interest or effort.

Total Score: ___ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Story Cubes.

Introduction: The purpose of this didactic unit is to enhance reading comprehension in A2-level students through interactive and ludic strategies, using story cubes, students will engage in contextualized and enjoyable learning experiences. In this lesson, students will create a story using story cubes. This activity will help them connect vocabulary and simple sentences structure through a fun and imaginative reading task.

LESSON ONE: NARRATIVE STORY

Topic:

Creating a narrative with story cubes.

Duration:

45 minutes

Target Vocabulary:

Morning, house, noise, window, scared, find, animal, help.

Objective:

Students will be able to read and sequence simple story events using visual prompts.

Materials: Computer, projector, internet, story cubes, worksheet, colors, flashcards, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show students a picture of a mysterious house to spark curiosity and engage them visually.
- Ask students “What do you think happened here?” Encourage creative thinking and predictions.
- Write 3-4 key vocabulary words related to the mystery or the house on the board.
- Have students form short sentences using these words, helping them connect the vocabulary with potential stories.
- Briefly read a short, mysterious sentence or passage using the words, and ask students to predict what might happen next in the story.

Pre-reading (10 minutes)

- Roll 3 Story Cubes and display the images to the class.
- Write the words associated with the images on the board.

- Ask students to predict what kind of story could be created with these words. Encourage them to think about how these elements might fit into a narrative.
- Have students read short example sentence on the board that include the vocabulary words, helping them connect the words to context.

While reading (15 minutes)

- Hand out a short story based on the images rolled from the Story Cubes.
- Ask students to read the story and underline any familiar words or vocabulary they have already learned.
- In pairs, students match the sentences from the story to a sequence of images, helping them make connections between the text and the visual context.
- Encourage students to discuss why they think certain sentences fit specific images, promoting deeper comprehension and context analysis.

Post-reading (5 minutes)

Students complete a short worksheet:

- “What was the main event in the story?”
- “Where did the story take place?”
- “What happened to the main character?”

Group reflection question:

- “What did you learn today?”
- “What was the most surprising part of the story?”
- “How did the images help you understand the story better?”

Wrap-up (5 minutes)

- Invite 2-3 students to share their own short story using different Story Cubes, encouraging them to use new vocabulary and structures learned.
- Give feedback on their storytelling skills, pronunciation, and use of vocabulary to reinforce learning.

Assessment

- Teacher observes participation, pronunciation, and comprehension during the activity.
- Students complete a worksheet where they match vocabulary to story cubes and sequence events.
- Provide feedback as needed to support language development.

Visual Resource: Lesson One

PICTURE OF MYSTERIOUS HOUSE



STORY CUBES



SHORT STORY

It was morning. A noise came from the house. I looked through the window. A cat was scared. I had to find help.

WORDS FOR FLASHCARDS

House	Dog
Window	Scared
Key	Map
Night	Noise
Mysterious	Dark

Worksheet: Narrative Story

Name: _____

Date: _____

Answer the following questions.

1. What was the main event in the story?
.....
2. Where did the story take place?
.....
3. What happened to the main character?
.....

RUBRIC – LESSON ONE: NARRATIVE STORY

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Correctly answers all worksheet questions; identifies main event, location, and character actions accurately.	Understands most questions; minor mistakes in identifying events or details.	Partial understanding; some answers incorrect or incomplete.	Struggles to understand; most answers incorrect or missing.
Vocabulary Use	Accurately uses target vocabulary (morning, house, noise, window, scared, find, animal, help) in discussion or storytelling.	Uses most target vocabulary with minor mistakes.	Uses limited vocabulary; frequent errors affect clarity.	Rarely uses target vocabulary; communication unclear.
Story Sequencing	Correctly sequences events using Story Cubes images; explains reasoning clearly.	Mostly correct sequence; minor mistakes in order.	Partial sequencing; reasoning is unclear.	Incorrect sequence; unable to explain reasoning.
Pronunciation & Fluency	Speaks clearly with correct pronunciation and natural rhythm during storytelling or discussion.	Mostly correct pronunciation; occasional pauses, meaning still clear.	Frequent pronunciation errors; hesitant speech.	Difficult to understand; pronunciation and fluency poor.
Participation & Engagement	Actively participates in discussion and storytelling; demonstrates creativity and interest.	Participates well; minor hesitation or lack of confidence.	Limited participation; reluctant to share ideas.	Minimal or no participation; shows little interest.

Total Score: ____ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Story Cubes.

Introduction: In this lesson, students will explore a short mystery by using Story Cubes to guide their reading. They will connect images to key vocabulary and sequences events to solve a simple mystery. This activity promotes reading comprehension through imagination, critical thinking, and visual storytelling.

LESSON TWO: SOLVING A MYSTERY

Topic:

Solving a mystery with story cubes.

Duration:

45 minutes

Target Vocabulary:

Detective, clue, night, door, key, open, find, lost, safe, friend.

Objective:

Students will read a short mystery stories and sequence events using visual clues and vocabulary.

Materials: Computer, projector, internet, story cubes, worksheet, flashcards, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show a creative image of a detective on magnifying glass. Ask: “What do detectives do?”
- Introduce vocabulary words and write them on the board.
- Ask students to make short sentences: “The detective found a key.”
- Read a short riddle to engage students in a mystery context.

Pre-reading (10 minutes)

- Roll 3 Story Cubes and project the images for the whole class to see.
- Elicit and introduce vocabulary related to the images; write the words on the board to support recognition.
- Display 3 short sentences using the vocabulary. Ask students to predict what could happen in a mystery story involving those elements.

While reading (15 minutes)

- Distribute a short mystery text based on the Story Cubes images.
- Students read the story silently and underline key vocabulary words.
- In small groups, they work with sentence strips to reconstruct the story in the correct sequence.
- Guide a class discussion to check the correct order and explore the story’s meaning and structure.

Post-reading (5 minutes)

Students complete a short worksheet:

- Match the questions with answers.
- Order the phrases.
- Answer questions: “Who found the footprints?”

Group reflection question:

- “What helped you understand the story?”
- “What was your favorite part?”
- “What new word did you learn?”

Wrap-up (5 minutes)

- Ask a few students to share an alternative ending to the mystery using new cubes.
- Teacher gives feedback and praise on vocabulary use and sequencing.

Assessment

- Teacher observes participation in reading and sequencing.
- Review the worksheet and sentence order activity.

Visual Resource: Lesson Two

IMAGE OF DETECTIVE ON









MAGNIFYING GLASS



STORY CUBES



MASTERY CLUES

MAGNIFYING GLASS	FOOTPRINT	DOOR	QUESTION MARK
			
CRYING FACE	TREASURE CHEST	SHADOWY FIGURE	MAP
			

SENTENCES STRIPS

"The Footprints by the Door"

- It was a quiet afternoon when Anna saw something strange.
- There were muddy footprints on the floor, leading to the back door.
- She picked up her magnifying glass and followed the trail.
- The door was open, but no one was there.
- Anna looked around carefully and saw a small note under the mat.
- It said, "Find me if you can."

Worksheet: Solving a Mystery

Name: _____

Date: _____

1. Match the word to the picture.



Footprints



Door



Magnifying glass

2. Put the events in order (1-4).

- Anna found a note under the mat.
- Anna followed the footprints.
- Anna saw muddy footprints.
- The door was open but no one was there.

3. Short answer questions

Who found the footprints?

.....

What tool did Anna use?

.....

What did the note say?

.....

4. Draw a scene from the story.

RUBRIC – LESSON TWO: SOLVING A MYSTERY

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Correctly answers all worksheet questions; identifies key events, characters, and clues accurately.	Understands most questions; minor mistakes in details or events.	Partial understanding; some answers incorrect or incomplete.	Struggles to understand; most answers incorrect or missing.
Vocabulary Use	Accurately uses target vocabulary (detective, clue, door, key,	Uses most target vocabulary with minor mistakes.	Uses limited vocabulary; frequent errors affect clarity.	Rarely uses target vocabulary; communication unclear.

	footprints, magnifying glass, etc.) in discussion or storytelling.			
Story Sequencing	Correctly sequences events using sentence strips and Story Cubes; explains reasoning clearly.	Mostly correct sequence; minor mistakes in order.	Partial sequencing; reasoning unclear.	Incorrect sequence; unable to explain reasoning.
Pronunciation & Fluency	Speaks clearly with correct pronunciation and natural rhythm during discussion or storytelling.	Mostly correct pronunciation; occasional pauses, meaning still clear.	Frequent pronunciation errors; hesitant speech.	Difficult to understand; pronunciation and fluency poor.
Participation & Creativity	Actively participates, contributes ideas, and demonstrates creativity in proposing alternative endings or story connections.	Participates well; minor hesitation or limited creativity.	Limited participation; reluctant to share ideas or suggestions.	Minimal or no participation; shows little interest or effort.

Total Score: ___ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Story Cubes.

Introduction: In this lesson, students will explore a short narrative set in a forest, using Story Cubes as visual prompts, connecting images to key vocabulary while sequencing events to understand the story and develop reading comprehension through imagination and collaboration.

LESSON THREE: A DAY IN THE FORESTS

Topic:

A day in the forests.

Duration:

45 minutes

Target Vocabulary:

Forest, walk, animal, sound, run, hide, friend, safe.

Objective:

Students will develop reading comprehension by interpreting a short narrative about a forest experience, using Story Cubes as visual support.

Materials: Computer, projector, internet, story cubes, worksheet, flashcards (forest scenes), paper, crayons, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show an image of a forest and ask: “What can you see here?” to activate prior knowledge.
- Introduce target vocabulary related to the scene and write the words on the board for visual support.
- Students use the vocabulary to create simple sentences (e.g., “The animal ran fast”) to reinforce word recognition and context.
- Read a short 2-sentence forest scene aloud (e.g., “It was quiet in the forest. Suddenly, a sound came from the trees.”) and ask students to predict what might happen next, encouraging inference and engagement with the text.

Pre-reading (10 minutes)

- Roll 3 Story Cubes and display the images.
- Ask: “*What do you think the story will be about?*” Encourage predictions based on the images.

- Write and read aloud 2 model sentences on the board using vocabulary from the cubes.
- Tell students: “We are going to read a short text. Let’s use these images to help us understand what might happen.”

While reading (15 minutes)

- Hand out the short story “*The Lost Map*”
- Students read the story individually and highlight known words.
- In pairs, students draw three scenes from the story that represent the beginning, middle, and end.
- After drawing, students act out the scenes with their partner, using key phrases or sentences from the story.
- Share drawings with the class and briefly explain the story in their own words, focusing on vocabulary and sequencing.

Post-reading (5 minutes)

Students complete a short worksheet:

- “Where was the story?”
- “What happened in the forest?”
- “How did the story end?”

Group reflection question:

- “Was the forest safe or dangerous?”
- “How did the images help you understand the story?”
- “What would you do in that situation?”

Wrap-up (5 minutes)

- Ask students to create one sentence using a new Story Cube image.
- Teacher gives feedback on pronunciation and creativity.

Assessment

- Teacher observes participation and collaboration.
- Evaluate drawings and answers for comprehension and vocabulary use.

Visual Resource: Lesson Three

IMAGE OF A FOREST

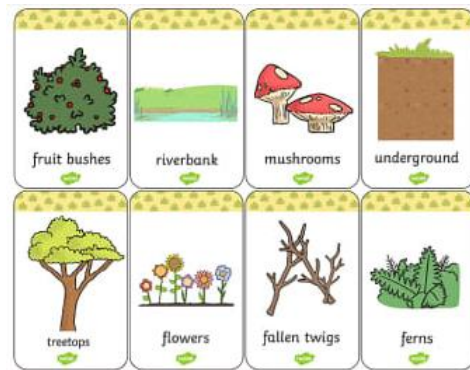


STORY CUBES



WORDS FOR FLASHCARDS

FOREST WALK
ANIMAL SOUND
RUN HIDE
FRIEND SAFE



SHORT STORY

"The Lost Map"

One day, Anna went to the forest with her dog.
She had a map in her backpack.
Suddenly, the wind blew the map away!
Anna followed a bird to find it.
Then, she saw a cave with something shiny inside.
It was her map... and a golden key!
She smiled. Her adventure was just beginning.

Worksheet: A Day in the Forest

Name: _____

Date: _____

1. Where was the story?

.....

2. “What happened in the forest?”

.....

3. “How did the story end?”

.....

4. Was the place safe or dangerous?

Safe Dangerous

5. Draw your favorite part:

RUBRIC – LESSON THREE: A DAY IN THE FOREST

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Accurately answers all worksheet questions; demonstrates full understanding of story events, setting, and ending.	Answers most questions correctly; shows general understanding.	Answers some questions correctly; partial understanding of the story.	Answers few questions; shows little or no understanding of the story.
Vocabulary Use	Consistently uses target words (forest, animal, sound, run, hide, friend, safe, etc.) correctly in speaking/writing.	Uses most vocabulary with minor mistakes.	Limited use of vocabulary; frequent errors.	Rarely uses vocabulary; little connection to story.
Sequencing & Representation	Drawings clearly show beginning, middle, and end; explains sequence logically.	Drawings mostly reflect sequence; minor gaps in explanation.	Partial sequencing; drawings unclear or incomplete.	Sequence missing or drawings do not reflect story.
Creativity & Expression	Adds original ideas when drawing, acting, or retelling;	Shows some creativity; retelling	Minimal creativity; relies heavily	Little or no creativity; minimal effort shown.

	demonstrates imagination and engagement.	mostly follows the text.	on teacher guidance.	
Participation & Collaboration	Actively works with partner, shares ideas, and engages in class discussion.	Participates well with minor teacher support.	Limited participation; reluctant to collaborate.	Rarely participates; shows little interest.

Total Score: ___ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Story Cubes.

Introduction: In this lesson, students will explore a humorous short narrative about a chaotic morning, using Story Cubes as visual prompts. They will connect images to key vocabulary and sequence events to understand the story, enhancing their reading comprehension through imagination and peer interaction.

LESSON FOUR: A FUNNY MORNING ADVENTURE

Topic:

A funny morning adventures.

Duration:

45 minutes

Target Vocabulary:

Breakfast, socks, late, fall, laugh, door, school, friend

Objective:

Students will read and understand a humorous narrative by identifying key events and vocabulary with Story Cubes.

Materials: Computer, projector, internet, story cubes, worksheet, flashcards (forest scenes), paper, crayons, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show a cartoon of a student having a messy morning.
- Ask students: “What do you do every morning?” “What can go wrong?”
- Introduce vocabulary and ask students to form sentences: “He fell down.” “She laughed a lot.”
- Read a funny 2-sentence scene and ask: “What could happen next?”

Pre-reading (10 minutes)

- Roll 3 Story Cubes and show images.
- Predict a funny story using the images.
- Read example sentences on the board and match them to the cube pictures.

While reading (15 minutes)

- Give students a short, funny story.

- They read it and fill in missing words using cube images as clues.
- Then, in pairs, they act out a short scene from the story.

Post-reading (5 minutes)

Students complete a short worksheet:

- “What happened first?”
- “Why did the character laugh?”
- “Where did the story end?”

Group reflection question:

- “What made the story funny?”
- “Did the pictures help you guess the meaning?”
- “What part did you like most?”

Wrap-up (5 minutes)

- Ask a few students to change one part of the story using a different cube and share.
- Teacher gives positive feedback highlight creative vocabulary use.

Assessment

- Teacher observes participation and acting.
- Worksheet accuracy and informal feedback during the wrap up.

Visual Resource: Lesson Four

CARTOON IMAGE




STORY CUBES




WORDS FOR FLASHCARDS


Breakfast

 *The first meal of the day.*


Socks

 *Clothes you wear on your feet.*


Late

 *Not on time.*


Fall

 *To drop down by accident.*


Laugh

 *To make a happy sound when something is funny.*


Door

 *You open and close it to enter a room.*

School

 *A place where you learn.*

Friend

 *A person you like and spend time with.*

SHORT STORY

A Funny Morning Adventure

Tom woke up late.
He jumped out of bed and put on two different socks!
He ran to the kitchen, but his breakfast fell on the floor.
“Oh no!” he shouted.
Then, he grabbed his backpack and ran to the door...
but he tripped and fell again!
Outside, his friend Anna was waiting.
She saw Tom and started to laugh.
“You look funny!” she said.
Tom laughed too.
They went to school together, happy and late!

Worksheet: A Funny Morning Adventure

Name: _____

Date: _____

1. Why was Tom in a hurry?

2. What happened to his breakfast?

3. Who laughed at Tom?

4. Where did Tom and Anna go?

5. Draw your favorite part of the story:

RUBRIC – LESSON FOUR: A FUNNY MORNING ADVENTURE

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Accurately answers all worksheet questions; fully understands the sequence and humor of the story.	Answers most questions correctly; shows general understanding.	Answers some questions; partial understanding of events.	Answers few or none; little comprehension shown.
Vocabulary Use	Consistently uses target words (breakfast, socks, late, laugh, fall, etc.) correctly in sentences/acting.	Uses most vocabulary with minor mistakes.	Limited vocabulary use; frequent errors.	Rarely uses vocabulary; unrelated to story.
Sequencing & Humor Recognition	Correctly identifies beginning, middle, and end; clearly explains the funny parts.	Identifies most events in order; recognizes humor with some guidance.	Partial sequencing; little recognition of humor.	No sequence or misunderstanding of the funny context.

Creativity & Expression	Adds original/funny twists when retelling or acting; demonstrates imagination and enthusiasm.	Shows some creativity; acts or retells with few additions.	Minimal creativity; relies heavily on teacher's prompts.	Little or no creativity; minimal effort.
Participation & Collaboration	Actively engages in pair work, acting, and discussion; collaborates effectively.	Participates well with small teacher support.	Limited participation; hesitant to collaborate.	Rarely participates; shows little interest.

Total Score: ___ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Word Search and Crossword Puzzles.

Introduction: The purpose of this didactic unit is to enhance reading comprehension in A2-level students through interactive and ludic strategies, using word search and crossword puzzles, students will engage in contextualized and enjoyable learning experiences. These games offer meaningful exposure to language structures and provide contextual reading practice in an engaging and interactive way. In this lesson, students will strengthen their reading skills by identifying key vocabulary, understand short texts, and improve spelling and word recognition.

LESSON ONE: MY DAILY ROUTINE

Topic:

My daily routine.

Duration:

45 minutes

Target Vocabulary: (verbs for routines)

Get up, wake up, brush, eat, do, make, sleep, play, read, comb, have, take, watch, get, write, listen.

Objective:

Students will read a short paragraph about daily routines and identify key vocabulary using a word search puzzle.

Materials: Computer, projector, internet, printed word search, short paragraph, worksheet, flashcards, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show a picture of a daily routine and have students watch a short video about a typical morning.
- Ask: “What do you do every morning?”
- Introduce target vocabulary, using the computer and projector to present flashcards.
- Students form sentences like “I brush my teeth at 7 o’clock”

Pre-reading (10 minutes)

- Read a short paragraph. “Lucy wakes up at 7. She brushes her teeth and eats breakfast”.
- Ask comprehension question:

“What time does Anna wake up?”

“What does she do after waking up?”

- Underline target vocabulary in the paragraph (e.g., *wakes up, brushes, breakfast*), which students will later search for in the word puzzle.

While reading (15 minutes)

- Hand out the word search puzzle.
- Students look for the target words from the paragraph.
- Then, students re-read the paragraph and circle the vocabulary words used in context.
- Finally, students match each word with a simple definition provided in a column or list.

Post-reading (5 minutes)

Students complete a short worksheet:

- “What time does she eat breakfast?”
- “Which words did you find in the puzzle?”
- Students complete extra fun activities.

Group reflection question:

- “What did you learn today?”
- “What part of Lucy’s routine is similar to yours?”
- “How did the pictures and paragraph help you understand the vocabulary?”

Wrap-up (5 minutes)

- Ask to students “What do you do first every day?”
- Invite 2-3 students to share their daily routine using the new vocabulary.
- Encourage full sentences and give feedback to reinforce correct vocabulary and sentence structure.

Assessment

- Teacher checks:
Completed word search puzzle
Accuracy in comprehension questions
Oral use of vocabulary during wrap-up.

Visual Resource: Lesson One

DAILY ROUTINE PICTURE



LINK VIDEO

<https://youtu.be/819gVNeP1Ko>



FLASHCARDS



WORD SEARCH PUZZLE

Crossword Puzzle

Clues:

Across

1. You do this with your teeth every morning (5 letters) → **Brush**

2. The first meal of the day (9 letters) → **Breakfast**

Down

1. You put these on your feet (5 letters) → **Socks**

4. The place you go to study (6 letters) → **School**

B	R	U	S	H	A	B	C	F	G
R	E	A	T	S	C	H	O	O	L
E	A	T	D	E	F	G	H	I	J
A	B	R	E	A	K	F	A	S	T
K	L	M	N	O	P	S	O	C	K
E	Q	R	S	T	E	E	T	H	U
W	A	K	E	V	W	X	Y	Z	A

SHORT PARAGRAPH – Lucy’s Day Adventure



Lucy wakes up at 7 o'clock. She brushes her teeth and eats breakfast. After that, she gets dressed, puts on her socks, and grabs her school bag. At 8 o'clock, she leaves the house and walks to school. She arrives at school and meets her friend. They go to class together. After school, Lucy walks back home. She takes off her shoes, eats a snack, and relaxes before doing her homework."

Worksheet: Daily Routine

Name: _____

Date: _____

Read the short paragraph and answer the following questions:

1. What time does Anna wake up?

6 o'clock

7 o'clock

8 o'clock

2. Color the activities Lucy does in the story.



Wake up at 7 o'clock



Eat breakfast



Put on socks



Go to school



Study with a friend



Go home

3. Match the correct meaning.

Wake up

a small meal or food you eat between meals.

Brush teeth

get out of bed.

Go to school

clean with a toothbrush.

Snack

where you learn.

4. Write true or false

Lucy wakes up at 6 o'clock

Lucy eats lunch at school

Lucy meets her friends at the school gate

5. Write a short paragraph about your daily routine.

RUBRIC – LESSON ONE: MY DAILY ROUTINE

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Answers all comprehension questions accurately; demonstrates full understanding of Lucy’s routine.	Answers most questions correctly; shows general understanding.	Answers some questions; limited comprehension of the text.	Answers few or none; shows little understanding of the text.
Vocabulary Recognition	Finds and correctly identifies all target words in the word search and paragraph.	Identifies most vocabulary words with minor mistakes.	Identifies some words but misses several key terms.	Struggles to find or recognize target words.
Application of Vocabulary	Uses new routine words accurately in oral sentences and written paragraph.	Uses most words correctly with minor errors.	Limited use of target words; frequent mistakes.	Rarely uses target words or uses unrelated vocabulary.
Sentence Construction	Writes a short paragraph about daily routine with clear structure, correct vocabulary, and complete sentences.	Writes a short paragraph with some errors, but meaning is clear.	Writes incomplete sentences or uses little vocabulary.	Unable to write sentences about daily routine.
Participation & Engagement	Actively engages in reading, puzzle, discussion, and wrap-up; collaborates effectively.	Participates well with little teacher support.	Limited participation; requires frequent prompting.	Rarely participates; shows little effort.

Total score: ____ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Word Search and Crossword Puzzles.

Introduction: In this lesson, students will strengthen their reading skills by exploring a short text about a house. They will identify key vocabulary related to rooms and furniture, improve spelling and word recognition, and reinforce understanding through a fun and engaging crossword puzzle.

LESSON TWO: IN MY HOUSE

Topic:

In my house.

Duration:

45 minutes

Target Vocabulary:

Kitchen, bathroom, bedroom, living room, sofa, table, bed, shower.

Objective:

Students will read and understand a short description of a house and identify key vocabulary through a crossword puzzle. They will also develop spelling and word recognition skills by connecting words with visual and physical representations.

Materials: Computer, projector, internet, house model, crossword puzzle, short text, flashcards, worksheet, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show a 3D house model and name each room aloud.
- Ask to students: “What do you see?” “Where do you sleep?”
- Presents flashcards with room names and furniture.
- Students guess and match the words to the correct room in the model.

Pre-reading (10 minutes)

- Read a short paragraph. “In my house”
- Ask comprehension question:
“Where do you eat”

“Where is the shower?”

“What room has a sofa?”

“Where do you sleep?”

- Underline target vocabulary in the paragraph.

While reading (15 minutes)

- Hand out the crossword puzzle.
- Read clues aloud and guide students to use the text and model for answers.
- Students match images to vocabulary words before completing the puzzle.
- Encourage peer discussion: “Where is the table?” “What do you do in the bathroom?”

Post-reading (5 minutes)

Students complete a short worksheet:

- Students underline the target words in the text.
- “Where is the sofa?”
- “What do you find in the bathroom?”
- Students complete extra fun activities.

Group reflection question:

- “What did you learn today?”
- “What do you think about the house model?”
- “Which room is your favorite and why?”

Wrap-up (5 minutes)

- Invite students to point to that room in the house model and say one thing they remember.
- Play “Memory Ball”: I toss a soft ball to a student and ask: “What room do you remember and what’s in it?”

Assessment

- Observe student participation in all tasks.
- Check accuracy in crossword completion and comprehension questions.

Visual Resource: Lesson Two

MODEL OF THE HOUSE



FLASHCARDS



SHORT PARAGRAPH

In My House

My house has four rooms. There is a kitchen, a bedroom, a bathroom, and a living room.

In the kitchen, I eat with my family. There is a big table and four chairs. My mom cooks delicious food there.

In the bedroom, I sleep in my bed. I also read books and play with my toys.

The bathroom has a shower, a sink, and a toilet. I brush my teeth and take a shower every morning.

In the living room, there is a big sofa and a small table. We watch TV and talk together in the evenings. I love my house because it is cozy and full of happy moments.

WORD SEARCH PUZZLE

Crossword Puzzle

Across

1. The place where you eat with your family. (6 letters)
2. The place where you sleep and stores your things. (9 letters)
3. The place where you wash and takes a shower. (9 letters)
4. The place where you relax and watches TV. (12 letters)

Down

1. A piece of furniture where you sit in the living room. (4 letters)
2. The place where you cook food. (7 letters)
3. The piece of furniture you sleep on. (3 letters)
4. The room where you brush your teeth and takes a shower. (9 letters)

B	K	G	S	H	A	B	C	F	B
R	E	I	T	S	C	U	I	O	E
B	A	T	H	R	O	O	M	I	D
A	S	R	E	C	K	R	A	S	T
K	O	M	N	O	H	S	O	C	K
E	F	R	S	N	E	E	T	H	U
W	A	K	I	V	W	X	N	Z	A
S	Q	V	E	D	R	U	R	M	H
Y	I	B	E	D	R	O	O	M	L
L	V	M	O	O	R	H	T	A	B

Worksheet: In My House

Name: _____

Date: _____

✓ **Choose the correct answer:**

1. Where do you sleep?

Kitchen Bathroom Bedroom


2. Where is the sofa?

Living room Bedroom Kitchen


3. What do you find in the bathroom?

Table Shower Bed

✓ **Color the things you read in the story:**

 Bed

 Shower

 Table

 Sofa

 Door

 Apple

✓ **Write 2 sentences about your house:**

.....
.....

✓ **Answer True or False**

1. The house has four rooms.
2. The bed is in the bathroom.
3. The family eats in the kitchen.
4. There is a sofa in the living room.
5. The shower is in the bedroom.

RUBRIC – LESSON TWO: IN MY HOUSE

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Answers all questions correctly; demonstrates full	Answers most questions correctly; shows general comprehension.	Answers some questions; limited understanding of the text.	Answers few or none; little to no comprehension.

	understanding of the short text about the house.			
Vocabulary Recognition	Identifies all target words (rooms and furniture) in the text, crossword, and flashcards.	Identifies most target vocabulary with minor mistakes.	Identifies some words but misses several key terms.	Struggles to recognize or recall vocabulary.
Application of Vocabulary	Uses target words accurately when describing rooms and objects in oral/written tasks.	Uses most vocabulary correctly with some errors.	Uses a few words; frequent errors in context.	Rarely uses target vocabulary or uses unrelated terms.
Sentence Construction	Writes two clear sentences about their house with correct vocabulary and structure.	Writes two sentences with minor mistakes, meaning is clear.	Writes incomplete or one correct sentence with limited vocabulary.	Unable to write sentences about their house.
Participation & Engagement	Actively participates in model activity, crossword, and wrap-up game (“Memory Ball”).	Participates well but needs small support.	Limited participation; requires frequent prompting.	Rarely participates or shows little effort.

Total Score: ____ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Word Search and Crossword Puzzles.

Introduction: In this lesson, students will strengthen their reading skills by exploring a short and engaging story about animals. They will be identifying key animals' vocabulary, improve word recognition, and reinforce reading comprehension by completing a word search puzzle.

LESSON THREE: ANIMALS AROUND US

Topic:

Animals around us.

Duration:

45 minutes

Target Vocabulary:

Cat, dog, bird, horse, fish, sheep, duck, cow, donkey, rooster, chicken, rabbit, pigeon.

Objective:

Students will improve reading comprehension by identifying animal names in a short story and finding them in a word each, reinforcing vocabulary and attention to detail.

Materials: Computer, projector, internet, short animated video, story printout, word search puzzle, animal flashcards, worksheet, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Play short video: “Farm Animal Sounds for kids”
- Show pictures of animals and ask: “What animals do you know?”
- Introduce target vocabulary with images.
- Ask students to make short sentences:
“The cow is big.” “The duck swims.”
- Ask students “What is your favorite animal?”

Pre-reading (10 minutes)

- Read Aloud a short story
- Ask: “What animals are in the story?”
- Highlight the vocabulary words that appear in the word search.

While reading (15 minutes)

- Give students a word search puzzle with the target animal names.
- Ask them to find and circle each word as they hear it again in the story.
- Re-read the story aloud and students check off animals mentioned.
- Hand out a worksheet where they color animals they read about.

Post-reading (5 minutes)

Students complete a short worksheet:

- Students underline the target words in the text.
- Underline animals in the text.
- “Which animal lives on a farm?”
- “What sound does a cow make?”
- Draw or color their favorite animal.

Group reflection question:

- “What did you learn today?”
- “Which animal do you like the most and why?”
- “Did the video help you understand the story?”

Wrap-up (5 minutes)

- Let students act out animal sounds or movements.
- Play a quick flashcard quiz: “What animal is this?”
- Give feedback and celebrate participation.

Assessment

- Check the completed word search and worksheet.
- Observe participation and oral responses during reading and wrap-up.

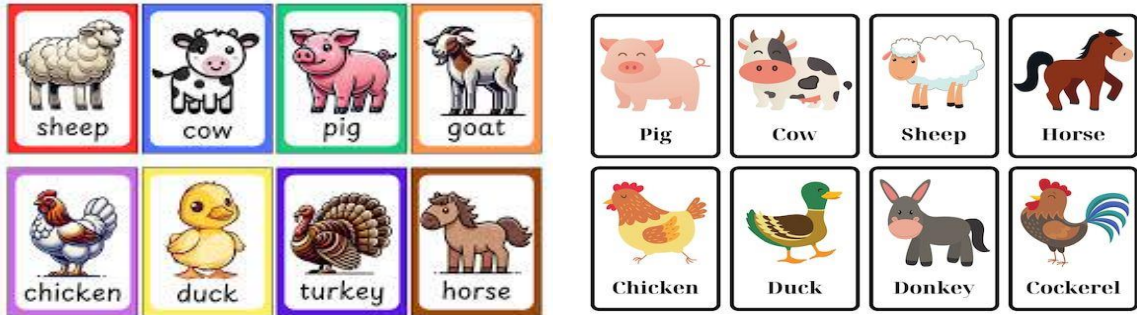
Visual Resource: Lesson Three

FARM ANIMAL VIDEO



[https://www.youtube.com/watch?v= 6HzoUcx3eo](https://www.youtube.com/watch?v=6HzoUcx3eo)

FLASHCARDS



SHORT STORY



A Day on the Farm On a sunny farm, there were many animals. The cow mooed loudly as it ate grass in the field. The sheep ran happily in the green meadow, while the ducks swam in the pond, making splashing sounds. A bird flew high above the farm, singing a cheerful song. Near the barn, the horse trotted slowly, while the dog barked excitedly, wagging its tail. The fish swam peacefully in the little pond, and all the animals seemed to enjoy the beautiful sunny day.

WORD SEARCH PUZZLE

Crossword Puzzle

Instructions: Find the following animal words in the grid. Words can go in any direction: horizontally, vertically, or diagonally.

Animal words:

cat, dog, bird, cow, horse, fish, sheep, duck

C	O	W	A	H	O	R	S
A	D	T	C	N	B	I	F
T	B	D	O	G	O	D	S
B	H	R	W	C	K	R	H
I	O	O	N	O	H	S	E
R	F	I	S	H	E	E	E
D	U	C	K	S	W	X	P

Worksheet: Animals Around Us

Name: _____

Date: _____

1. Write the animals that you learn.

2. Answer these questions:

Where do you see cows?

What sound does a cow make?

Which animal swims in the water?

What color is a sheep?

3. Fill in the blanks using the animal words from the list:

- The _____ flies in the sky.
- The _____ gives us milk.
- The _____ swims in the pond.
- The _____ eat carrots
- The _____ says “miau”

4. Answer the following questions.

Which animal from the story would you like to have as a pet, and why?

How do the animals help people on a farm?

What part of the story was your favorite and why?

RUBRIC – LESSON THREE: ANIMALS AROUND US

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
	Answers all questions correctly;	Answers most questions correctly; shows	Answers some questions; limited	Answers few or none; little to no comprehension.

Reading Comprehension	demonstrates full understanding of the short story about animals.	general comprehension.	understanding of the story.	
Vocabulary Recognition	Identifies all target animal words in the story, word search, and flashcards.	Identifies most target vocabulary with minor mistakes.	Identifies some words but misses several key animals.	Struggles to recognize or recall vocabulary.
Application of Vocabulary	Uses target words accurately in sentences and oral responses about animals.	Uses most vocabulary correctly with some errors.	Uses a few words; frequent errors in context.	Rarely uses target vocabulary or uses unrelated terms.
Worksheet Completion	Completes all activities accurately: coloring, underlining, fill-in-the-blanks, and questions.	Completes most activities with minor mistakes.	Completes some activities; several mistakes.	Completes few or none; many mistakes.
Participation & Engagement	Actively participates in video, reading, word search, and wrap-up games; enthusiastic.	Participates well but needs minor prompting.	Limited participation; requires frequent prompting.	Rarely participates or shows little effort.

Total Score: ___ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Word Search and Crossword Puzzles.

Introduction: In this lesson, students will improve their reading comprehension by exploring a short park description. They will practice key vocabulary like swing, slide, and tree, and reinforce their learning through a crossword puzzle.

LESSON FOUR: LET'S GO TO THE PARK

Topic:

Let's go to the park.

Duration:

45 minutes

Target Vocabulary:

Swing, slide, tree, grass, ball, sun, bench, run.

Objective:

Students will read and visualize a park description, identifying key vocabulary, and reinforce their understanding through a crossword puzzle.

Materials: Computer, projector, internet, crossword puzzle, park text, flashcards, colored images, worksheet, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show an image of a park. Ask: “What do you do at the park?”
- Introduce key vocabulary: Show pictures and ask students to match them with the correct word (swing, slide, etc.).
- Sentence formation: Have students use the words in sentences, for example: “I play on the slide,” or “I sit on the bench.”

Pre-reading (10 minutes)

- Read Aloud a short story.
- Ask students to answer simple questions to check understanding, such as:
“Where do the children play?”
“What is next to the bench?”
“What is the weather like?”

- Identify key vocabulary: Highlight words in the text (e.g., swing, tree, grass, etc.) for the students to focus on during the activity.

While reading (15 minutes)

- Give students a word search puzzle.
- Students solve the crossword puzzle with clues from the text.
- Re-read the text: After the crossword activity, read the passage again and ask students to match the words to the images.
- Visual comprehension check: Ask students to point to the image that matches the vocabulary from the reading.

Post-reading (5 minutes)

Students complete a short worksheet:

- “Where do children play?”
- “What’s next to the tree?”
- “What do the children do on the grass?”

Group reflection question:

- “What did you learn today?”
- “What is your favorite part in a park?”

Wrap-up (5 minutes)

- Have students draw a mini park scene and label at least three things (e.g., tree, swing, bench).
- Once completed, students will share their drawings with a partner and describe their park using the target vocabulary.
- Give feedback and celebrate participation.

Assessment

- Teacher reviews the completed crossword puzzle for vocabulary comprehension.
- Teacher checks students' drawings and labels to ensure understanding of the key vocabulary.

Visual Resource: Lesson Four

PARK IMAGE



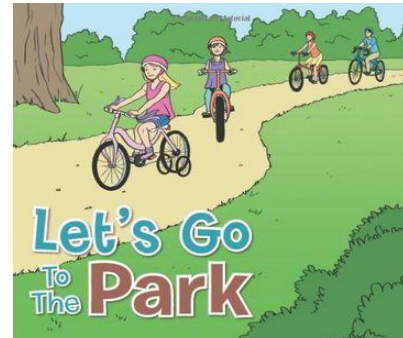
FLASHCARDS



SHORT TEXT

Let's Go to the Park!"

The park is a fun place to play. There is a big tree in the middle. Children love to play on the swing and slide. Some children are running on the grass and kicking a ball. The sun is shining brightly. There is a bench near the tree, where people can sit and relax. The park is a great place to have fun!



WORD SEARCH PUZZLE

Crossword Puzzle

Across:

1. You sit on it in the park. (5 letters)
2. You play with it at the park. (3 letters)
3. This is where you can find children playing. (4 letters)

Down:

2. It is shining brightly in the sky. (3 letters)
4. Children love to play on it. (5 letters)
6. A tree grows here, and you can rest on it. (5 letters)
7. It's green and soft; children run on it. (5 letters)

D	O	B	A	L	L	R	S
G	C	E	S	N	B	I	F
H	S	N	G	G	O	D	S
J	W	C	K	P	K	R	L
K	I	H	G	R	S	S	I
L	N	H	Y	R	E	E	D
D	G	G	R	A	S	S	E
K	F	H	S	U	N	L	O

Worksheet: Let's Go to the Park

Name: _____

Date: _____

1. Answer the following questions:

- * What do the children play on?
- * What is bright in the sky?
- * What do the children run on?
- * What do the children play with?
- * Where can you sit in the park?

2. Circle the correct word.

- The children run on the ___ (bench / grass).
- The sun is ___ (bright / dark).
- The children play with a ___ (ball / tree).
- They sit on the ___ (bench / swing).

3. Draw and label your favorite park activity.

4. Reflection question: What is your favorite thing to do in the park? Why?

RUBRIC – LESSON FOUR: LET'S GO TO THE PARK

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Answers all questions correctly; demonstrates full understanding of the park text.	Answers most questions correctly; shows general comprehension.	Answers some questions; limited understanding of the text.	Answers few or none; little to no comprehension.
Vocabulary Recognition	Identifies all target words (swing, slide, tree, grass, ball, sun, bench, run) in the text, word search, and flashcards.	Identifies most target vocabulary with minor mistakes.	Identifies some words but misses several key terms.	Struggles to recognize or recall vocabulary.
Application of Vocabulary	Uses target words accurately in sentences, oral responses, and labeling drawings.	Uses most vocabulary correctly with some errors.	Uses a few words; frequent errors in context.	Rarely uses target vocabulary or uses unrelated terms.
Worksheet & Crossword Completion	Completes all activities accurately: crossword, word search, labeling, and questions.	Completes most activities with minor mistakes.	Completes some activities; several mistakes.	Completes few or none; many mistakes.
Participation & Engagement	Actively participates in warm-up, reading, puzzle activities, drawing, and discussion; enthusiastic.	Participates well but needs minor prompting.	Limited participation; requires frequent prompting.	Rarely participates or shows little effort.

Total Score: ___ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Reading Relay Races.

Introduction: The purpose of this didactic unit is to enhance reading comprehension in A2-level students through interactive and ludic strategies, using reading relay races, which provides dynamic and cooperative activities that offer meaningful exposure to vocabulary and reading structures while fostering teamwork and active participation, and enjoyable learning experiences. In this lesson, students will strengthen their reading fluency, improve comprehension of short texts, and develop vocabulary recall in a fun and motivating environment.

LESSON ONE: MY FAVORITE FOOD

Topic:

My favorite food.

Duration:

45 minutes

Target Vocabulary:

Pizza, rice, chicken, salad, fruits, vegetables, milk, salad, juice, soda, fish, soup, spaghetti.

Objective:

Students will read short sentences about food and complete a matching activity using the information gathered during reading relay races.

Materials: Computer, projector, internet, printed sentences strips, food flashcards, worksheet, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Star the lesson by presenting the video “What is your favorite food?”
- Show flashcards of different foods and ask: “*What do you like to eat?*” Encourage full-sentence responses.
- Introduce key vocabulary from the video and flashcards, model pronunciation, and have students repeat.
- Show flashcards of different foods and ask students.
- Write three example sentences on the board (e.g., “*I like pizza,*” “*Milk is white,*” “*Bananas are yellow*”) and read them aloud together.

Pre-reading (10 minutes)

- Divide the class into 3–4 teams.

- Explain the Reading Relay Race: one student at a time from each team will run to a table, read a sentence strip about food, and return to report or write the sentence for their team.
- Emphasize teamwork, turn-taking, and careful reading.
- Model the activity by demonstrating how to run, read a sentence aloud (e.g., “Apples are red”), and return to share it with the team.
- Ensure students understand the rules and encourage them to help each other remember the sentences.

While reading (15 minutes)

- Begin the Reading Relay Race. Each student takes turns running to read one sentence about food and returns to match it with the correct food image on their team’s worksheet.
- Once all sentences have been collected and matched, teams collaborate to reassemble the full paragraph by putting the sentences in logical order.
- Read the completed paragraph aloud as a class.
- Underline key food vocabulary together and briefly review pronunciation and meaning.

Post-reading (5 minutes)

Students complete a short worksheet:

- “What was the character’s favorite food?”
- “What did the character drink?”
- Students complete an extra matching or coloring activity related to food vocabulary.

Group reflection question:

- “What new food words did you learn today?”
- “What food do you like that was in the paragraph?”
- “How did the pictures and sentences help you understand the story?”

Wrap-up (5 minutes)

- Each group draws their favorite meal, using at least three words from the reading.
- Groups present their drawings and describe their meal to the class using the target vocabulary.

Assessment

- Teacher reviews the completed paragraph and worksheet for accuracy and understanding.

- Provide feedback on students' use of vocabulary and sentence structure.

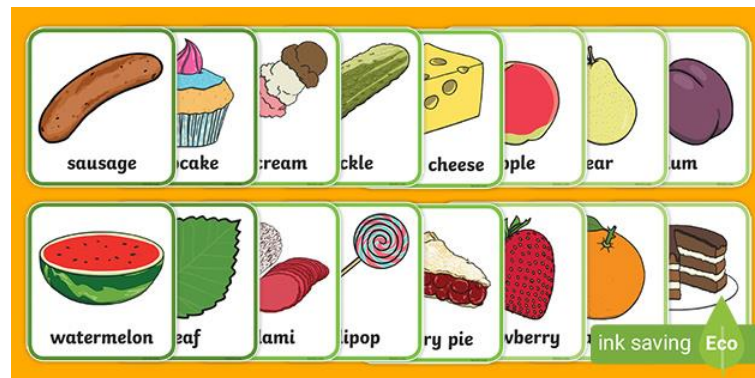
Visual Resource: Lesson One

VIDEO LINK























<https://youtu.be/RGcjh7oPtz4>

FLASHCARDS



SENTENCES STRIPS

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">  I like pizza.  Milk is white.  I love sandwiches.  I drink water every day.  I like chocolate cake.  Cheese is yellow and tasty.  Tomatoes are red.  Lemons are sour.  Corn is yellow.  Watermelons are big and juicy. | <ul style="list-style-type: none">  Bananas are yellow.  Apples are red.  Oranges are orange.  Carrots are orange.  Eggs are white.  I eat rice with vegetables.  I eat breakfast at 7 AM.  Grapes are purple.  Bread is soft.  Chicken is my favorite food. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Worksheet: My Favorite Food

Name: _____

Date: _____

1. Match the sentences with the correct picture of food.

- Is round and cheesy
- Is important to drink every day
- They are purple
- Is yellow and tasty
- They are big and juicy



2. Answer the following questions: Write and draw the answer.

- *What was the character's favorite food?
- *What color are watermelons, apples and pineapples?
- *What do you drink every day?
- *What food is round and cheesy?
- *What did you learn today?

3. Read the sentences and write "True" or "False."

- Pizza is square. (_____)
- Bananas are green. (_____)
- Milk is white. (_____)
- Water is a fruit. (_____)
- Sandwiches are made with bread. (_____)

4. Draw your favorite meal and write a sentence about it.

RUBRIC – LESSON ONE: MY FAVORITE FOOD

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Answers all questions correctly; demonstrates full understanding of the sentences about food.	Answers most questions correctly; shows general comprehension.	Answers some questions; limited understanding of the text.	Answers few or none; little to no comprehension.
Vocabulary Recognition	Identifies all target food words in the sentences, flashcards, and matching activities.	Identifies most target vocabulary with minor mistakes.	Identifies some words but misses several key foods.	Struggles to recognize or recall vocabulary.
Application of Vocabulary	Uses target words accurately in sentences, drawings, and oral responses about food.	Uses most vocabulary correctly with some errors.	Uses a few words; frequent errors in context.	Rarely uses target vocabulary or uses unrelated terms.
Worksheet & Activity Completion	Completes all activities accurately: matching, true/false, drawing, and answering questions.	Completes most activities with minor mistakes.	Completes some activities; several mistakes.	Completes few or none; many mistakes.
Participation & Engagement	Actively participates in warm-up, Reading Relay Race, drawing, and group presentations; enthusiastic.	Participates well but needs minor prompting.	Limited participation; requires frequent prompting.	Rarely participates or shows little effort.

Total Score: ____ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Reading Relay Races.

Introduction: In this lesson, students will strengthen their reading fluency, improve comprehension of short texts, and develop vocabulary recall in a fun and motivating environment. Through a reading relay based on a school day story, learners will actively participate in ordering events and identifying key actions and vocabulary related to school life.

LESSON TWO: A DAY AT SCHOOL

Topic:

A day at school.

Duration:

45 minutes

Target Vocabulary:

Math, English, play, study, write, teacher, classroom, notebook.

Objective:

Students will read short sentences related to daily school actions and events, participate in a reading relay race, and correctly order the events from the story.

Materials: Computer, projector, internet, printed story strips, time cards, flashcards, worksheet, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Begin by asking students: “What do you do at school?” Encourage a few responses.
- Show flashcards with school-related visuals.
- Present and repeat sentences with the class: “This is math”, “This is a notebook.”
- Practice pronunciation and model simple structures: “I study math in the morning.”, “I write in my notebook.”
- Invite volunteers to make their own sentences using the flashcards.

Pre-reading (10 minutes)

- Introduce the story: “Tom goes to school. First, he studies math. Then, he plays with his friends.”
- Read it aloud with expression.
- Present sequencing words on the board or slides: first – next – then – finally
- Ask students to repeat and give simple examples using these words.

- Explain the Reading Relay activity: each student reads a strip, brings it back, and helps form the story.
- Model the activity briefly with one example strip.

While reading (15 minutes)

- Organize students into small teams for the Reading Relay Race.
- One by one, students run to a table, read a sentence strip about Tom’s school day, and return to tell or write it down.
- Once all strips are collected, teams collaborate to put the story in the correct order using sequencing words (*first, next, then, finally*).
- As a class, read the full story aloud together, practicing pronunciation and intonation.
- Highlight key vocabulary and expressions on the board as students read.

Post-reading (5 minutes)

Students complete a short worksheet:

- “What subject did Tom study first?”
- “What did he do after writing?”

Group reflection question:

- “What new school words did you learn today?”
- “What part of Tom’s school day is similar to yours?”
- “How did the pictures and sentence order help you understand the story?”

Wrap-up (5 minutes)

- Students match the story sentences to time cards (e.g., *morning, afternoon*), reinforcing sequence and time expressions.
- Discuss: “What do you do in the afternoon?”

Assessment

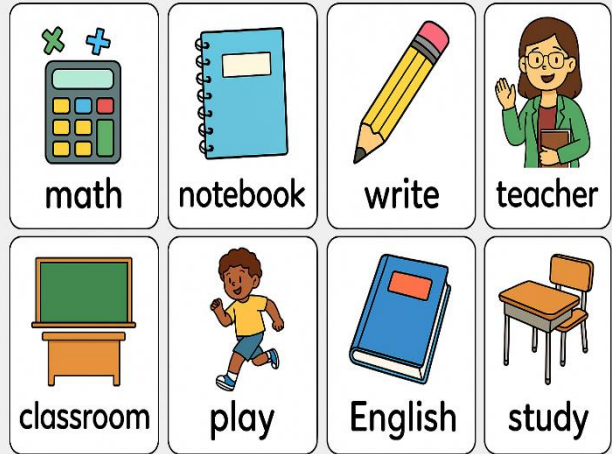
- Teacher evaluates group sentence order and comprehension questions.

Visual Resource: Lesson Two

INTRODUCTORY SLIDE



FLASHCARDS



SENTENCES STRIPS

A Day at School

- ♥ Tom goes to school in the morning.
- ♥ First, he studies math in the classroom.
 - ♥ He writes in his notebook.
- ♥ Then, he learns English with his teacher.
 - ♥ Tom likes to read books.
- ♥ After that, he plays outside with his friends.
 - ♥ Next, he eats lunch in the cafeteria.
 - ♥ He drinks water after eating.
 - ♥ In the afternoon, he studies more.
 - ♥ He listens to the teacher.
- ♥ Finally, he says goodbye to his friends.
 - ♥ Tom goes home feeling happy.

TIME CARDS

• Morning

Example Sentence: "I have breakfast in the morning."

• Afternoon

Example Sentence: "We play sports in the afternoon."



• **Before class**

Example Sentence: "I review my notes before class."

• **After lunch**

Example Sentence: "We have a group discussion after lunch."

Worksheet: A Day at The School

Name: _____

Date: _____

1. Read the story and answer the questions below:

- What subject does Tom study first in the morning?
- What does Tom like to do in his free time?
- Where does Tom eat lunch?
- What does Tom do after lunch?
- How does Tom feel at the end of the day?

2. Sequencing Activity: Put the events of Tom's day in the correct order by numbering the sentences:

- ____ Tom plays outside with his friends.
- ____ Tom studies math in the classroom.
- ____ Tom eats lunch in the cafeteria.
- ____ Tom listens to the teacher.
- ____ Tom goes home feeling happy.
- ____ Tom writes in his notebook.
- ____ Tom says goodbye to his friends.
- ____ Tom learns English with his teacher.

3. Draw 4 pictures of Tom doing different activities (studying, playing outside, eating lunch, and listening to the teacher). Make sure to label each picture!

RUBRIC – LESSON TWO: A DAY AT SCHOOL

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Answers all questions correctly; demonstrates full understanding of Tom's school day.	Answers most questions correctly; shows general comprehension.	Answers some questions; limited understanding of the story.	Answers few or none; little to no comprehension.
Vocabulary Recognition	Identifies all target words (math, English, play, study, write, teacher, classroom, notebook) in the story, flashcards, and activities.	Identifies most target vocabulary with minor mistakes.	Identifies some words but misses several key terms.	Struggles to recognize or recall vocabulary.
Application of Vocabulary	Uses target words accurately in sentences, oral responses, and drawing labels.	Uses most vocabulary correctly with some errors.	Uses a few words; frequent errors in context.	Rarely uses target vocabulary or uses unrelated terms.
Sequencing & Worksheet Completion	Correctly orders all story events, completes worksheet, and labels drawings accurately.	Orders most events correctly and completes most worksheet tasks.	Orders some events; several mistakes in worksheet or labeling.	Orders few or none; many mistakes in worksheet or drawings.
Participation & Engagement	Actively participates in warm-up, Reading Relay Race, and drawing activities; enthusiastic and collaborative.	Participates well but needs minor prompting.	Limited participation; requires frequent prompting.	Rarely participates or shows little effort.

Total Score: ____ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Reading Relay Races.

Introduction: In this lesson, students will enhance their reading fluency and understanding of descriptive texts while expanding their animal-related vocabulary. Using a dynamic reading relay activity, learners will engage with a short story about a zoo visit, identifying animals, describing their features and actions, and sequencing key events in an interactive and playful way.

LESSON THREE: AT THE ZOO

Topic:

At the zoo.

Duration:

45 minutes

Target Vocabulary:

Lion, elephant, zebra, giraffe, monkey, big, small, run, fly, tall, small.

Objective:

Students will improve reading comprehension by participating in a relay race where they read descriptive sentences and accurately match them to the corresponding zoo animals based on key vocabulary and details.

Materials: Computer, projector, internet, animal images, description strips, flashcards, worksheet, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Begin by showing colorful pictures of zoo animals. Ask students: “Which animals do you know?” Encourage them to name any they recognize.
- Introduce the new vocabulary words using slides: lion, elephant, zebra, giraffe, monkey, big, small, run, fly, tall, small.
- Say each word aloud and have students repeat after you.
- Provide simple descriptive sentences: “The lion is big,” “The monkey jumps,” “The zebra runs fast,” and mimic the actions to support understanding.
- Ask students to match gestures with animals (e.g., roar like a lion, jump like a monkey) to make it engaging.

Pre-reading (10 minutes)

- Read a sample description: “It has a long neck. It is tall.” (giraffe)
- Explain the activity: tell students they will do a reading relay.
- In teams, they will take turns running to read short animal descriptions and match each one to the correct animal picture on the board.
- Emphasize that they must read carefully to understand the key details before matching.

While reading (15 minutes)

- Begin the Reading Relay activity. Divide students into small teams and assign a starting point and a reading station with sentence strips.
- One by one, each runner from the team runs to the station, reads a sentence silently or aloud (depending on level), memorizes it, and returns to tell their team.
- The team discusses and places the sentence under the correct animal picture on the board or wall.
- Continue until all sentences are matched.
- Once all teams finish, read the descriptions together as a class. Ask: “Which animal is this?” to reinforce comprehension and vocabulary.

Post-reading (5 minutes)

Students complete a short worksheet:

- “Which animal is big and gray?”
- “Which animal has a long neck?”
- “Which animal did you like the most?”

Group reflection question:

- “What new animal words did you learn today?”
- “Which animal would you like to see at the zoo?”
- “How did the sentences help you understand the animals better?”

Wrap-up (5 minutes)

- Ask students to draw their favorite zoo animal on a piece of paper.
- Afterward, each student describes their animal to the class using a full sentence, such as: “The giraffe is tall and has a long neck.”
- Encourage creativity in their drawings and use of vocabulary.

Assessment

- Teacher circulates around the room to check students’ animal matches during the relay.

- Review the students' sentences to ensure they understand the descriptions and can use the new vocabulary correctly.

Visual Resource: Lesson Three

INTRODUCTORY SLIDE



FLASHCARDS

Lion	Zebra	Bear	Camel	Wolf
Hippo	Elephant	Buffalo	Rhino	Tiger
Leopard	Giraffe	Raccoon	Deer	Fox
Boar	Squirrel	Gorilla	Orangutan	Monkey

SENTENCES STRIPS

1. "It is tall and has a long neck. 🦒" (giraffe)
2. "It lives in the water and has a long trunk. 🐘" (hippopotamus)
3. "It has a mane and roars loudly. 🦁" (lion)
4. "It has a beak and can fly. 🐦" (bird)
5. "It has big ears and likes to eat carrots. 🐰" (rabbit)
6. "It is slow and has a shell. 🐢" (turtle)
7. "It has a long tail and loves bananas. 🐵" (monkey)
8. "It has black and white fur and likes to eat bamboo. 🐼" (panda)
9. "It has a long neck and likes to eat leaves. 🦒" (giraffe)
10. "It has a big nose and big ears. 🐘" (elephant)

ANIMAL DESCRIPTION SLIDES

The elephant has big ears.

The zebra has black and white stripes.

The kangaroo jumps high.

The tiger is orange with black stripes.

The owl is wise.

The bear is strong.

The rabbit has long ears.

The whale is very big.

The dog barks loudly.

The cat is small and fluffy.

Worksheet: At the Zoo

Name: _____

Date: _____

Instructions: Read each sentence and guess which animal it describes. Write the name of the animal in the space provided.

1. It is tall and has a long neck.
Animal: _____
2. It lives in the water and has a long trunk.
Animal: _____
3. It has a mane and roars loudly.
Animal: _____
4. It has a beak and can fly.
Animal: _____
5. It has big ears and likes to eat carrots.
Animal: _____
6. It is slow and has a shell.
Animal: _____
7. It has a long tail and loves bananas.
Animal: _____
8. It has black and white fur and likes to eat bamboo.
Animal: _____
9. It has a long neck and likes to eat leaves.
Animal: _____
10. It has a big nose and big ears.
Animal: _____

Bonus Task: Draw one of the animals described above!

RUBRIC – LESSON THREE: AT THE ZOO

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
----------	-------------------	--------------	--------------	--------------------------

Reading Comprehension	Answers all questions correctly; demonstrates full understanding of the animal descriptions.	Answers most questions correctly; shows general comprehension.	Answers some questions; limited understanding of the descriptions.	Answers few or none; little to no comprehension.
Vocabulary Recognition	Identifies all target words (lion, elephant, zebra, giraffe, monkey, big, small, run, fly, tall) in sentences, flashcards, and activities.	Identifies most target vocabulary with minor mistakes.	Identifies some words but misses several key animals or adjectives.	Struggles to recognize or recall vocabulary.
Application of Vocabulary	Uses target words accurately in sentences, oral responses, and drawing labels.	Uses most vocabulary correctly with some errors.	Uses a few words; frequent errors in context.	Rarely uses target vocabulary or uses unrelated terms.
Worksheet & Activity Completion	Completes all activities accurately: matching descriptions to animals, drawing, and writing sentences.	Completes most activities with minor mistakes.	Completes some activities; several mistakes.	Completes few or none; many mistakes.
Participation & Engagement	Actively participates in warm-up, Reading Relay, drawing, and discussion; enthusiastic and engaged.	Participates well but needs minor prompting.	Limited participation; requires frequent prompting.	Rarely participates or shows little effort.

Total Score: ___ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Reading Relay Races.

Introduction: In this lesson, students will explore common weather expressions and related clothing vocabulary through a collaborative reading relay. They will read short weather statements, interpret their meaning, and connect each with visual representations of clothing and conditions. The activity encourages active participation, vocabulary recall, and reading comprehension in a fun and energetic classroom environment.

LESSON FOUR: THE WEATHER TODAY

Topic:

The weather today.

Duration:

45 minutes

Target Vocabulary:

Sunny, rainy, cloudy, windy, snow, coat, umbrella, cold.

Objective:

Students will identify and comprehend basic weather descriptions through a relay reading activity, and accurately associate them with the corresponding clothing items or weather symbols.

Materials: Computer, projector, internet, weather cards, sentences strips, flashcards, worksheet, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show pictures of different weather types and ask, “What is the weather today?”
- Teach new words using gestures (e.g., shiver for cold, pretend to hold an umbrella for rainy).
- Write the sentence on the board: “When it rains, I use an umbrella.” and encourage students to repeat.

Pre-reading (10 minutes)

- Read a mini story: “Today is windy. John wears a jacket.”
- Explain the reading relay activity: students will read one sentence, return to their group, and match it with the appropriate weather image.

While reading (15 minutes)

- Students participate in the Reading Relay, taking turns to read sentences and match them to weather images.
- As a group, arrange the weather descriptions to form a short story about a day's weather.
- Read the story aloud and match each sentence with an image.

Post-reading (5 minutes)

Students complete a short worksheet:

- “What was the weather like today?”
- “What did the character wear?”
- “Which weather condition do you like the most?”

Group reflection question:

- “What new weather words did you learn today?”
- “What kind of clothing do you wear when it's sunny/rainy/windy?”
- “How did reading the sentences help you understand the weather better?”

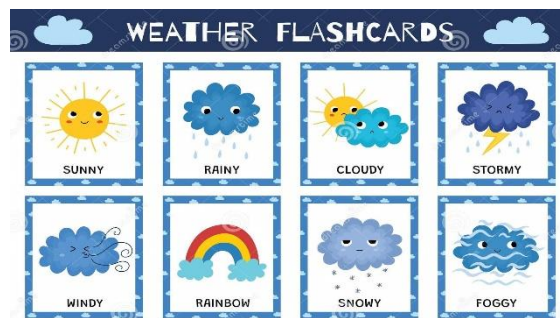
Wrap-up (5 minutes)

- Ask students to draw the weather described in the story and write one sentence using a vocabulary word (e.g., “It is sunny today, and I wear sunglasses.”)
- Have volunteers share their drawings and sentences with the class.

Assessment

- Observe student engagement during the reading relay and their ability to match sentences with weather images.
- Review the completion and accuracy of the worksheet and check for correct usage of new vocabulary.

Visual Resource: Lesson Four**FLASHCARDS**



WEATHER SYMBOLS

Umbrella (Rainy Weather)

Sunglasses (Sunny Weather)

Snowflake (Snowy Weather)

Cloud (Cloudy Weather)

Sun (Sunny Weather)

Wind (Windy Weather)



SENTENCES STRIPS

- ∴ Wow! It's so sunny, I'm putting on my cool sunglasses!
- ∴ Oh no, it's raining! I'm grabbing my colorful umbrella!
- ∴ The sky is all cloudy, time to wear my cozy jacket!
- ∴ Whoosh! It's so windy, my hat is flying away!
- ∴ Brrr, it's snowing! I'm bundling up in my warm coat!
- ∴ Hooray! It's warm and sunny, let's wear our shorts!
- ∴ Chilly, chilly! It's so cold, I need my fuzzy gloves!
- ∴ The fog is thick, I better put on my rubber boots!
- ∴ Thunder, lightning! It's stormy, I'm staying inside with a book!
- ∴ Whew, it's so hot! Time for a cold drink of water!

Worksheet: The Weather Today

Name: _____

Date: _____

1. Complete the sentence with a word from the box.

Word Bank: umbrella – sunglasses – coat – hat

When it's sunny, I wear _____.

When it's rainy, I use my _____.

When it's cold, I wear a _____.

When it's windy, my _____ flies away.

2. Talk or write your answers:

What was your favorite kind of weather? _____

What new word did you learn today? _____

What do you wear when it's snowing? _____

What do you use when it's raining? _____

Which weather word was the funniest or most interesting? _____

RUBRIC – LESSON FOUR: THE WEATHER TODAY

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Answers all questions correctly; demonstrates full understanding of the weather sentences and story.	Answers most questions correctly; shows general comprehension.	Answers some questions; limited understanding of the story.	Answers few or none; little to no comprehension.
	Identifies all target words	Identifies most target	Identifies some words	Struggles to recognize or

Vocabulary Recognition	(sunny, rainy, cloudy, windy, snow, coat, umbrella, cold) in sentences, flashcards, and activities.	vocabulary with minor mistakes.	but misses several key terms.	recall vocabulary.
Application of Vocabulary	Uses target words accurately in sentences, oral responses, and drawing labels.	Uses most vocabulary correctly with some errors.	Uses a few words; frequent errors in context.	Rarely uses target vocabulary or uses unrelated terms.
Worksheet & Activity Completion	Completes all activities accurately: matching, fill-in-the-blanks, drawing, and answering questions.	Completes most activities with minor mistakes.	Completes some activities; several mistakes.	Completes few or none; many mistakes.
Participation & Engagement	Actively participates in warm-up, Reading Relay, drawing, and discussion; enthusiastic and engaged.	Participates well but needs minor prompting.	Limited participation; requires frequent prompting.	Rarely participates or shows little effort.

Total Score: ____ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Interactive Digital Games.

Introduction: The purpose of this didactic unit is to enhance A2-level students, through interactive and ludic strategies using digital games like Kahoot, Wordwall, Blooket and Live worksheets that promote motivation, participation, and vocabulary reinforcement. In this lesson, students will improve their reading fluency by integrating interactive digital games, they interact with stories and tasks in a playful, dynamic way. Each lesson uses carefully selected games that support reading for meaning, sequence, and detail.

LESSON ONE: FRUITS AND VEGETABLES

Topic: Let's read and match.

Fruits and Vegetables

Duration:

45 minutes

Target Vocabulary:

Wake up, brush teeth, have breakfast, go to school, study, play, sleep.

Objective:

Students will be able to understand short description of fruits and vegetables and match them with correct actions using an interactive game.

Materials: Computer, projector, internet, digital game (Wordwall-Match up or Quiz), worksheet, flashcards, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show images of different fruits and vegetables (e.g. apple, watermelon, carrots, onion).
- Ask students “What fruits and vegetables do you like to eat?”
- Write answers on the board and introduce 3–4 new vocabulary words (e.g., apple, banana, carrot).
- Model 2 examples: “I like apples” “I eat carrots for lunch.”

Pre-reading (10 minutes)

- Present a short paragraph about fruits and vegetables (projected or printed)
- Ask students to underline the words they already know.

- Discuss the order of events: “What fruit does the story talk about first?” “What vegetable comes next?”

While reading / (15 minutes)

- Play the digital game (e.g., Wordwall Match-Up): students read sentences and match them to the correct fruit or vegetable image.
- In pairs, have students complete a worksheet by matching fruits and vegetables to their descriptions.
- Read the completed sentences together.

Post-reading (5 minutes)

Students complete a short worksheet:

- “What’s your favorite fruit?”
- “What vegetable do you eat at lunch?”
- “What do fruits and vegetables have in common?”

Group reflection question:

- “What did you learn today?”
- “What’s your favorite fruit or vegetable now?”
- “How did the pictures help you understand the fruits and vegetables better?”

Wrap-up (5 minutes)

- Invite 2-3 students to describe their favorite fruit or vegetable in 2–3 sentences.
- Provide positive feedback on their sentences.

Assessment

- Teacher observes students' participation in the digital game.
- Students complete the worksheet by matching fruits and vegetables to their descriptions, demonstrating understanding.

Visual Resource: Lesson One

IMAGE OF FRUITS AND VEGETABLES

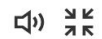


DIGITAL GAME WORDWALL – MATCH UP

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
fig	grapes	plum	banana	blueberry	lemon	pear	raspberry	tomato	apple	potato	cherry
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
pepper	peach	peas	carrot	apricot	green beans	orange	onion	mandarin	blackberry	strawberry	cucumber



Submit Answers



LINK: <https://wordwall.net/resource/1150645>

SHORT PARAGRAPH

Fruits and Vegetables in My Daily Meals

I eat an apple every morning. It's red and crunchy. I also love carrots with my lunch. They are orange and crunchy too. Apples give me energy to start the day, and carrots help me stay healthy. I like both because they are delicious and good for my body. Sometimes, I add apples to my salad. Carrots taste great in soup. Apples are sweet, and I enjoy them as a snack. Carrots are rich in vitamins that keep my eyes strong. Eating fruits and vegetables is important for my health."

Worksheet: Fruits and Vegetables

Name: _____

Date: _____

1. Answer the following questions.

What's your favorite fruit? _____

What vegetable do you eat at lunch? _____

What do fruits and vegetables have in common? _____

Which fruit is the sweetest? _____

What vegetables do you like to eat raw? _____

How do fruits and vegetables help you stay healthy? _____

2. Guess the correct fruit or vegetable.

This fruit is yellow and sweet. It is great for breakfast or as a snack. _____

This vegetable is orange and crunchy. It's good for your eyes. _____

This fruit is red and juicy. It keeps you healthy and gives you energy. _____

This vegetable is green and helps you stay strong. It is often used in salads. _____

This fruit is orange and tangy. It is high in vitamin C. _____

"If you could be a fruit or vegetable for a day, which one would you be and why?"

Instructions:

3. Draw a picture of the fruit or vegetable you would choose to be. Write 1–2 sentences explaining why you chose it.

RUBRIC – LESSON ONE: FRUITS AND VEGETABLES

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Answers all questions correctly; demonstrates	Answers most questions correctly; shows	Answers some questions; limited	Answers few or none; little to no comprehension.

	full understanding of the short paragraph about fruits and vegetables.	general comprehension.	understanding of the text.	
Vocabulary Recognition	Identifies all target words (apple, carrot, banana, etc.) in sentences, flashcards, and digital game.	Identifies most target vocabulary with minor mistakes.	Identifies some words but misses several key terms.	Struggles to recognize or recall vocabulary.
Application of Vocabulary	Uses target words accurately in sentences, oral responses, and drawing labels.	Uses most vocabulary correctly with some errors.	Uses a few words; frequent errors in context.	Rarely uses target vocabulary or uses unrelated terms.
Worksheet & Activity Completion	Completes all activities accurately: matching, fill-in-the-blanks, drawing, and writing sentences.	Completes most activities with minor mistakes.	Completes some activities; several mistakes.	Completes few or none; many mistakes.
Participation & Engagement	Actively participates in warm-up, digital game, drawing, and discussion; enthusiastic and engaged.	Participates well but needs minor prompting.	Limited participation; requires frequent prompting.	Rarely participates or shows little effort.

Total Score: ____ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Interactive Digital Games.

Introduction: In this lesson, students will practice reading short descriptions and matching them with images using digital games, helping them recognize vocabulary in context and improve reading fluency. This fun and interactive activity keeps students motivated, encourages participation, and supports vocabulary learning through real-life connections.

LESSON TWO: READING DESCRIPTION

Topic: Let's read and play

Duration:

Reading description to identify vocabulary

45 minutes

Target Vocabulary:

Objective:

Tree, cat, ball, park, run, play, jump, friend, dog, swing, slide, grass, boy, girl, climb, laugh

Students will be able to read and understand short description and match them to visual vocabulary using digital games.

Materials: Computer, projector, internet, digital game (Kahoot quiz), worksheet, flashcards, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show flashcards with vocabulary (e.g., cat, tree, park, ball).
- Ask guiding questions: “What do you see?” “What is the cat doing?”
- Introduce and write key words on the board.
- Model short descriptive sentences: “The cat is on the tree.” “The boy plays in the park.”
- Invite students to repeat and create their own simple sentences.

Pre-reading (10 minutes)

- Present short paragraph: “*Ben and his dog are in the park. They play with a ball and run on the grass.*”
- Read the paragraph aloud as a class, then have students read it in pairs.
- Underline or highlight key vocabulary words (e.g., dog, park, ball, run, play).
- Ask students: “Who is in the park?” “What are they doing?” to check comprehension.

While reading (15 minutes)

- Use Kahoot game: Students will read a short description and choose the correct image from multiple options.
- Read each sentence aloud as a class before students answer to ensure understanding.
- Encourage active participation with the prompt: “Choose and read!” to motivate students to match descriptions with the right visuals.
- Give positive feedback as students engage in the activity, correcting any mistakes and reinforcing correct vocabulary usage.

Post-reading (5 minutes)

Students complete a short worksheet:

- “What did Ben and his dog do in the park?”
- “What game did Ben play with his dog?”
- “What other animals did you see in the park?”

Group reflection question:

- “What did you learn about the park today?”
- “What activity would you like to do in the park?”

Wrap-up (5 minutes)











- Invite 2 students to describe a scene from the park using the vocabulary.
- Provide feedback on the accuracy of vocabulary usage and the clarity of their descriptions.
- Encourage peer feedback by having the other students listen and give positive comments.

Assessment

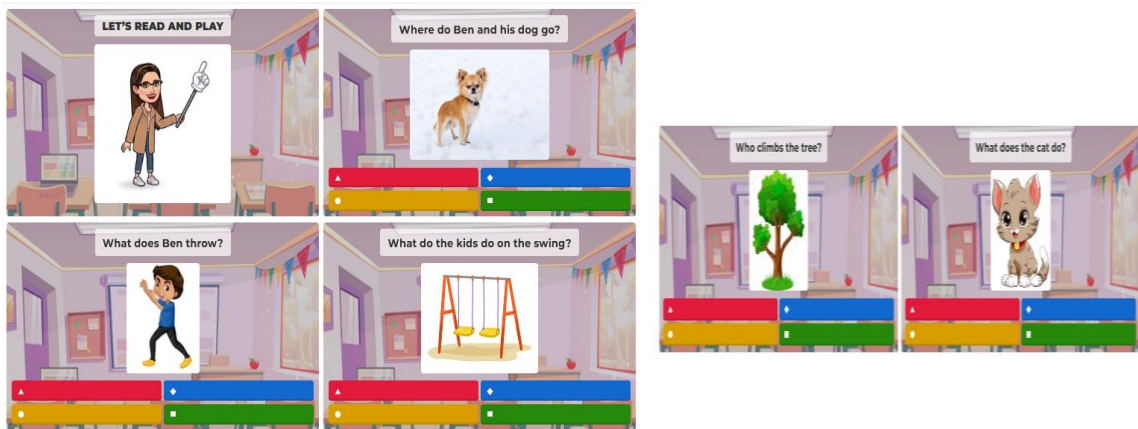
- Teacher observes students' participation during the reading aloud activity and their performance in the Kahoot quiz to assess comprehension and engagement.
- Students complete a short worksheet and the Kahoot quiz.

Visual Resource: Lesson Two

FLASHCARDS

TREE	BALL	JUMP	SWING	GRASS
				
BOY / GIRL	RUN	SLIDE	DOG	CLIMB
				

DIGITAL GAME KAHOOT



LINK: <https://kahoot.it/challenge/?quiz-id=ab3d34a7-67a7-40b9-8686-aa1fa541d957&single-player=true>

SHORT PARAGRAPH

A fun day at the park



Ben and his dog go to the park on a sunny afternoon. Ben throws a ball, and his dog runs to catch it. A girl and her friend play on the swing nearby, laughing as they swing higher. Ben's dog jumps over the grass, chasing the ball. Near a big tree, a cat rest peacefully. Ben's friend climbs the tree to get a better view of the park. After playing, they all go to the slide and have fun sliding down together. Ben and his dog laugh and play, enjoying the beautiful day in the park. It's a fun day at the park for everyone!

Worksheet: Reading Description

Name: _____

Date: _____

1. Draw according to the word.

SWING	TREE	SLIDE	CAT	DOG

2. Color the correct answer.

- Ben and his dog go to the park on a rainy afternoon. True False
- Ben's dog runs to catch the ball. True False
- A boy and his friend play on the swing and laugh. True False
- The cat is playing with a ball. True False
- Ben's friend climbs the tree to see the park better. True False
- Ben and his dog slide down the slide together. True False
- The dog jumps over the grass to chase the ball. True False
- Everyone enjoys the beautiful day in the park. True False

3. Tick the correct answer

What does Ben throw for his dog to catch?

- A ball
- A stick
- A frisbee

What does the cat do?

- Runs after the ball
- Rests peacefully under a tree
- Plays with the dog

4. Answer the following questions.

What did Ben and his dog do in the park? _____

What game did Ben play with his dog? _____

What other animals did you see in the park? _____

RUBRIC – LESSON TWO: READING DESCRIPTION

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Answers all questions correctly; demonstrates full understanding of the short paragraph about the park.	Answers most questions correctly; shows general comprehension.	Answers some questions; limited understanding of the text.	Answers few or none; little to no comprehension.
Vocabulary Recognition	Identifies all target words (tree, cat, ball, park, run, play, jump, friend, dog, swing, slide, grass, boy, girl, climb, laugh) in sentences, flashcards, and digital game.	Identifies most target vocabulary with minor mistakes.	Identifies some words but misses several key terms.	Struggles to recognize or recall vocabulary.
Application of Vocabulary	Uses target words accurately in sentences, oral responses, drawing, and Kahoot game answers.	Uses most vocabulary correctly with some errors.	Uses a few words; frequent errors in context.	Rarely uses target vocabulary or uses unrelated terms.
Worksheet & Activity Completion	Completes all activities accurately: drawing, coloring, true/false, multiple choice, and answering questions.	Completes most activities with minor mistakes.	Completes some activities; several mistakes.	Completes few or none; many mistakes.
Participation & Engagement	Actively participates in warm-up, reading aloud, digital game, and discussion; enthusiastic and engaged.	Participates well but needs minor prompting.	Limited participation; requires frequent prompting.	Rarely participates or shows little effort.

Total Score: ___ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Interactive Digital Games.

Introduction: In this lesson, students will strengthen their reading comprehension by exploring short texts about animal habitats. Through interactive digital games, they will match descriptions with images, promoting vocabulary development, reading fluency, and engagement in a fun and dynamic way.

LESSON THREE: ANIMAL HABITATS

Topic:

Animal habitats

Duration:

45 minutes

Target Vocabulary:

Forest, desert, ocean, snow, cave, animal, live, cold.

Objective:

Students will read and understand short description of habitats and identify the correct environment through interactive games, improving vocabulary recognition and reading comprehension.

Materials: Computer, projector, internet, digital game (Blooket game), worksheet, flashcards, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show flashcards with images of different animal habitats.
- Ask guiding questions: “Where do animals live?”, “What animals live in the forest?”
- Introduce new vocabulary, write on the board or show via slides.
- Model short sentences, “the lion lives in a forest”, “the whale lives in the ocean”
- Invite students to repeat and build their own short sentences using the new vocabulary.

Pre-reading (10 minutes)

- Present short sentences about animals and their habitats.
- Read the sentences aloud together as a class, then have students read.
- Ask students to identify and underline important words.

- Discuss the meaning of the paragraph: “What habitats is described?”. “What animal is mentioned?”

While reading (15 minutes)

- Use a digital Blooket quiz with habitat-related sentences and corresponding images.
- Students will read each sentence aloud as a class to ensure understanding.
- Students select the correct image based on the sentence.
- Use engaging prompts like “Choose and read the correct habitat” to maintain participation.
- Encourage active involvement by guiding students to connect each sentence with the right visual.
- Provide positive feedback, as students engage in the activity, correcting any mistakes and reinforcing correct vocabulary usage.

Post-reading (5 minutes)

Students complete a short worksheet:

- “What habitat was the most interesting?”
- “Which animal lives in the desert?”

Group reflection question:

- “What new habitat words did you learn today?”
- “How did the images help you understand where animals live?”
- “Which habitat would you like to visit and why?”

Wrap-up (5 minutes)






- Review 3 habitats with flashcards
- Invite 2 students to describe where their favorite animal lives.
- Encourage peer feedback by having classmates give kind comments.
- Review overall class participation and correct use of vocabulary during the Blooket activity.

Assessment

- Teacher observes student engagement and participation during reading and game activity.
- Students complete a short worksheet and the activity in the booklet.

Visual Resource: Lesson Three

FLASHCARDS

FOREST	DESERT	OCEAN	SNOW	CAVE
				
The tiger lives in the forest.	The camel lives in the desert.	The dolphin lives in the ocean.	The polar bear lives in the snow.	The bat lives in a cave

ANIMAL HABITATS CARDS



SHORT SENTENCES


Sentence with Visuals

- The lion lives in the forest. 🌲 🦁
- The dolphin swims in the ocean. 🌊 🐬
- The camel walks in the desert. 🐪 ☀️
- The polar bear lives in the cold snow. ❄️ 🐻 ❄️
- The bat sleeps in the dark cave. 🦇 🕒
- The monkey climbs trees in the forest. 🌳 🐒
- The fish swims in the ocean water. 🌊 🐟
- The fox runs through the grass in the forest. 🌿 🦊
- The snake slithers in the hot desert. 🐍 ☀️
- The penguin walks on the snow near the ocean. ❄️ 🐧 🌊

DIGITAL GAME BLOCKET

The fox 🦊 runs in the...

Forest	Snow
Desert	Ocean



LINK: <https://play.blooket.com/host?id=68253e0c145626f27ecd425a>

Worksheet: Animal Habitats

Name: _____

Date: _____

1. Complete the following sentences.

The lion lives in the _____

The dolphin swims in the _____

The camel walks in the _____

The polar bear lives in the cold _____

The bat sleeps in the dark _____

2. Read each sentence and write True or False.

The monkey climbs trees in the forest. _____

The penguin walks on the desert sand. _____

The snake slithers in the hot desert. _____

The fish swims in the ocean water. _____

The fox runs through the grass in the forest. _____

3. Answer the questions with one or two words.

Where does the lion live? _____

What animal swims in the ocean? _____

Which habitat is cold and white? _____

Where does the bat sleep? _____

What animal walks in the desert? _____

RUBRIC – LESSON THREE: ANIMAL HABITATS

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
----------	-------------------	--------------	--------------	--------------------------

Reading Comprehension	Answers all questions correctly; demonstrates full understanding of the short sentences about animal habitats.	Answers most questions correctly; shows general comprehension.	Answers some questions; limited understanding of the text.	Answers few or none; little to no comprehension.
Vocabulary Recognition	Identifies all target words (forest, desert, ocean, snow, cave, animal, live, cold) in sentences, flashcards, and digital game.	Identifies most target vocabulary with minor mistakes.	Identifies some words but misses several key terms.	Struggles to recognize or recall vocabulary.
Application of Vocabulary	Uses target words accurately in sentences, oral responses, drawing, and Blooket game answers.	Uses most vocabulary correctly with some errors.	Uses a few words; frequent errors in context.	Rarely uses target vocabulary or uses unrelated terms.
Worksheet & Activity Completion	Completes all activities accurately: sentence completion, true/false, and answering questions.	Completes most activities with minor mistakes.	Completes some activities; several mistakes.	Completes few or none; many mistakes.
Participation & Engagement	Actively participates in warm-up, reading aloud, digital game, and discussion; enthusiastic and engaged.	Participates well but needs minor prompting.	Limited participation; requires frequent prompting.	Rarely participates or shows little effort.

Total Score: ____ / 20 pts

DIDACTIC UNIT

Title: Didactic unit to develop English reading comprehension through Interactive Digital Games.

Introduction: In this lesson, students will read a short story about a lost robot and complete comprehension tasks using a Liveworksheet. Through this interactive activity, students will improve their reading fluency, understand story sequence, and recognize key vocabulary in context. The story-based format encourages motivation, supports vocabulary retention, and enhances engagement by making reading meaningful and playful.

LESSON FOUR: THE LOST ROBOT

Topic:

Story time. The lost robot.

Duration:

45 minutes

Target Vocabulary:

Robot, lost, street, help, walk, find, home, friend.

Objective:

Students will read a short story and complete an interactive activity using a Liveworksheet to reinforce understanding and vocabulary recognition in an engaging way.

Materials: Computer, projector, internet, Liveworksheet activity, worksheet, flashcards, whiteboard, markers, eraser.

Lesson Procedure

Warm – up (10 minutes)

- Show a colorful picture of a lost robot in a street scene.
- Ask students: “What do you think happened to the robot?”
- Introduce target vocabulary (robot, lost, street, help, walk, find, home, friend) using flashcards and visual slides.
- Write the words on the board and use them in simple sentences like: “The robot is lost.”, “He walks on the street.”
- Encourage students to repeat and make their own simple sentences using the new words.

Pre-reading (10 minutes)

- Present the short story “The Lost Robot”

- Read the story aloud together as a class. Encourage clear pronunciation and expression.
- Pause after each paragraph to ask: “What happened here?”, “Who is helping the robot?”.
- Ask students to underline or highlight new vocabulary.
- Discuss the sequence of events briefly as preparation for the comprehension game.

While reading (15 minutes)

- Students work individually or in pairs to complete the interactive Liveworksheet activity.
- In this activity, students look at pictures and choose the correct word.
- Answer multiple-choice questions based on the story.
- Read each sentence together before answering to support comprehension.
- Encourage students to re-read parts of the story if they’re unsure.
- Provide positive feedback and help with pronunciation or vocabulary as needed.

Post-reading (5 minutes)

Students complete a short worksheet:

- “What did the robot do in the story?”
- “Who helped the robot on the street?”
- “Where did the robot go at the end?”

Group reflection question:

- “What did you learn from the robot’s story?”
- “What would you do if you found a lost robot?”

Wrap-up (5 minutes)

- In pairs, students retell the story using 3-4 sentences, focusing on key events and vocabulary.
- The teacher provides positive feedback on fluency, pronunciation, and correct vocabulary usage.

Assessment

- The teacher provides positive feedback on fluency, pronunciation, and correct vocabulary usage.
- Teacher reviews students’ Liveworksheet responses, especially their ability to match the correct word to the image.
- Oral retelling is observed to evaluate sentence structure, vocabulary application, and understanding of the story.

Visual Resource: Lesson Four

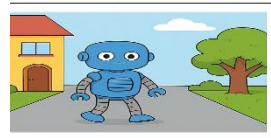
ROBOT IN A STREET



FLASHCARD

ROBOT	LOST	STREET	HELP
			
WALK	FIND	HOME	FRIEND
			

STORY SEQUENCE CARDS



SHORT TEXT

The Lost Robot

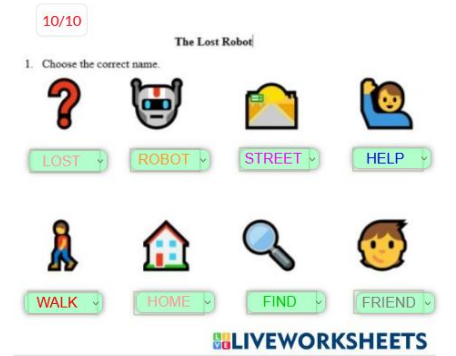
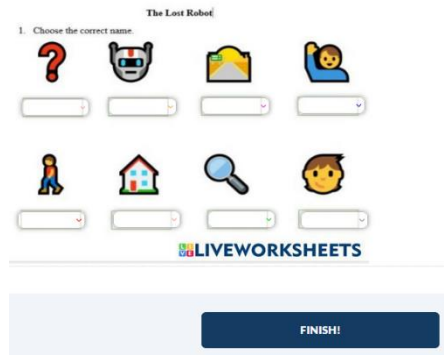
One day, a small robot was walking down the street.
He looked sad because he was lost.
The robot didn't know where his home was.

He saw a girl and said, "Can you help me?"
The girl smiled and said, "Yes, I will help you."
They walked together past many shops and houses.

Then, the robot saw a big red door.
"That is my home!" he said happily.
The robot said thank you to the girl and went inside.

He was finally home.

LIVEWORKSHEET ACTIVITY




LINK: <https://www.liveworksheets.com/w/en/english-language/8129465>


Worksheet: The Lost Robot

Name: _____


Date: _____


1. Write the correct name.


 _____

 _____

 _____

 _____

 _____

 _____

2. Circle the correct answer. (Encierra la respuesta correcta)

- The robot is happy because he finds a toy.
True False
- The girl helps the robot find his home.
True False
- The robot goes to the park at the end.
True False

3. Answer with complete sentences.

- Who is lost?
☞ _____
- Who helps the robot?
☞ _____
- Where does the robot go at the end?
☞ _____

RUBRIC – LESSON FOUR: THE LOST ROBOT

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Reading Comprehension	Answers all questions correctly; demonstrates full understanding of the story and sequence of events.	Answers most questions correctly; shows general comprehension.	Answers some questions; limited understanding of the story.	Answers few or none; little to no comprehension.
Vocabulary Recognition	Identifies all target words (robot, lost, street, help, walk, find, home, friend) in story, flashcards, and Liveworksheet.	Identifies most target vocabulary with minor mistakes.	Identifies some words but misses several key terms.	Struggles to recognize or recall vocabulary.
Application of Vocabulary	Uses target words accurately in sentences, oral retelling, and Liveworksheet responses.	Uses most vocabulary correctly with some errors.	Uses a few words; frequent errors in context.	Rarely uses target vocabulary or uses unrelated terms.
Worksheet & Activity Completion	Completes all activities accurately: word matching, true/false, and answering questions in full sentences.	Completes most activities with minor mistakes.	Completes some activities; several mistakes.	Completes few or none; many mistakes.
Oral Retelling & Participation	Actively participates in story discussion, Liveworksheet activity, and retelling; uses full sentences fluently and clearly.	Participates well but needs minor prompting; sentences mostly correct.	Limited participation; requires frequent prompting; incomplete sentences.	Rarely participates or shows little effort; sentences incomplete or incorrect.

Total Score: ___ / 20 pts

Evaluation of the innovative proposal

The evaluation of the proposal, which includes a didactic guide, focused on measuring the progress of A2-level students in reading comprehension. For this purpose, a diagnostic test and direct classroom observation helped to identify students' difficulties and showed how the ludic strategies facilitated the understanding of different texts. Throughout the 20 lessons, constant monitoring of students' progress tracked their active participation, the way they related vocabulary in different contexts, their ability to understand short sentences, and their collaboration with classmates.

Additionally, at the end of each lesson, a formative assessment analyzed each student's progress by comparing it with the results of the initial diagnostic test. This continuous feedback facilitated adjustments in teaching according to the group's needs, while self-assessment functioned as a tool for students to reflect on their achievements, identify areas for improvement, and appreciate collaborative work. Formative assessment functions as an instrument to gauge students' grasp of instructional content. Implementing it periodically, such as after each chapter, enables learners to become aware of their progress and learning needs (Ningsih, Rosidah, & Pradana, 2024).

Validation through practical implementation of the proposal

The validation of the proposal based on the use of ludic strategies to develop reading comprehension followed a structured process, as part of the degree project for obtaining a master's degree. The first step was to request and obtain

authorization from the school principal, as well as informed consent from the students' parents. Subsequently, a diagnostic test was administered. According to Brown (2004), a diagnostic test aims to identify particular element of language learning, also it provides a list of criteria that the teacher can use to detect specific students' difficulties. Based on this approach, the test was applied to determine the students' initial level of reading comprehension. From the results, the study designed 20 didactic lessons, all aimed at strengthening reading skills in A2 level students.

After the implementation of the strategies, the researcher used observation as a qualitative instrument to record behaviors, levels of participation, contextual use of vocabulary, and text comprehension. The comparison between the results of the initial diagnostic test and the data obtained through observation sheets revealed significant progress in reading comprehension. This improvement validated the effectiveness of the proposal, supported both by the institution and by the students' commitment and active participation. According to Papalambros (2020), validating instructional or design research is a complex but necessary process that ensures educational outcomes are reliable and legitimate by providing credible and systematic support. Therefore, it is concluded that the implementation of ludic strategies within the didactic guide proved to be an effective and relevant pedagogical resource in the master's research process, contributing to the development of reading comprehension in English among A2-level students.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study highlights the fundamental role that ludic strategies play in improving English reading comprehension among A2 level students. Based on the results obtained through the diagnostic test and the observation sheet, it was possible to draw clear conclusions about their impact on reading comprehension in sixth and seventh-grade students of Basic General Education during the 2024–2025 school year.

This study showed that ludic strategies make the learning process more dynamic and motivating while promoting active participation, peer collaboration, and increased interest in reading. The implementation of these strategies in the classroom made it possible to observe improvements in students' attention, willingness to read, and comprehension of texts adapted to the A2 level.

The incorporation of games, storytelling, digital activities, and interactive dynamics created a more meaningful learning experience, as students were able to connect more effectively with the content. This strengthened their confidence and motivation to engage in reading activities.

The design of a didactic guide based on these ludic strategies directly addresses the needs identified in the initial diagnostic test. This guide provides teachers with practical and innovative tools that facilitate the development of reading comprehension, adapting to students' interests and proficiency levels.

In conclusion, the application of ludic strategies had a positive impact on the development of English reading comprehension. This proposal not only improved students' performance as observed in the classroom, but also fostered an active and dynamic learning environment, strengthening a positive attitude toward the English language

Recommendations

Based on the results obtained in this research, the following recommendations are proposed for teachers, educational institutions, and future researchers interested in strengthening English reading comprehension through ludic strategies:

It is recommended to implement ludic strategies in a planned and continuous manner within the English teaching-learning process, as they enhance reading comprehension in A2 level students by making learning more engaging, participatory, and meaningful.

It is suggested that teachers consider the proposed didactic guide as a supportive tool to design more dynamic lessons. This guide can be adapted to different educational contexts, allowing for better attention to the individual and group needs of students.

It is recommended that educational institutions provide training and ongoing support for teachers on the pedagogical use of ludic strategies, in order to strengthen teaching practices and encourage methodological innovation in the English classroom.

Finally, future researchers are encouraged to deepen the study of ludic strategies in other English language skills such as writing, listening, or speaking, to expand knowledge and contribute new methodological proposals to the educational field.

REFERENCES

- Adomako, S., & Ahsan, M. (2022). Entrepreneurial passion and SMEs' performance: Moderating effects of financial resource availability and resource flexibility. *Journal of Business Research*, 144, 122-135. doi:<https://www.sciencedirect.com/science/article/pii/S0148296322001187>
- Agra, G., Formiga, N., Oliveira, P., Costa, M., Fernandes, M., & Nóbrega, M. (2019). Analysis of the concept of Meaningful Learning in light of the Ausubel's Theory. *Revista brasileira de enfermagem*, 72, 248-255. doi:<https://www.scielo.br/j/reben/a/GDNMjLJgvzSJKtWd9fdDs3t/?lang=en&form>
- Aldana, L. (2023). *Ludic strategies to encourage English language speaking skills in the fifth grade at Gimnasio Los Pinos*. Juan Corpas. Obtenido de <https://repositorio.juanncorpas.edu.co/xmlui/handle/001/246>
- Alharbi, M., & Alzahrani, M. (2020). The Importance of Learning Through Play in Early Childhood Education: Reflection on The Bold Beginnings Report. *International Journal of the Whole Child*, 5(2), 9-17. Obtenido de <https://libjournals.mtsu.edu/index.php/ijwc/article/view/1927>
- Anastasiadis, T., Lampropoulos, G., & Siakas, K. (2018). Digital game-based learning and serious games in education. . *International Journal of Advanced Science and Research in Engineering*, 4(2), 139-144. doi:<https://doi.org/10.31695/IJASRE.2018.33016>
- Annafiah, A. (2024). Increasing the motivation of madrasah Aliyah students to learn cross-interest English subject by applying the game "relay race". *English Learning Innovation*, 5(1), 99-109. doi:<https://ejournal.umm.ac.id/index.php/englie/article/view/31965>
- Annink, A. (2017). Using the research journal during qualitative data collection in a cross-cultural context. *Entrepreneurship Research Journal*, 7(1), 15-63. doi:<https://www.degruyter.com/document/doi/10.1515/erj-2015-0063/html>
- Arenas, D., Viduani, A., & Araujo, R. (2022). Therapeutic use of role-playing game (RPG) in mental health: A scoping review. . *Simulation & Gaming*, 53(3), 285-311. doi:<https://journals.sagepub.com/doi/abs/10.1177/10468781211073720>
- Arya, D., Wang, W., Guo, J., & Cheng, J. (2019). Analysis and detection of information types of open source software issue discussions . *In 2019*

- IEEE/ACM 41st International Conference on Software Engineering (ICSE)*, 454-464. doi:<https://ieeexplore.ieee.org/abstract/document/8811936/>
- Athey, I. (2018). Contributions of play to development. . *Routledge*, 8-28. doi:<https://www.taylorfrancis.com/chapters/edit/10.4324/9781315099071-2/contributions-play-development-irene-athey>
- Ausubel, D. (1961). The role of discriminability in meaningful learning and retention. *Journal of educational psychology*, 52(5), 266. doi:<https://psycnet.apa.org/record/1964-01964-001>
- Banchero, F. (2021). *The role of ludic strategies in the development of speaking skills*. UCSH. Obtenido de <http://repositorio.ucsh.cl/handle/ucsh/2402>
- Banditvilai, C. (2020). The effectiveness of reading strategies on reading comprehension. *International Journal of Social Science and Humanity*, 10(2), 46-50. doi:<https://www.ijssh.net/vol10/1012-CH06.pdf>
- Bates, T. (2005). *Technology, e-learning and distance education* (2nd ed. ed.). Routledge.
- Bayer, S., & Hettinger, A. (2019). Storytelling. *Bulletin of the Ecological Society of America*, 100(2), 1-6. doi:<https://www.jstor.org/stable/26607530>
- Bhandari, P. (19 de June de 2020). *Scribbr*. Obtenido de https://www.scribbr.com/methodology/qualitative-research/?utm_source=chatgpt.com
- Boers, F. (2022). Glossing and vocabulary learning. *Language Teaching*, 55(1), 1-23. doi:<https://www.cambridge.org/core/journals/language-teaching/article/glossing-and-vocabulary-learning/1A85EFA456F7F6DDC19CF91D31B17AE3>
- Bowen, G. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. doi:10.3316/QRJ0902027
- Brown, H. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.
- Butterworth, S., Giuliano, T., White, J., Cantu, L., & Fraser, K. (2019). Sender gender influences emoji interpretation in text messages. *Frontiers in psychology*, 10, 784. doi:<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.00784/full>
- Cango Patiño, A. E., Rivera Berru, M. K., & Saavedra Ortiz, N. E. (2023). Effectiveness of using ludic activities to enhance students' speaking skills.

Ciencia Latina: Revista Científica Multidisciplinar, 7(1), 6.
doi:https://doi.org/10.37811/cl_rcm.v7i1.5113

- Clarindo, W., da Conceição, S., Weiss, A., de Souza Marçal, T., & Ferreira, A. (2022). A qualitative and quantitative approach about a ludic strategy for teaching-learning: the Triominoes of Genetics. *Revista Guará*(13), 38-49. doi:<https://periodicos.ufes.br/guara/article/view/29235>
- Clarindo, W., da Conceição, S., Weiss, A., de Souza, T., & Ferreira, A. (2022). A qualitative and quantitative approach about a ludic strategy for teaching-learning: the Triominoes of Genetics. . *Revista Guará*(13), 38-49. doi:<https://periodicos.ufes.br/guara/article/view/29235>
- Conti, G. (17 de July de 2015). *The Language Gym*. Obtenido de <https://gianfrancoconti.com/2015/07/17/redefining-creativity-in-the-foreign-language-classroom/>
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Council for Cultural Cooperation. Education Committee. Modern Languages Division. Obtenido de <https://books.google.com.ec/books?id=PygQ8Gk4k4YC>
- Coxhead, A. (2019). Academic vocabulary. In *The Routledge handbook of vocabulary studies* . Routledge, 97-110. doi:<https://www.taylorfrancis.com/chapters/edit/10.4324/9780429291586-7/academic-vocabulary-averil-coxhead>
- Creswell, J. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed ed.). SAGE Publications.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. (3rd ed. ed.). SAGE Publication.
- Creswell, J., & Creswell, J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed. ed.). SAGE Publications.
- Da Silva, E., & Coutinho, D. (2024). THE IMPORTANCE OF PLAYFUL ACTIVITIES IN SPECIAL EDUCATION. *Revista Ibero-Americana de Humanidades, Ciências e Educação*, 10(8), 831-845. doi:<https://periodicorease.pro.br/rease/article/view/15191>
- de Carlos Izquierdo, J. (2018). Desafíos del siglo XXI. Globalización, cambio social y migraciones. *Barataria. Revista Castellano-Manchega de Ciencias Sociales*. Obtenido de <https://acmspublicaciones.revistabarataria.es/wp->

content/uploads/2019/07/3.4.corisco.Izquierdo.globalizacion.236_251.2018.pdf

- Deane, P. (2020). Building and justifying interpretations of texts: A key practice in the English language arts. *ETS Research Report Series*, 2020(1), 1-53. doi:<https://onlinelibrary.wiley.com/doi/abs/10.1002/ets2.12304>
- Díaz, F., Gómez, R., & Otero, S. (2016). *Estrategias lúdicas para el aprendizaje del inglés en los estudiantes del grado 6-1 de la Institución Educativa Santa María de la ciudad de Montería – Córdoba*. Obtenido de https://repository.libertadores.edu.co/bitstream/handle/11371/1209/Diaz_FRancisco.pdf?sequence=1&isAllowed=y
- Dwyer, C. (2017). *Critical thinking*. Cambridge University Press. doi:https://books.google.es/books?hl=es&lr=&id=idQoDwAAQBAJ&oi=fnd&pg=PR12&dq=Critical+Thinking+&ots=L0gER0yKie&sig=bJ1SWeDdqBRym1_Jt3ILGrnA9KQ
- Fatiani, T., Rahman, A., & Jupri, J. (2021). Practicing Cooperative Learning Model Using Picture Cube and Story Marker to Improve Writing Skills. *Journal of Language and Literature Studies*, 1(1), 29-40. doi:<https://journal-center.litpam.com/index.php/JoLLS/article/view/500>
- Feltrero, R., Hernando, S., & Ionescu, A. (2023). E-learning strategies for media literacy: engagement of interactive digital serious games for understanding visual online disinformation. *American Journal of Distance Education*, 37(4), 276-293. doi:<https://www.tandfonline.com/doi/abs/10.1080/08923647.2023.2231814>
- First, E. E. (2024). *EF English Proficiency Index*. Recuperado el 22 de January de 2025, de <https://www.ef.com/ec/epi/>
- Fitria, T. (2023). The Effectiveness of Word Search Puzzles Game in Improving Student's Vocabulary. . *Pioneer: Journal of Language and Literature*, 15(1), 50-67. doi:<https://unars.ac.id/ojs/index.php/pioneer/article/view/2766>
- Fitria, T. (2023). The Effectiveness of Word Search Puzzles Game in Improving Student's Vocabulary. *Pioneer: Journal of Language and Literature*, 15(1), 50-67. doi:<https://unars.ac.id/ojs/index.php/pioneer/article/view/2766>
- Flynn, R., Richert, R., & Wartella, E. (2019). Play in a digital world: how interactive digital games shape the lives of children. *American Journal of Play*, 12(1), 54-73. doi:<https://eric.ed.gov/?id=EJ1238560>

- Gagné, R. (1985). *The conditions of learning and theory of instruction* (4th ed. ed.). Holt, Rinehart & Winston.
- Gee, J. (2003). What video games have to teach us about learning and literacy. *Computers in entertainment (CIE)*, 1(1), 20-20.
- Global Launch. (2023). *Arizona State University – Global Launch*. Obtenido de <https://globallaunch.asu.edu/blog/how-learning-english-can-boost-your-life-goals>
- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press.
- Grande-de-Prado, M., Baelo, R., García-Martín, S., & Abella-García, V. (2020). Mapping role-playing games in Ibero-America: An educational review. *Sustainability*, 12(16), 62-98. doi:<https://www.mdpi.com/2071-1050/12/16/6298>
- Guarnieri, S. (2024). *Fostering Vocabulary Acquisition and Enhancing Metacognition through Digital Tools and Playful Teaching: a Case Study on Italian L2 Learners*. Unive. Obtenido de <https://unive.unitesi.cineca.it/handle/20.500.14247/23056>
- Guerrero, M., & Calderón-Lesano, D. (2023). Escape room strategy to motivate the learning of healthy habits in high school students. *Investigación Y Desarrollo*, 18(1). doi:<https://revistas.uta.edu.ec/erevista/index.php/dide/article/view/2172>
- Guthrie, J., & Wigfield, A. (2000). *Engaging Young Readers: Promoting Achievement and Motivation*. The Guilford Press.
- Guzmán Pillajo, P. (2018). *Actividades lúdicas en el aprendizaje del vocabulario del idioma inglés*. Quito: Repositorio Institucional UCE. Obtenido de <http://www.dspace.uce.edu.ec/handle/25000/14426>
- Haber, J. (2020). *Critical thinking*. MIT Press. doi:https://books.google.es/books?hl=es&lr=&id=Es_XDwAAQBAJ&oi=fnd&pg=PR7&dq=Critical+Thinking+&ots=SnmyEgrslM&sig=y3fqfdL98T7_1W4fYq-PkG16BXU
- Han, J. (2021). Chemcraft: a ludic approach to educational game design. In extended abstracts of the 2021 CHI conference on human factors in computing systems. *Digital Library*(496), 1-5. doi:<https://dl.acm.org/doi/abs/10.1145/3411763.3451854>

- Heidari-Shahreza, M. (2018). A cross-sectional analysis of teacher-initiated verbal humor and ludic language play in an English as a foreign language (EFL) context. *Cogent Education*, 5(1), 143-474. doi:<https://www.tandfonline.com/doi/abs/10.1080/2331186X.2018.1430474>
- Hu, Q., Zhang, M., Sun, P., Wen, Y., & Zhang, T. (2023). Lucid: A non-intrusive, scalable and interpretable scheduler for deep learning training jobs. In Proceedings of the 28th ACM International Conference on Architectural Support for Programming Languages and Operating Systems. *Digital Library*, 2, 457-472. doi:<https://dl.acm.org/doi/abs/10.1145/3575693.3575705>
- Ismail, I., Putri, R., Zulfadhli, Z., Mustofa, A., Musfiana, M., & Hadiyani, R. (2022). Student Motivation to Follow the Student Creativity Program. *Riwayat: Educational Journal of History and Humanities*, 5(2), 351-360. doi:<https://jurnal.usk.ac.id/riwayat/article/view/27641>
- Janke, A., Mei, H., Rothenberg, C., Becher, R., Lin, Z., & Venkatesh, A. (2021). Analysis of hospital resource availability and COVID-19 mortality across the United States. *Journal of hospital medicine*, 16(4), 211-214. doi:<https://shmpublications.onlinelibrary.wiley.com/doi/abs/10.12788/jhm.3539>
- Ji, Y., Ma, Z., Peppelenbosch, M., & Pan, Q. (2020). Potential association between COVID-19 mortality and health-care resource availability. *Lancet Glob Health*, 8(4), 480. doi:<https://core.ac.uk/download/pdf/567466875.pdf#page=121>
- Johnson, J., Sevimli-Celik, S., Al-Mansour, M., Tunçdemir, T., & Dong, P. (2019). Play in early childhood education. In Handbook of research on the education of young children. *Routledge.*, 165-175. doi:<https://www.taylorfrancis.com/chapters/edit/10.4324/9780429442827-12/play-early-childhood-education-james-johnson-serap-sevimli-celik-monirah-al-mansour-tu%C4%9F%C3%A7e-burcu-arda-tun%C3%A7demir-pool-ip-dong>
- Karandashev, V. (2017). *Romantic love in cultural contexts*. Switzerland: Springer International Publishing. doi:<https://link.springer.com/content/pdf/10.1007/978-3-319-42683-9.pdf>
- Karaoğlu, S. (2020). Gamifying reading motivation in EFL students: Enhancing engagement and language learning through ICT. *Jurnal Simki Pedagogia*, 7(1), 106-118. doi:<http://dx.doi.org/10.29407/jsp.v7i1.547>

- Kennedy, D., & Tunnicliffe, S. (2022). *Play-based learning in science education: Using games, puzzles and role-play to enhance student engagement and understanding*. Springer.
- Klusmann, U., Aldrup, K., Roloff, J., Lüdtke, O., & Hamre, B. (2022). Does instructional quality mediate the link between teachers' emotional exhaustion and student outcomes? A large-scale study using teacher and student reports. *Journal of Educational Educational Psychology*, 114(6), 1442-1460. doi:<https://doi.org/10.1037/edu0000703>
- Kocher, M. (2022). Ludic Didactics: For an Inspired, Motivating and Playful Education. In International Conference on Games and Learning Alliance. Cham: Springer International Publishing, 193-201. doi:https://link.springer.com/chapter/10.1007/978-3-031-22124-8_19
- Kuckartz, U., & Radiker, S. (2023). *Qualitative content analysis: Methods, practice and software*. Retrieved from <https://www.torrossa.com/gs/resourceProxy?an=5543071&publisher=FZ7200>
- Kumaran, V., Rowe, J., Mott, B., & Lester, J. (2023). Scenecraft: Automating interactive narrative scene generation in digital games with large language models. In Proceedings of the AAAI Conference on Artificial Intelligence and Interactive Digital Entertainment . 19(1), 86-96. doi:<https://ojs.aaai.org/index.php/AIIDE/article/view/27504>
- Küttler, H., Nardelli, N., Miller, A., Raileanu, R., Selvatici, M., Grefenstette, E., & Rocktäschel, T. (2020). The nethack learning environment. *Advances in Neural Information Processing Systems*, 33, 7671-7684. doi:<https://proceedings.neurips.cc/paper/2020/hash/569ff987c643b4bedf504efda8f786c2-Abstract.html>
- Landrum, R., Brakke, K., & McCarthy, M. (2016). The pedagogical power of storytelling. *Scholarship of Teaching and Learning in Psychology*, 5(3), 247. doi:<https://psycnet.apa.org/journals/stl/5/3/247/>
- Łazarz, M. (2020). *Classroom games as a tool facilitating second language acquisition in the fourth grade of primary school*. Jagiellonian. Obtenido de <https://ruj.uj.edu.pl/entities/publication/12101d14-d46d-4325-8928-596adf98879c>
- Lehto, K. (2021). Role-playing games and well-being. *International Journal of Role-Playing*(11), 72-93. doi:<https://journals.uu.se/IJRP/article/view/284>

- Lin, C.-Y., Lin, H.-H., Ting, K.-C., Shen, C.-C., Lo, C.-C., Hung, H.-C., & Tsai, L.-J. (2023). A study on the influence of recreational activities intervening in natural science courses on learning motivation and learning outcomes—The case of tabletop games. *Sustainability*, *15*. Obtenido de <https://doi.org/10.3390/su15032509>
- Ly Cong, K. (2024). Teachers' Roles on English Language Teaching for Promoting Learner-Centered Language Learning. *International Journal of TESOL & Education*, *4*(2), 84. doi:<https://doi.org/10.54855/ijte.24425>
- Manoilov, P. (2023). How can board games bridge the gap between content and language learning: The learners' point of view on the Hunger Grammar Games. Board Games in the CLIL Classroom: New Trends in Content and Language Integrated Learning. *Degruyter*, 67-98. doi:<https://www.degruyter.com/document/doi/10.1515/9783110990911-005/pdf?licenseType=restricted>
- Miletic, E. A. (2017). *The role of ludic activities in primary English classrooms – Do they really help children to learn?* Universidade Nova de Lisboa. Obtenido de <https://run.unl.pt/handle/10362/21868>
- Morar, L. L. (2020). The importance of creativity in foreign language acquisition. *Journal of Defense Resources Management*, *11*, 83-86. Obtenido de <https://doi.org/10.2478/raft-2020-0026>
- Moreno Novillo, A. C., Chamorro Ortega, C., & Bejarano Criollo, S. (2022). *Learn English in an easy, fast and fun way*. Riobamba, Ecuador: Corrección y Diseño.
- Natalina, S. (2024). . *The Difficulties In Reading Comprehension Faced By The Second Semester Students Of English Education Department Of Borneo Tarakan University*. UBT. Obtenido de <https://repository.ubt.ac.id/repository/UBT27-06-2024-102651.pdf>
- Ningsih, N. R., Rosidah, N. A., & Pradana, D. A. (2024). The role of formative assessment in developing English language curriculum and learning. *J-Tech*, *9*(1). Obtenido de https://www.researchgate.net/publication/388103671_The_Role_of_Formative_Assessment_in_Developing_English_Language_Curriculum_and_Learning
- Nordquist, J., Hall, J., Caverzagie, K., Snell, L., Chan, M., Thoma, B., & Philibert, I. (2019). The clinical learning environment. *Medical teacher*, *41*(4), 366-372.

doi:<https://www.tandfonline.com/doi/abs/10.1080/0142159X.2019.1566601>

- Oktarind, A. (2022). The implementation of scavenger hunt game in teaching reading comprehension of descriptive text. . *EBONY: Journal of English Language Teaching, Linguistics, and Literature*, 2(2), 71-78. doi:<https://doi.org/10.37304/ebony.v2i2.5319>
- Osman, N., & Rabu, S. (2020). Digital game-based language learning: A review of research trends on second language acquisition. *ASM Science Journal*, 13(3), 56-62. doi:https://www.researchgate.net/publication/340386978_Digital_Game-Based_Language_Learning_A_Review_of_Research_Trends_on_Second_Language_Acquisition
- Papalambros, P. (2020). Design teaching as design research validation. *International Journal of Design Creativity and Innovation*, 8(1), 3-4. doi: <https://doi.org/10.1080/21650349.2019.1690963>
- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research*, 34(5, Parte 2), 1189-1208. Obtenido de <https://pmc.ncbi.nlm.nih.gov/articles/PMC1089059/>
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods* (3rd ed. ed.). Thousand Oaks, CA: SAGE.
- Prager, R. (2019). *Exploring the use of role-playing games in education*. The MT Review. Obtenido de <https://mtrj.library.utoronto.ca/index.php/mtrj/article/view/29606>
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9 (5), 1-6.
- Purnama, N., Rahayu, N., & Yugafiati, R. (2019). Students' motivation in learning English. *PROJECT (Professional journal of English education)*, 2(4), 539. doi:<https://www.academia.edu/download/100686955/pdf.pdf>
- Rahaman, M., Singh, M., & Pandian, A. (2020). The role of play in second language teaching: A review of current research. *International Journal of Learning, Teaching and Educational Research*, 19(6), 1-18. doi:<https://doi.org/10.26803/ijlter.19.6.1>
- Rasinski, T. (2011). Fluency Matters: Why Reading Fluency Should Be Hot Topics in Education. *The Reading Teacher*, 65(8)(516–522). Obtenido de <https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/trtr.01077>

- Romero, J. E. (2019). *Reformas educativas en Ecuador y su impacto en la enseñanza del inglés*. Quito: Ediciones Educativas de Ecuador.
- Satriani, E. (2018). Reading comprehension difficulties encountered by English students of Islamic University of Riau. *J-SHMIC: Journal of English for Academic*, 5(2), 15-26. doi:[https://doi.org/10.25299/jshmic.2018.vol5\(2\).1885](https://doi.org/10.25299/jshmic.2018.vol5(2).1885)
- Schmitt, N., & Schmitt, D. (2020). *Vocabulary in language teaching*. Cambridge university press. doi:https://books.google.es/books?hl=es&lr=&id=jILoDwAAQBAJ&oi=fnd&pg=PR11&dq=Vocabulary&ots=HYRMllhbe5&sig=4WoUWnkf-BAUfjMx6_FsYP9DdJ8
- Schut, S., van Tartwijk, J., Driessen, E., van der Vleuten, C., & Heeneman, S. (2020). Understanding the influence of teacher–learner relationships on learners’ assessment perception. *Advances in Health Sciences Education*, 25, 441-456. doi:<https://link.springer.com/article/10.1007/s10459-019-09935-z>
- Sexton, S. (2020). Meaningful Learning—David P. Ausubel. *Science education in theory and practice: An introductory guide to learning theory*, , 163-175. doi:https://link.springer.com/chapter/10.1007/978-3-030-43620-9_12
- Silva, D. (2023). *Ethnologue: Languages of the World (26th ed.)*. SIL International. Obtenido de <https://www.ethnologue.com>
- Simonsmeier, B., Flaig, M., Deiglmayr, A., Schalk, L., & Schneider, M. (2022). Domain-specific prior knowledge and learning: A meta-analysis. *Educational psychologist*, 57(1), 31-54. doi:<https://www.tandfonline.com/doi/abs/10.1080/00461520.2021.1939700>
- Smolucha, L., & Smolucha, F. (2022). Vygotsky's theory in-play: early childhood education. In *The Influence of Theorists and Pioneers on Early Childhood Education*. Routledge., 53-67. doi:<https://www.taylorfrancis.com/chapters/edit/10.4324/9781003120216-6/vygotsky-theory-play-early-childhood-education-larry-smolucha-francine-smolucha>
- Sokolovsky, J. (2020). *The cultural context of aging: Worldwide perspectives*. Bloomsbury Publishing USA. doi:<https://books.google.es/books?hl=es&lr=&id=oXvCEAAAQBAJ&oi=fnd&pg=PA1947&dq=Cultural+Context+&ots=sTDsIY7Qkm&sig=Qqf3aSvjmE5OlzpsKaGbiAmajQY>

- Soltani, F., & Taghizadeh, M. (2023). Investigating high and low achieving talented students' strategy use, perceptions, and challenges of reading comprehension. *Language Related Research*, 14(5), 141-171. doi:http://lrr.modares.ac.ir/browse.php?a_code=A-10-64523-2&slc_lang=en&sid=14
- Sotillo, S. (2000). Discourse Functions and Syntactic Complexity in Synchronous and Asynchronous Communication. *Language Learning & Technology*, 4(1)(77-110). doi:<https://doi.org/10.64152/10125/25088>
- Staff Association. (2024). CERN Relay Race-52nd Edition . (34), 3. doi:<https://cds.cern.ch/record/2896644>
- Stahl, K., Flanigan, K., & McKenna, M. (2019). *Assessment for reading instruction*. Guilford Publications. doi:<https://books.google.es/books?hl=es&lr=&id=NCO7DwAAQBAJ&oi=fnd&pg=PR1&dq=Reading+&ots=8ygd9Y6I1k&sig=yEzEW9Am0KDZ3bYrVqR1zliSS5Y>
- Strong, L., & Amodei, M. (2024). The Impact of Story: One Preschool Program's Experiences Using Story Cubes as a Culturally Relevant Oral Language Strategy. *Global Journal of Transformative Education*, 4(1), 57-64. doi:<https://scholarworks.iu.edu/journals/index.php/gjte/article/view/36882>
- Tamayo-Serrano, P., Garbaya, S., Bouakaz, S., & Blazevic, P. (2020). A game-based rehabilitation therapy for post-stroke patients: An approach for improving patient motivation and engagement. *IEEE Systems, Man, and Cybernetics Magazine*, 6(4), 54-62. doi:<https://ieeexplore.ieee.org/abstract/document/9234735/>
- Taylor, S., & Boyer, M. (2020). *Game-based learning and language acquisition: Theoretical foundations and classroom applications*. New York: Academic Press.
- Tegan, G. (6 de December de 2021). *Scribbr*. Obtenido de <https://www.scribbr.com/methodology/exploratory-research/>
- Vargas-Hernández, J., & Vargas-González, O. (2022). Strategies for meaningful learning in higher education. *JISTECH: Journal of Information Science and Technology*, 2(1), 47-64. doi:<https://jurnal.unipa.ac.id/index.php/istech/article/view/41>
- Vieira, C., Amorim, R., & Moreira, R. (2023). A LEARNING AND PLAYFULNESS AT CHILD EDUCATION. *Revista Ibero-Americana de*

Humanidades, Ciências e Educação, 9(6), 2045-2060.
doi:<https://periodicorease.pro.br/rease/article/view/10271>

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wade, S., & Kidd, C. (2019). The role of prior knowledge and curiosity in learning. *Psychonomic bulletin & review*, 26, 1377-1387.
doi:<https://link.springer.com/article/10.3758/s13423-019-01598-6>

Yao, L., Peng, N., Weischedel, R., Knight, K., Zhao, D., & Yan, R. (2019). Plan-and-write: Towards better automatic storytelling. *In Proceedings of the AAAI Conference on Artificial Intelligence*, 33(1), 7378-7385.
doi:<https://ojs.aaai.org/index.php/AAAI/article/view/4726>

Yapp, D., de Graaff, R., & van den Bergh, H. (2023). Effects of reading strategy instruction in English as a second language on students' academic reading comprehension. *Language Teaching Research*, 27(6), 1456-1479.
doi:<https://journals.sagepub.com/doi/abs/10.1177/1362168820985236>

Yepez, P., Arévalo, W., Vásquez, L., & Alvarado, V. (2022). *Vocabulary and grammar development in young learners of English as an additional language*. Springer.

Zamecnik, A., Kovanović, V., Joksimović, S., & Liu, L. (2022). Exploring non-traditional learner motivations and characteristics in online learning: A learner profile study. *Computers and Education: Artificial Intelligence*, 3, 3(10) - 51).
doi:<https://www.sciencedirect.com/science/article/pii/S2666920X22000066>

Zhang, Q. (2022). The potentially counterproductive effects on learning achievement, intrinsic motivation, and extrinsic motivation for ludicization employing Habitica. *Education and Information Technologies*, 27(9), 12399-12419. doi:<https://link.springer.com/article/10.1007/s10639-022-11130-4>

Zhang, S., Zhao, H., Wu, Y., Zhang, Z., Zhou, X., & Zhou, X. (2020). DCMN+: Dual co-matching network for multi-choice reading comprehension. *In Proceedings of the AAAI Conference on Artificial Intelligence*, 34(05), 9563-9570. doi:<https://aaai.org/ojs/index.php/AAAI/article/view/6502>

Zsiray, B., & Koós, I. (2022). How Rory's story cubes can improve the ability of storytelling in writing and speaking. *Education and New Developments*, 1, 193-197. doi:<https://www.researchgate.net/profile/Sam>

Ramaila/publication/361664294_Education-and-New-Developments_2022_Vol_I/links/62bebcc87d27ac698c2a5953/Education-and-New-Developments-2022-Vol-I.pdf#page=228

Алиакбарова, А., & Байтлеуова, Л. (2024). Active learning: using crossword and wordsearch puzzles for teaching vocabulary to students of the medical faculty. *Вестник КазНУ. Серия филологическая*, 195(3), 25-34. doi:<https://philart.kaznu.kz/index.php/1-FIL/article/view/4556>

ANNEXES

Annex 1. Authorization for data collection.

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN

Salcedo, a 11 de marzo del 2025.

1. DATOS INFORMATIVOS:

1.1. Apellidos y Nombres: Viera Freire Cinthia Mariuxi
1.2. Programa de Maestría: Pedagogía de los Idiomas Nacionales y Extranjeros con Mención Enseñanza de Inglés.

Lic. Nancy Cruz Vda. de Gutiérrez. M.Sc.
Rectora de la Unidad Educativa "Blaise Pascal"


Yo, **CINTHIA MARIUXI VIERA FREIRE**, estudiante de la **UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**, me dirijo a usted muy respetuosamente para solicitar de la manera más comedida se digne **AUTORIZAR**, realizar **MI TRABAJO DE TITULACIÓN**, con el título "Ludic Strategies for Developing English Reading Comprehension in A2 Level Students" / (Estrategias Lúdicas para el Desarrollo de la Comprensión Lectora de Inglés en estudiantes de nivel A2), en la Institución de su regencia.

El citado trabajo, se realizará a partir del día 17 de marzo del 2025, el mismo que se aplicará a los **NIVELES EDUCATIVOS: SEXTO Y SÉPTIMO AÑO DE EDUCACIÓN GENERAL BÁSICA**, durante la jornada laboral.

Segura de que mi petición será atendida favorablemente, dejo constancia de mi profundo agradecimiento.

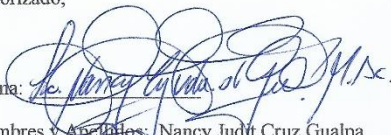
Con sentimiento de mi consideración y estima.

Atentamente,



Lic. Cinthia Viera Freire
C.I: 050445188-1

Autorizado,

Firma: 

Nombres y Apellidos: Nancy Judith Cruz Gualpa.

RECTORA

C.I.: 050099999-0



Sello de la Institución: _____

Annex 2. Authorization from parents.



Universidad
Indoamérica

CARTA DE CONSENTIMIENTO INFORMADO

Estimado padre/madre o representante legal:

Yo, **Cinthia Mariuxi Viera Frere**, estudiante de la maestría de Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me dirijo a usted con el propósito de solicitar su autorización para que su representado/a participe en una investigación educativa que se llevará a cabo en la **Unidad Educativa "Blaise Pascal"**, dicho proceso es realizado como parte de un trabajo de investigación en el marco de mi proceso titulación.

El estudio tiene como finalidad aplicar **estrategias lúdicas para mejorar la comprensión lectora** en los estudiantes de **Sexto y Séptimo año de Educación Básica** mediante el uso de estrategias innovadoras y herramientas digitales. Para ello, los estudiantes participarán en diversas actividades como **pruebas diagnósticas, observación de clase, ejercicios interactivos y tareas adicionales**, con el propósito de evaluar el impacto del enfoque utilizado.

Cabe destacar que la investigación se desarrollará durante el horario de la clase de inglés y cuenta con la debida autorización y supervisión del docente responsable.

Además, con el fin de documentar el proceso y los avances obtenidos, solicitamos su autorización para **tomar fotografías y videos de su representado/a** mientras participa en las actividades de la investigación. Dicho material será utilizado exclusivamente como evidencia del estudio y podrá ser incluido en:

- Informes de investigación.
- Material de estudio en plataformas institucionales o repositorios de la Universidad Indoamérica.

El uso del material audiovisual se realizará bajo estrictas normas éticas y de confidencialidad, asegurando que la identidad del estudiante no sea expuesta sin su consentimiento.

Si está de acuerdo con que su representado/a participe en la investigación y autoriza la toma de fotografías y videos conforme a lo detallado anteriormente, le solicitamos completar y firmar el formulario adjunto y devolverlo a la institución.

Este consentimiento permanecerá vigente hasta que usted comunique formalmente su revocación a la institución educativa.

Agradecemos su apoyo y colaboración en este proceso, el cual contribuirá al desarrollo académico de los estudiantes.

Atentamente,

Lic. Cinthia Viera
Estudiante de la Universidad Tecnológica Indoamérica.

**Formulario de Consentimiento para la Participación en la Investigación y Uso de Evidencia
Audiovisual**

En cumplimiento de lo dispuesto en el inciso final del artículo 52 del Código de la Niñez y Adolescencia, y conforme a las condiciones detalladas en la carta de consentimiento informado, **autorizo** que mi representado/a participe en la investigación educativa llevada a cabo por **Cinthia Mariuxi Viera Freire**, estudiante de la **Universidad Tecnológica Indoamérica** en el marco de su proceso de titulación.

Así mismo, autorizo la toma de **fotografías** y **videos** de mi representado/a durante las actividades de la investigación, así como la publicación de muestras de su trabajo académico, exclusivamente con fines educativos y de investigación. Declaro estar informado/a de que este material podrá ser utilizado en informes académicos, boletines educativos y repositorios institucionales, sin que ello implique retribución alguna.

En caso de revocar esta autorización, me comprometo a comunicarlo formalmente a la institución educativa.

Fecha	
Nombre del/la estudiante	
Curso/Paralelo	
Nombre completo del padre/madre/ o representante legal	
Cédula de ciudadanía	
Firma del padre/madre/ o representante legal	

Authorization from the 25 students to participate in the study

LINK.

<file:///C:/Users/User/Desktop/Master's%20degree/AUTHORIZATION%20FROM%20PARENTS.pdf>

Annex 3. Diagnostic Test

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

DIAGNOSTIC TEST

INFORMATIVE DATA			
Full Name:		Date:	
Subject:		Time:	
Level:		Teacher:	Lic. Cinthia Viera

Theme:

Ludic strategies for Developing English Reading Comprehension in A2 level students.

Objective:

The purpose of this diagnostic test is to determine a baseline for assessing the reading comprehension skills of A2 level students, providing insights to enhance their learning through targeted strategies.

Reading Passage:

The Tom Cat

Tom is a black cat. He lives in a house. He drinks milk and eats cat food. His master gives him fish sometimes. After each meal he licks himself to clean his fur. Tom is a little cat, and his master calls him kitten. Tom loves to play with a ball of yarn. He pretends to see a rat, and he runs to catch it. He meows when he is hungry and purrs when he feels happy. Tom is a happy cat and he purrs a lot.

Pre-reading Questions:

1. Do you have a pet cat? What is its name?
2. What do you think cats like to do during the day?

Comprehension Questions:

1. What color is Tom the cat?
2. What does Tom eat and drink?

3. What does Tom do after each meal?
4. What game does Tom love to play with?
5. What sound does Tom make when he is happy?

True or false

1. Tom lives in a house with his master. _____
2. Tom is a happy kitten. _____
3. Tom purrs when he is hungry. _____
4. Tom eats fish sometimes. _____
5. Tom loves to be clean. _____
6. Tom plays with a rat. _____

Vocabulary Focus:

1. What does "purr" mean?
2. Can you describe what a "kitten" is?
3. What is a "yarn" ball used for?
4. What is the meaning of "lick" in this context?

Post-reading Reflection:

1. How do you think Tom feels after playing with the ball of yarn?
2. Why do you think it's important for Tom to clean his fur after eating?
3. If you were Tom, what would you like to do every day?

Annex 4. Rubric for diagnostic test

Rubric for Diagnostic Reading Test - A2 Level

Criterion	Excellent (4)	Good (3)	Satisfactory (2)	Insufficient (1)	Score (1-4)
Pre-Reading Questions (Personal Connection)	Makes strong, relevant personal connections and predictions.	Makes a clear but simple connection or prediction.	Limited or unclear connection to the topic.	No connection made or off-topic.	
Reading Comprehension (Comprehension Questions)	Answers all questions correctly, showing full understanding.	Answers most questions correctly with minor errors.	Shows partial understanding; many incorrect answers.	Fails to demonstrate understanding.	
True/False (Accuracy of Responses)	All statements correctly identified with accuracy.	Most statements are correct.	Some errors in judgment; unclear understanding.	Incorrect or random answers.	
Vocabulary Usage (Definitions and Context)	Correct use and understanding of vocabulary in context.	Mostly correct with minor misuse.	Several mistakes in meaning or use.	Incorrect or no use of vocabulary.	
Post-reading Reflection	Clear and thoughtful reflection with personal insight.	Reflects on topic with basic personal response.	Limited reflection; lacks depth.	No reflection or irrelevant answer.	

Annex 5. Observation sheet

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA OBSERVATION SHEET

Theme:

Ludic strategies for Developing English Reading Comprehension in A2 level students.

Objective:

To assess the effectiveness of ludic strategies in developing reading comprehension skills in A2-level students by observing their engagement, understanding of key ideas, and ability to interpret texts.

1. General information

- Number of students observed:
- Ludic strategy applied:

2. Observation Indicators

Indicator	Yes	No	Observation
1. Engagement and Participation			
Students show engagement and enthusiasm in the activity.			
Students participate actively in the ludic strategy.			
Students remain focused and on task throughout the activity.			
Students demonstrate confidence when engaging with the text.			
2. Understanding and comprehension			
The ludic strategy helps students understand the reading material.			
Students recognize key vocabulary and main ideas in the text.			
Students infer meaning from context clues.			
Students relate the reading material to their prior knowledge or personal experiences.			
Students make predictions about the content before reading.			

Students use visual or contextual support (images, diagrams) to aid comprehension.			
3. Interaction and Communication			
Students interact and collaborate with peers during activities.			
Students express their understanding through oral or written responses.			
Students ask questions or seek clarification when needed.			
Students provide logical justifications for their answers.			
4. Application of Strategies			
Students follow instructions correctly.			
Students apply previously learned reading strategies.			
Students identify text structure and organization (e.g., headings, paragraphs, sequences).			
Students engage in self-correction when reading or answering questions.			
5. Motivation and Progress			
The ludic activity motivates students to read more.			
Students show improvement in reading comprehension over time.			
Students demonstrate retention of vocabulary and concepts in later activities.			
Students display a positive attitude toward reading tasks.			

Annex 6. Request for validation of diagnostic test and observation sheet to expert 1.



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

Format for validation the diagnostic test instrument of the research

Author: Cinthia Mariuxi Viera Freire

Expert validator's name: M.Sc. Alejandra Cárdenas

Date: 06-03-2025

Theme:

Ludic strategies for Developing English Reading Comprehension in A2 level students.

Objective:

The purpose of this diagnostic test is to determine a baseline for assessing the reading comprehension skills of A2 level students, providing insights to enhance their learning through targeted strategies.

Reading Passage:

The Tom Cat

Tom is a black cat. He lives in a house. He drinks milk and eats cat food. His master gives him fish sometimes. After each meal he licks himself to clean his fur. Tom is a little cat, and his master calls him kitten. Tom loves to play with a ball of yarn. He pretends to see a rat, and he runs to catch it. He meows when he is hungry and purrs when he feels happy. Tom is a happy cat and he purrs a lot.

Pre-reading Questions:

1. Do you have a pet cat? What is its name?
2. What do you think cats like to do during the day?

Comprehension Questions:

1. What color is Tom the cat?
2. What does Tom eat and drink?
3. What does Tom do after each meal?
4. What game does Tom love to play with?
5. What sound does Tom make when he is happy?

True or false

1. Tom lives in a house with his master. _____
2. Tom is a happy kitten. _____
3. Tom purrs when he is hungry. _____
4. Tom eats fish sometimes. _____
5. Tom loves to be clean. _____
6. Tom plays with a rat. _____

Vocabulary Focus:

1. What does "purr" mean?
2. Can you describe what a "kitten" is?
3. What is a "yarn" ball used for?
4. What is the meaning of "lick" in this context?

Post-reading Reflection:

1. How do you think Tom feels after playing with the ball of yarn?
2. Why do you think it's important for Tom to clean his fur after eating?
3. If you were Tom, what would you like to do every day?

Validity (mark with an X in the appropriate box according to your criteria)			
Applicable:	X	Not Applicable:	Applicable based on the observations:
Validation Expert data			
Validated by:	M.Sc Alejandra Cárdenas	ID: 1713206835	Date: 06-03-2025
Signature:		Phone Number: 0994818913	E-mail: alejancard@yahoo.es



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

Format for validation the contents of observation instruments of the research

Author: Cinthia Mariuxi Viera Freire

Expert validator's name: M.Sc. Alejandra Cárdenas

Date: 06-03-2025

Theme:

Ludic strategies for Developing English Reading Comprehension in A2 level students

Objective:

To assess the effectiveness of ludic strategies in developing reading comprehension skills in A2-level students by observing their engagement, understanding of key ideas, and ability to interpret texts.

3. General information


- Number of students observed:
- Ludic strategy applied:

4. Observation Indicators

Indicator	Yes	No	Observation
6. Engagement and Participation			
Students show engagement and enthusiasm in the activity.			
Students participate actively in the ludic strategy.			
Students remain focused and on task throughout the activity.			
Students demonstrate confidence when engaging with the text.			
7. Understanding and comprehension			
The ludic strategy helps students understand the reading material.			

Students recognize key vocabulary and main ideas in the text.			
Students infer meaning from context clues.			
Students relate the reading material to their prior knowledge or personal experiences.			
Students make predictions about the content before reading.			
Students use visual or contextual support (images, diagrams) to aid comprehension.			
3. Interaction and Communication			
Students interact and collaborate with peers during activities.			
Students express their understanding through oral or written responses.			
Students ask questions or seek clarification when needed.			
Students provide logical justifications for their answers.			
4. Application of Strategies			
Students follow instructions correctly.			
Students apply previously learned reading strategies.			
Students identify text structure and organization (e.g., headings, paragraphs, sequences).			
Students engage in self-correction when reading or answering questions.			
5. Motivation and Progress			
The ludic activity motivates students to read more.			
Students show improvement in reading comprehension over time.			

Students demonstrate retention of vocabulary and concepts in later activities.			
Students display a positive attitude toward reading tasks.			

Validity (mark with an X in the appropriate box according to your criteria)			
Applicable:	X	Not Applicable:	Applicable based on the observations:
Validation Expert data			
Validated by:	M.Sc Alejandra Cárdenas	ID: 1713206835	Date: 06-03-2025
Signature:	 ALEJANDRA ELIZABETH CÁRDENAS ORTIZ	Phone Number: 0994818913	E-mail: alejancard@yahoo.es

Annex 7. Request for validation of diagnostic test and observation sheet to expert 2.



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

Format for validation the diagnostic test instrument of the research

Author: Cinthia Mariuxi Viera Freire

Expert validator's name: Anabel Cedeño

Date: 06-03-2025

Theme:

Ludic strategies for Developing English Reading Comprehension in A2 level students.

Objective:

The purpose of this diagnostic test is to determine a baseline for assessing the reading comprehension skills of A2 level students, providing insights to enhance their learning through targeted strategies.

Reading Passage:

The Tom Cat

Tom is a black cat. He lives in a house. He drinks milk and eats cat food. His master gives him fish sometimes. After each meal he licks himself to clean his fur. Tom is a little cat, and his master calls him kitten. Tom loves to play with a ball of yarn. He pretends to see a rat, and he runs to catch it. He meows when he is hungry and purrs when he feels happy. Tom is a happy cat and he purrs a lot.

Pre-reading Questions:

1. Do you have a pet cat? What is its name?
2. What do you think cats like to do during the day?

Comprehension Questions:

1. What color is Tom the cat?
2. What does Tom eat and drink?
3. What does Tom do after each meal?
4. What game does Tom love to play with?
5. What sound does Tom make when he is happy?

True or false


1. Tom lives in a house with his master. _____
2. Tom is a happy kitten. _____
3. Tom purrs when he is hungry. _____
4. Tom eats fish sometimes. _____
5. Tom loves to be clean. _____
6. Tom plays with a rat. _____

Vocabulary Focus:

1. What does "purr" mean?
2. Can you describe what a "kitten" is?
3. What is a "yarn" ball used for?
4. What is the meaning of "lick" in this context?

Post-reading Reflection:

1. How do you think Tom feels after playing with the ball of yarn?
2. Why do you think it's important for Tom to clean his fur after eating?
3. If you were Tom, what would you like to do every day?

Validity (mark with an X in the appropriate box according to your criteria)			
Applicable:	X	Not Applicable:	Applicable based on the observations:
Validation Expert data			
Validated by:	Anabel Cedeño	ID: 1712480472	Date: March 6 th 2025
Signature:		Phone Number: 0986871295	E-mail: jacedenio@espe.edu.ec



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

Format for validation the contents of observation instruments of the research

Author: Cinthia Mariuxi Viera Freire

Expert validator's name:

Date:

Theme:

Ludic strategies for Developing English Reading Comprehension in A2 level students

Objective:

To assess the effectiveness of ludic strategies in developing reading comprehension skills in A2-level students by observing their engagement, understanding of key ideas, and ability to interpret texts.

1. General information

- Number of students observed:
- Ludic strategy applied:

2. Observation Indicators

Indicator	Yes	No	Observation
1. Engagement and Participation			
Students show engagement and enthusiasm in the activity.			
Students participate actively in the ludic strategy.			
Students remain focused and on task throughout the activity.			
Students demonstrate confidence when engaging with the text.			
2. Understanding and comprehension			
The ludic strategy helps students understand the reading material.			

Students recognize key vocabulary and main ideas in the text.			
Students infer meaning from context clues.			
Students relate the reading material to their prior knowledge or personal experiences.			
Students make predictions about the content before reading.			
Students use visual or contextual support (images, diagrams) to aid comprehension.			
3. Interaction and Communication			
Students interact and collaborate with peers during activities.			
Students express their understanding through oral or written responses.			
Students ask questions or seek clarification when needed.			
Students provide logical justifications for their answers.			
4. Application of Strategies			
Students follow instructions correctly.			
Students apply previously learned reading strategies.			
Students identify text structure and organization (e.g., headings, paragraphs, sequences).			
Students engage in self-correction when reading or answering questions.			
5. Motivation and Progress			
The ludic activity motivates students to read more.			
Students show improvement in reading comprehension over time.			

Students demonstrate retention of vocabulary and concepts in later activities.			
Students display a positive attitude toward reading tasks.			

Validity (mark with an X in the appropriate box according to your criteria)					
Applicable:	X	Not Applicable:		Applicable based on the observations:	
Validation Expert data					
Validated by:	Anabel Cedeño	ID:	1712480472	Date:	March 6 th , 2025
Signature:		Phone Number:	0986871295	E-mail:	jacedenio@espe.edu.ec

Annex 8. Authorization to apply the proposal



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DE
INGLÉS

Salcedo, 11 de marzo del 2025

Estimada,
Lic. Nancy Cruz Vda. de Gutiérrez. M.Sc.

RECTORA DE LA UNIDAD EDUCATIVA "BLAISE PASCAL"

Yo, Cinthia Mariuxi Viera Freire, estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros con mención en Enseñanza de Inglés, me dirijo a usted con el propósito de solicitar su autorización para llevar a cabo mi trabajo de investigación, titulado.

TEMA: LUDIC STRATEGIES FOR DEVELOPING ENGLISH COMPREHENSION IN A2 LEVEL STUDENTS

Con el objetivo de desarrollar esta investigación, solicito su amable autorización para aplicar los instrumentos de recolección de datos y la propuesta innovadora a los estudiantes de sexto y séptimo año de educación general básica de la institución que usted dirige. Estos datos serán fundamentales para la elaboración de mi tesis, que tiene un fin académico y busca contribuir al mejoramiento del entorno educativo en general.

Agradezco de antemano su colaboración, la cual será de gran valor para el avance teórico de este estudio. Felicito su disposición para apoyar los desafíos y necesidades de la institución. Quedo a la espera de su favorable respuesta.

Atentamente,



Lic. Cinthia Mariuxi Viera Freire
C.I. 0504451881

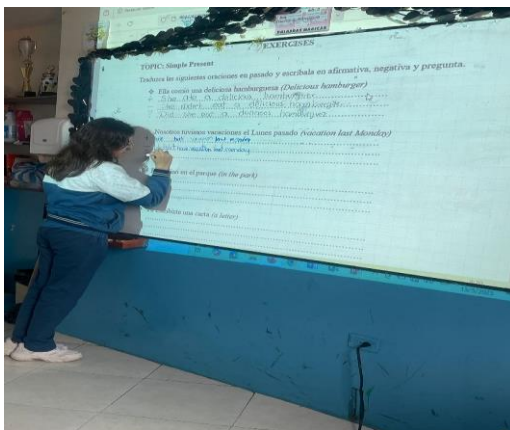


Annex 9. Evidence of the implementation of the proposal

Diagnostic Test



Implementation of Ludic Strategies





Observation

