



**UNIVERSIDAD TECNOLÓGICA  
INDOAMÉRICA  
DIRECCIÓN DE POSGRADO**

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

**THEME:**

---

**THE EFFECTIVENESS OF STORY MAPS AS READING STRATEGY TO  
DEVELOP READING COMPREHENSION SKILLS IN A2 ENGLISH  
CLASSROOM.**

---

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

**Autora**

Lcda. Maroto Criollo Erika Joselyn

**Tutor**

Msc. Juan Francisco Parreño Freire

AMBATO – ECUADOR

2025

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

Yo, Erika Joselyn Maroto Criollo, declaro ser autor del Trabajo de Investigación con el nombre “THE EFFECTIVENESS OF STORY MAPS AS READING STRATEGY TO DEVELOP READING COMPREHENSION SKILLS IN A2 ENGLISH CLASSROOM.”, como requisito para optar al grado de Magister en Pedagogía de los Idiomas Nacionales y Extranjeros 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 de 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 otro medio, sin autorización expresa de la misma. En 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 28 días del mes de agosto de 2025., firmo conforme:

Autor: Erika Joselyn Maroto Criollo

Firma:

Número de Cédula: 1850630656

Dirección: Cotopaxi, Latacunga, San Felipe.

Correo Electrónico: joselynmcam@gmail.com

Teléfono: 0969025859

**TUTOR’S APPROVAL**

In my capacity as Tutor of the Thesis Work titled “THE EFFECTIVENESS OF STORY MAPS AS A READING STRATEGY FOR DEVELOPING READING COMPREHENSION SKILLS IN AN A2-LEVEL ENGLISH CLASS,” presented by Erika Joselyn Maroto Criollo, to qualify for the degree of Pedagogy in National and Foreign Languages with a Specialization in the Teaching of English

**I CERTIFY**

That the aforementioned research work has been reviewed in all its parts, and I consider that it meets the requirements and merits sufficient to be submitted for public presentation and evaluation by the designated Examination Committee.

Ambato, on August 28th, 2025

.....

MSc. Juan Francisco Parreño Freire

## DECLARATION OF AUTHENTICITY

I, the undersigned, declare that the contents and results obtained in this research project, as a prerequisite for obtaining the degree of Pedagogy in National and Foreign Languages with a Specialization in the Teaching of English, are entirely original, authentic, and personal, and are the exclusive legal and academic responsibility of the author.

Ambato, on August 28th, 2025

.....  
Erika Joselyn Maroto Criollo

1850630656

**EXAMINING COMMITTEE’S APPROVAL**

The thesis has been reviewed, approved, and authorized for printing and binding on the topic: “THE EFFECTIVENESS OF STORY MAPS AS A READING STRATEGY FOR DEVELOPING READING COMPREHENSION SKILLS IN AN A2-LEVEL ENGLISH CLASS”, prior to obtaining the degree of Pedagogy in National and Foreign Languages with a Specialization in the Teaching of English, and it meets the substantive and formal requirements for the student to proceed with the public defense of the thesis work.

Ambato, on August 28<sup>th</sup>, 2025

.....  
MSc. Daniela Bonilla Yucailla  
COURT PRESIDENT

.  
.....  
MSc. Verónica Jarrin Escobar  
MEMBER

.....  
MSc. Juan Parreño Freire  
MEMBER

## **DEDICATION**

I dedicate this research project first to God and the Virgin Mary because every achievement is a product of their divine grace. To my parents because they have been my greatest inspiration to grow every day and have been the fundamental pillar of my development as a daughter, woman, and professional.

To my siblings and nephews, who have given me their love, companionship, and encouragement to achieve everything I have set out to do. To my partner, Victor, who has been there for me through sleepless nights, moments of stress, frustration, and joy. Who, with his words, has calmed my moments of anxiety and made me trust in my ability to achieve everything.

To my grandparents, who I know would be proud to see the woman I am becoming, and also to my four-legged angels, who I know are always there with me, by my side, accompanying me.

## **ACKNOWLEDGEMENTS**

Firstly, I would like to thank God and the Virgin Mary for giving me the intelligence and wisdom to carry out this research project. I would also like to thank my parents for their support, love, and motivation to achieve new goals.

I would also like to thank Indoamérica Technological University, Faculty of Humanities and Education, Department of National and Foreign Language Pedagogy, and all the professors for their love of teaching and for sharing their knowledge with me so that I could achieve excellence in my professional development.

## TABLE OF CONTENTS

<b>AUTORIZACIÓN POR PARTE DEL AUTOR PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL TRABAJO DE TÍTULACIÓN .....</b>	<b>i</b>
<b>TUTOR'S APPROVAL .....</b>	<b>ii</b>
<b>DECLARATION OF AUTHENTICITY .....</b>	<b>iii</b>
<b>EXAMINING COMMITTEE'S APPROVAL .....</b>	<b>iv</b>
<b>DEDICATION .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>vi</b>
<b>RESUMEN.....</b>	<b>xii</b>
<b>ABSTRACT .....</b>	<b>xiii</b>
<b>INTRODUCTION .....</b>	<b>xiv</b>
<b>Importance and Relevance.....</b>	<b>xiv</b>
<b>Problem statement.....</b>	<b>xvii</b>
<b>Research Question .....</b>	<b>xix</b>
<b>Hypothesis .....</b>	<b>xix</b>
<b>Beneficiaries .....</b>	<b>xix</b>
<b>General objective .....</b>	<b>xx</b>
<b>Specific Objectives.....</b>	<b>xx</b>
<b>CHAPTER 1 .....</b>	<b>21</b>
<b>THEORETICAL FRAMEWORK .....</b>	<b>21</b>
<b>Previous Studies.....</b>	<b>21</b>
<b>Theoretical Framework.....</b>	<b>24</b>
<b>Cognitive theory for language learning.....</b>	<b>24</b>
<b>Teaching English as a foreign language .....</b>	<b>26</b>
<b>English Reading skills development .....</b>	<b>27</b>
<b>Story maps as a cognitive strategy to develop the English Reading comprehension .....</b>	<b>28</b>
<b>CHAPTER 2 .....</b>	<b>30</b>
<b>METHODOLOGICAL DESIGN .....</b>	<b>30</b>

• Research Design and Research Method .....	30
• Participants /Sample – Research context .....	31
• Data Collection Process .....	32
Techniques and Data collection instruments .....	32
• Validity and Reliability.....	33
• Data Analysis Results .....	33
<b>CHAPTER III.....</b>	<b>62</b>
<b>PRODUCT .....</b>	<b>62</b>
<b>Innovative Proposal to the Problem / Result .....</b>	<b>62</b>
• Proposal Name.....	63
• Type of product.....	63
• Objective of the proposal.....	64
• Structure Proposal.....	64
• Steps for creating the didactic guide .....	64
<b>Guide for teachers .....</b>	<b>68</b>
• Structure and role of the Didactic Guide .....	68
• Innovative Proposal Evaluation.....	72
• Validation of the Proposal.....	73
<b>CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>74</b>
<b>REFERENCES .....</b>	<b>75</b>
<b>ANNEXES.....</b>	<b>81</b>
<b>Annex 1 : Approval.....</b>	<b>81</b>
<b>Annex 2: Pre-Test A2 Key English Reading Test .....</b>	<b>83</b>
<b>Annex 3: Post-Test A2 Key English Reading Test.....</b>	<b>90</b>
<b>Annex 4: Didactic Guide .....</b>	<b>97</b>
<b>Annex 5: Didactic Guide - Unit 1 Completed.....</b>	<b>154</b>
<b>Annex 6: Lesson Plan – Unit 1.....</b>	<b>167</b>

### **INDEX OF TABLES**

Table 1. Students' scores on the pretest and post test.....	34
Table 2. Test Structure .....	35
Table 3. Frequency of student responses to pre-test question 1- part 1 .....	1

Table 4. Frequency of student responses to post-test question 1- part 1 .....	2
Table 5. Frequency of student responses to pre-test question 2 part 1 .....	4
Table 6. Frequency of student responses to post-test question 2 part 1.....	6
Table 7. Frequency of student responses to pre-test question 3 - part 1 .....	8
Table 8. Frequency of student responses to post-test question 3-part 1 .....	9
Table 9. Frequency of student responses to pre-test question 4 -part 1 .....	11
Table 10. Frequency of student responses to post-test question 4 part-1 .....	12
Table 11. Frequency of student responses to pre-test question 5 part -1 .....	14
Table 12. Frequency of student responses to post - test question 5 part-1 .....	15
Table 13. Frequency of student responses to pre-test question 6 part-1 .....	17
Table 14. Frequency of student responses to post-test question 6-part 1 .....	18
Table 15. Frequency of student responses to pre-test question 1-part 2.....	22
Table 16. Frequency of student responses to post-test question 1 - part 2 .....	24
Table 17. Frequency of student responses to pre-test question 2- part 2.....	26
Table 18. Frequency of student responses to post-test question 2-part2 .....	27
Table 19. Frequency of student responses to pre-test question 3 - part 2.....	28
Table 20. Frequency of student responses to post- test question 3 - part 2 .....	30
Table 21. Frequency of student responses to pre-test question 4- part 2.....	31
Table 22. Frequency of student responses to post-test question 4 - part 2 .....	32
Table 23. Frequency of student responses to pre-test question 5-part2 .....	34
Table 24. Frequency of student responses to post-test question 5-part 2 .....	35
Table 25. Frequency of student responses to pre-test question 6-part2 .....	36
Table 26. Frequency of student responses to post-test question 6-part2 .....	37
Table 27. Frequency of student responses to pre-test question 7 part2 .....	39
Table 28. Frequency of students responses to post-test question 7-part 2.....	40
Table 29. Frequency of student responses to pre-test question 1-part 3.....	45
Table 30. Frequency of student responses to post-test question 1 part-3 .....	47
Table 31. Frequency of student responses to pre-test question 2-part3 .....	48
Table 32. Frequency of student responses to post-test question 2 - part3 .....	50
Table 33. Frequency of student responses to pre-test question 3-part3 .....	51
Table 34. Frequency of student responses to post-test question 3-part3 .....	53
Table 35. Frequency of student responses to pre-test question 4-part3 .....	54
Table 36. Frequency of student responses to post-test question 4-part3 .....	56

Table 37. Frequency of student responses to pre-test question 5-part3 .....	57
Table 38. Frequency of student responses to post-test question 5-part 3 .....	59

## INDEX OF FIGURES

Figure 1. Pre-test scores versus post-test scores .....	36
Figure 2. Go upstairs if you want.....	1
Figure 3. For sale women's bicycle.....	3
Figure 4. Greta's email .....	5
Figure 5. Tim's message.....	7
Figure 6. Museum trip.....	8
Figure 7. Adventure park .....	10
Figure 8. Concert tickets .....	11
Figure 9. Emma's message .....	13
Figure 10. Jake's message .....	14
Figure 11. Dan's ice cream.....	16
Figure 12. Swimming competition.....	17
Figure 13. Sophie's message.....	19
Figure 14. Correct and incorrect answers-part1 .....	20
Figure 15. School garden competition .....	23
Figure 16. Young blog writers .....	25
Figure 17. Whose class grew some vegetables? .....	26
Figure 18. Studying a writing a blog can be hard.....	27
Figure 19. Whose class won a trip? .....	29
Figure 20. Who answer question from other people who read her blog? .....	30
Figure 21. Whose class painted flowers on their garden wall?.....	31
Figure 22. Who plans to stop writing her blog soon?.....	33
Figure 23. Whose class learnt about the insects in their garden? .....	34
Figure 24. Who didn't have many people reading her blog in the beginning? .....	35
Figure 25. Whose class got help from someone in a pupil's family?.....	36
Figure 26. Who asks a member of her family to help her write her blog? .....	38
Figure 27. Whose class chose flowers that were the same colour? .....	39
Figure 28. Who says writing a blog is easier? .....	41

Figure 29. Correct and incorrect answers - part 2.....	43
Figure 30. How did anna feel?.....	45
Figure 31. What is Alice Watson’s job now? .....	47
Figure 32. Who has become anna's best friend? .....	49
Figure 33. Demmi had her first ballet lessons .....	50
Figure 34. What does anna say about the timetable?.....	52
Figure 35. Jack helped his wife and daughter by.....	53
Figure 36. Why couldn't anna find her classroom?.....	55
Figure 37. The best thing about the swam lake show for demmi .....	56
Figure 38. What does anna say about the homework she has now? .....	58
Figure 39. Hanna says that demi.....	59
Figure 40. Correct and incorrect answers-part 3.....	61

**UNIVERSIDAD TECNOLÓGICA INDOAMERICA**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**  
**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**TEMA:** LA EFICACIA DE LOS MAPAS NARRATIVOS COMO ESTRATEGIA DE LECTURA PARA DESARROLLAR LAS HABILIDADES DE COMPRENSIÓN LECTORA EN UNA CLASE DE INGLÉS DE NIVEL A2.

**AUTOR:** Erika Joselyn Maroto Criollo

**TUTOR:** Mg. Juan Francisco Parreño Freire

**RESUMEN**

La competencia lectora es un pilar fundamental en la adquisición de una lengua extranjera, pues sustenta la asimilación de vocabulario y el desarrollo de capacidades interpretativas. El presente estudio evaluó la efectividad de la implementación de los story maps como estrategia de lectura para el desarrollo de la comprensión lectora estudiantes de nivel A2 de Inglés. La investigación, de tipo cuasiexperimental, se llevó a cabo en el Instituto SALC de la ciudad de Latacunga con una muestra de 30 estudiantes, 17 hombres y 13 mujeres, con edades comprendidas entre los 18 y 24 años, divididos en dos grupos: un grupo experimental (GE=15), sometido a la intervención con mapas narrativos, y un grupo de control (GC=15), que mantuvo la metodología tradicional de instrucción. Además, se empleó un diseño cuantitativo con la aplicación de pruebas pretest y postest adaptadas de las secciones 1 a 3 del examen Cambridge A2 Key Reading. La intervención consistió en 10 sesiones de dos horas cada una, en las cuales el GE empleó una guía didáctica con story maps que organizaban visualmente la estructura narrativa. La guía didáctica contenía diferentes tipos de story maps cada uno de ellos con un propósito específico y actividades adicionales que reforzaban la comprensión lectora. Los resultados iniciales del pretest mostraron puntuaciones homogéneas y bajas entre ambos grupos (GE: 11.9/20; GC: 10.4/20). Mientras que, los resultados del postest revelaron un progreso significativo en el grupo experimental (18.4/20,  $\Delta=+6.5$ ), el cual superó al grupo de control (11/20,  $\Delta=+0.6$ ). Esta diferencia entre promedios demostró que los story maps facilitan una decodificación e interpretación textual sustancialmente eficaz. Se concluye que el andamiaje visual constituye una estrategia didáctica efectiva que fortalece el desarrollo de la comprensión lectora en inglés como lengua extranjera y se recomienda su integración en programas de enseñanza para potenciar los procesos interpretativos.

**PALABRAS CLAVE:** Comprensión lectora, story maps, Inglés como lengua extranjera, habilidad lectora

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

**AUTHOR:** MAROTO CRIOLLO ERIKA JOSELYN

**TUTOR:** PARREÑO FREIRE JUAN FRANCISCO

**ABSTRACT**

The Effectiveness of Story Maps as a Reading Strategy to Develop Reading Comprehension Skills in an A2-Level English Class

Reading competence is a key element in the acquisition of a foreign language, as it supports vocabulary acquisition and the development of interpretive skills. This study evaluated the effectiveness of using story maps as a reading strategy to enhance reading comprehension in A2-level English students. The quasi-experimental research was conducted at the SALC Institute in Latacunga, Ecuador, with a sample of 30 students—17 males and 13 females—aged between 18 and 24, divided into two groups: an experimental group (EG = 15), which received instruction using story maps, and a control group (CG = 15), which continued with traditional instructional methods. A quantitative design was applied, using pre-tests and post-tests adapted from Sections 1 to 3 of the Cambridge A2 Key Reading exam. The intervention consisted of ten two-hour sessions in which the experimental group used a teaching guide featuring story maps that visually organized narrative structure. The guide included different types of story maps, each with a specific purpose, along with complementary activities that reinforced reading comprehension. Initial pre-test results revealed similar low scores in both groups (EG: 11.9/20; CG: 10.4/20). However, post-test results showed a significant improvement in the experimental group (18.4/20, = +6.5), which outperformed the control group (11/20, = +0.6). This difference in average scores demonstrated that story maps are an effective tool for enhancing textual decoding and interpretation. It is concluded that visual scaffolding constitutes an effective instructional strategy that strengthens reading comprehension in English as a foreign language. Its integration into teaching programs is recommended to support the development of interpretive reading skills.

**KEYWORDS:** reading comprehension, story maps, English as a Foreign Language, reading skills



# **THE EFFECTIVENESS OF STORY MAPS AS READING STRATEGY TO DEVELOP READING COMPREHENSION SKILLS IN A2 ENGLISH CLASSROOM.**

## **INTRODUCTION**

### **Importance and Relevance**

Reading is a key aspect of the educational system. Reading is considered one of the most essential and necessary skills to develop, as it is the primary means of acquiring information and knowledge. Reading is widely understood as an intellectually demanding activity that involves multiple cognitive functions, including comprehension, analysis, and interpretation. It's not just a passive act, but an interactive process where readers actively decode symbols, connect ideas, and synthesize information based on their prior knowledge and experiences. This dynamic participation allows people not only to extract meaning from written material, but also to impose their own understanding, making each reading experience unique (Ministry of Education of Ecuador, 2016, p. 21). Currently, the development and improvement of reading has become an essential part of the English classroom, that is why strategies have been implemented to achieve effective reading.

This study focuses on the research line teaching and learning languages. So, this study concentrates on explaining the effectiveness of story maps as reading strategy to develop reading comprehension skills in A2 English Classroom. Commonly, Ecuadorian students struggle with reading skills since there is not a reading culture consequently. Therefore, reading comprehension tends to be a challenging aspect of English language learning for Ecuadorian students. In many occasions students do not comprehend the information that they find in the reading even though the texts provided in English are in accordance with their learning level. There are different aspects that make reading

comprehension difficult for students, such as lack of vocabulary or disinterest in reading. Many English learners in Saudi Arabian classrooms face significant challenges when processing English texts. Research by Alotaibi (2022) shows that these comprehension difficulties can be attributed to a lack of vocabulary teaching in school curriculum, combined with a lack of skills to figure out the meaning of words from contextual clues.

Comprehension is the process of deducing meaning from a text, as it involves both knowledge of the words and thinking and reasoning (Sundari et al., 2019). It is important for students to develop reading comprehension skills so that they can successfully acquire information and knowledge. Nevertheless, if students do not have reading habits, they will have reading comprehension problems. Thus, the application of reading strategies can facilitate this process. Reading strategies are premeditated means to facilitate the comprehension of the message (Banditvilai, 2020). So, reading strategies are essential to improve reading comprehension skills because they provide students with the skills, they need to read effectively.

One of the reading strategies applied by teachers in order to facilitate and improve English reading comprehension skills is story maps. Story maps allow students to organize the information they are acquiring from the reading in order to develop a deeper understanding of the text (Splittstoesser, 2020).

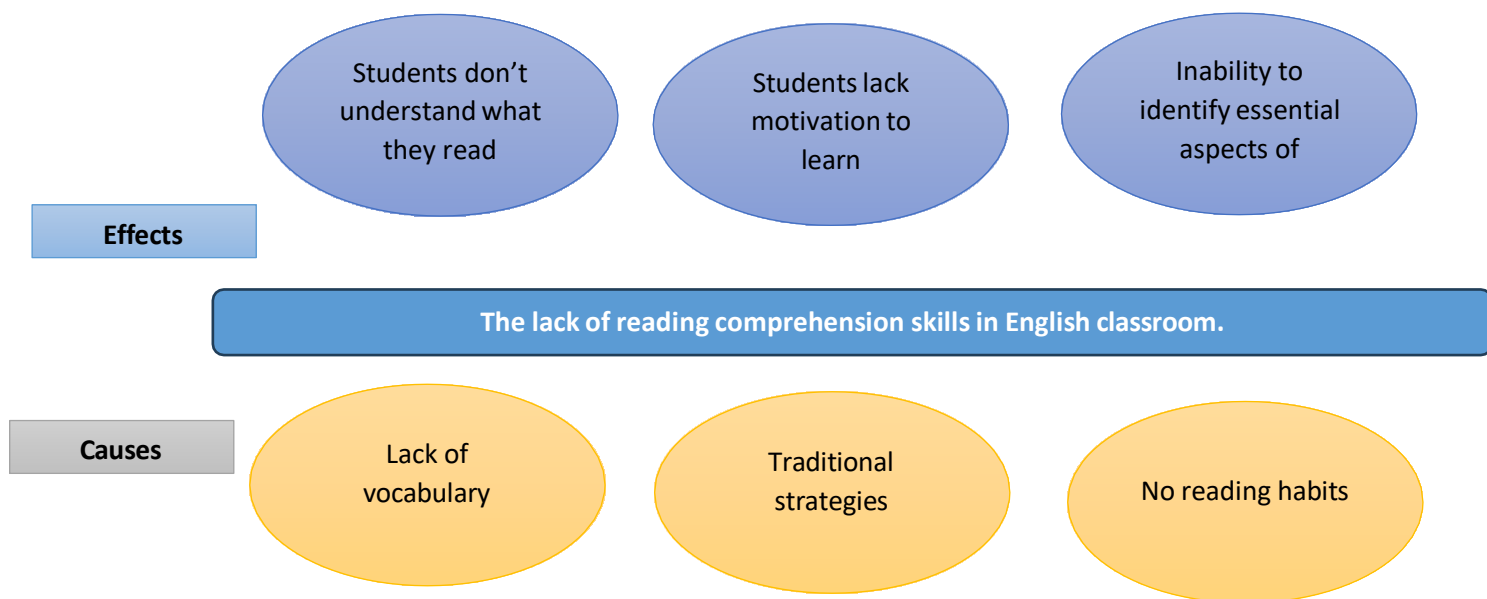
Sholichah (2017) explains that story mapping works as an instructional tool to visually organize the core components of narrative texts. This technique employs a structured diagram referred to as a story map to graphically represent elements such as settings, character actions, and event sequences within a story. By breaking down narratives into their fundamental parts such as themes, characters, problems, key plot developments,

and resolutions, story maps enable students to comprehend correctly how these components interconnect. The main objective of this technique is to guide students in identifying and analyzing critical aspects of storytelling, thereby improving their reading comprehension (p. 30).

In addition, story maps can be implemented at any stage of reading since the main objective of story maps is to collect important aspects that facilitate comprehension. As it is known, the main function of reading strategies is to help and improve students' comprehension since most of the time students have problems with the text that teachers provide them. Millah (2018) identified that many students face significant challenges in understanding written texts, requiring the implementation of specific learning strategies to facilitate comprehension. The author emphasizes that, without the appropriate teaching techniques, students may have difficulty processing and interpreting reading materials effectively. This highlights the importance of teachers employing specific strategies to support the development of students' reading comprehension (p. 60).

Developing reading comprehension skills in English can become a complex aspect in EFL classroom, that is why teachers have decided to change traditional education and implement teaching strategies that can meet the students' needs. Research indicates that students with disabilities can improve their reading comprehension skills and develop a more positive attitude toward reading when teachers implement well-designed teaching strategies (Alturki, 2017, p. 916). Therefore, it is essential to be aware of students' needs in order to find the resources necessary to meet them.

## Problem statement



The lack of reading comprehension skills in English classroom. Despite the fact that English language learning has taken great relevance in Ecuadorian education, many students often have problems with the development of their different skills. Most students have difficulty comprehending English texts, that is, most of the time they do not understand what they read. A key factor in this struggle seems to be the lack of regular reading practice among students. When young students rarely read books or other reading materials, they naturally miss opportunities to expand their vocabulary organically. This study focuses on determining the effect of story maps as a reading strategy on the development of reading comprehension in English in the A2 English classroom.

Most of the educational institutions rely on traditional teaching where resources are limited to develop the English language teaching-learning process effectively. Today's teachers tend to be concerned with meeting the needs of their students. Once teachers know what their students' problems or needs are, they try to look for methods or strategies to solve each of these problems that arise in the classroom. It is important to mention that

traditional education has been disappearing bringing as a positive aspect the implementation of diverse resources that favor learning and facilitate those aspects that students find complicated.

The implementation of new resources in the English classroom allows students to feel more engaged and comfortable with the language learning. As mentioned, one of the problems students have in teaching English is comprehension of texts, as many of them have vocabulary that they may not know or have forgotten. Most students tend to develop reading comprehension problems because they lack vocabulary (Hezam et al., 2022). In addition, this problem arises because when students have a text to read, they do not pay enough attention to it. Therefore, when students read a text and do not understand it, they tend to lose interest and as a consequence they feel frustrated with learning English.

It is crucial to highlight that for the development of reading comprehension and to awaken interest, the story map strategy has been implemented, which is an interesting strategy since students have to pay attention to the text to extract important aspects of it. This strategy allows students to retain the information and, at the same time, to actively process their knowledge. According to Sundari et al. (2019), using story maps as a learning tool enables students to better structure and retain key concepts from a text by identifying and recording its most important terms (p. 51).

Currently, the use of different resources has become a fundamental part of the English classroom. Teachers have adopted these resources in an effective way since many times the teaching-learning process is difficult due to the lack of material. That is why the use of teaching strategies has allowed students to develop the different skills in a

meaningful way. Besides, the application of these strategies has also created a more active environment where the student experiences and learns at the same time.

### **Research Question**

How effective are story maps as a reading strategy to develop reading comprehension skills in A2 English classroom?

### **Hypothesis**

- The implementation of story maps as reading strategy in A2 English classroom improve students' reading comprehension.

### **Beneficiaries**

This research aimed to determine the effect of story maps as a reading strategy in the development of reading comprehension in English in the A2 English classroom. The beneficiaries were thirty A2 English learners with an age range of 18 to 24 years old as this research helps identify and meet the specific difficulties faced by students in developing reading comprehension skills. Likewise, English teachers benefit by highlighting the obstacles that students often face in English language learning process. The results of the research enable teachers to gain knowledge about innovative teaching strategies to successfully enhance learning. This research also contributed to future research that focus on the implementation of strategies to develop reading comprehension skills in the English teaching and learning process.

## **Objectives:**

### **General objective**

- To determine the effect of story maps as reading strategy on the English reading comprehension development in A2 English classroom.

### **Specific Objectives**

- To identify the level of reading comprehension skills in A2 English classroom.
- To design a proposal based on story maps.
- To implement the proposal in A2 English Classroom.
- To evaluate reading comprehension skills after the implementation of story maps in A2 English classroom

## **CHAPTER 1**

### **THEORETICAL FRAMEWORK**

#### **Previous Studies**

English is one of the most important languages around the world as it has become a fundamental requirement in different fields such as: educational, labor and cultural. In Ecuador the lack of English is so high that English teachers try to investigate and implement new strategies and techniques that allow students to develop different skills in an effective way. That is why, the main objective of this research is to determine the effect of story maps as a reading strategy in the development of reading comprehension in English in the A2 English classroom. Therefore, it is important to support the research by reviewing different resources.

Splittstoesser's (2020) research examined the impact of direct instruction in story mapping strategies on first-graders' reading skills. The study specifically explored whether using these visual organizational tools could significantly improve comprehension levels among beginning readers. The sample for this study was 21 first graders from a K-5 school, 10 male students and 11 female students. In this research, the instruments used to obtain information were both qualitative and quantitative in approach. The first method applied for data collection was a pre-assessment. The format of the pre-assessment focused on an interview, as it contained closed-ended questions whose purpose was to obtain information about the students' reading comprehension. The next method was the post-assessment, which consisted of a read-aloud followed by the creation of a map composed of questions based on the elements of the story. This was followed by a SEESAW recording in which

the students narrated a story using a story map. In addition, observations were made by the teachers, which were recorded in the recording log, and the last data collection instrument was the story maps created by the students. As a result, the research showed that students need support to develop their reading comprehension and that the implementation of graphic organizers, such as story maps, facilitated the students' comprehension and narration process, since it allowed them to remember different elements of the story.

This article supports the hypothesis that story maps improve students' reading comprehension since it is mentioned that the identification of the important elements of the reading facilitates this skill which is often difficult to develop in students and also allows them to retain important information of the same time. That is why the implementation of reading strategies such as story maps are effective in improving reading comprehension as well as meeting the needs of students.

Millah's (2018) study aimed to examine two key aspects: the effectiveness of the Story Mapping technique in enhancing students' ability to identify main ideas during reading, and the resulting classroom dynamics when this instructional approach was implemented. The study population was a total of 30 students, including 21 females and 9 males belonging to a tenth-grade class. The data collection instruments had a qualitative and quantitative approach. Quantitative information was obtained through pre- and post-tests of reading comprehension. While qualitative information was obtained through interview, observation, questionnaire and diary. The results obtained affirm that the implementation of story maps as a educational strategy to improve reading comprehension helps students to understand the text more easily, since they acquire knowledge about the elements of reading through story maps. In addition, this strategy allowed students to feel more motivated and active in finding the main ideas of the reading.

Based on these findings, this research adopts pre- and post-assessments as data collection instruments. These allow to know the effectiveness of the implementation of story maps in developing reading comprehension while facilitating this process. Although, this study has different instruments for data collection, it generates an idea of how students take story maps as a strategy applied in the classroom, since according to this research, story maps not only facilitate reading comprehension, but also allow the classroom environment to be more motivating.

Lescano (2022) conducted a research study aimed at analyzing the relationship between the “Story Map” strategy and the improvement of writing skills. The study sample consisted of 27 seventh grade students from the bilingual center “La Granja”. Among them, there were 19 females and 8 males. The age range of the students was 10 to 11 years old. As an instrument for data collection, pre- and post-testing was taken into account. Accordingly, the Story Map strategy was used. The results obtained show that the Story Map strategy benefited the students in such a way that they were able to identify the essential parts of a story resulting in the writing of a text. Lescano's research demonstrates the effectiveness of the story map strategy as a didactic strategy applied in the English classroom. As a result, students are able to produce a piece of writing with an understood knowledge of reading. Although this research focuses on writing skills, it favors my research in such a way that it mentions that story maps are effective in identifying different aspects of a reading.

Tayo's (2019) study examined how graphic organizers could enhance reading comprehension among beginner EFL learners (CEFR level A2) at the Technical University of Ambato's Language Center. The research specifically assessed the effectiveness of these visual tools in supporting English language acquisition. This research used a qualitative and quantitative method. In this research, the quasi-experimental method focused on the

use of a pre-test and a post-test as the methodology to carry out the research was used. The study population consisted of 60 students who were divided into two groups, a control group and an experimental group. These students belonged to an A2 level of English. In addition, a survey on the use of graphic organizers to improve reading proficiency in English was applied. As a result of this research, it was found that the application of graphic organizers has a significant impact on the development of reading comprehension since the students were able to highlight without difficulty aspects of reading that are usually tedious to recognize.

The relationship between the two studies is that both focus on the application of graphic organizers to develop reading comprehension. As it is known, story maps are a type of graphic organizer that allows the identification of the important parts of a reading. In addition, these studies aim to facilitate reading comprehension and the ability to interpret and retain key information.

## **Theoretical Framework**

### **Cognitive theory for language learning**

Sankar (2018) explains cognitivism as a theoretical approach to learning that emphasizes internal mental processes over observable behaviors (p. 127). Unlike behaviorist perspectives that prioritize measurable actions, cognitive theory examines how knowledge is mentally processed, organized, and connected during the learning experience. According to this definition it is important to emphasize that the cognitivist theory focuses on the mental processes that human beings execute when receiving new knowledge. That is, how they understand, process and accumulate knowledge.

Anastasi and Cyprien (2021) highlight that cognitive theorists recognize language acquisition as a process influenced by both innate biological mechanisms and external

experiential factors. They argue that although children are born with a natural predisposition to learn languages, this inherent ability alone is insufficient for full language development. Instead, the interaction between a child's cognitive maturation, psychological state, social interactions, and broader environmental stimuli is essential for successful language acquisition. In other words, while genetics provides the fundamental framework for language, active participation in the environment through communication, cultural exposure, and structured learning acts as a stimulator that transforms potential into competence (p. 12).

Cognitivism mentions that human beings possess a natural capacity to obtain or learn a new language, but this capacity can be developed by having a relationship with the environment. Many factors are involved in language learning. These factors can be biological, social and psychological. All of these factors contribute to effective language learning.

Guilar et al. (2023) explain that cognitivism is based on the fundamental principle that true learning occurs through understanding. This theoretical approach conceptualizes the learning process as a structured progression, in which students systematically build their understanding of English language concepts and skills. Rather than simply memorizing information, students embark on a step-by-step cognitive journey that allows them to fully understand and internalize the material they are taught. Comprehension is one of the most important aspects in the theory of cognitivism since it affirms that learning is a systematic process in which learners are immersed when they learn a new language. That is why students in the learning process must follow certain steps such as learning vocabulary, concepts, rules and others as well as learning to develop each of the skills that this new language presents.

## **Teaching English as a foreign language**

As English continues to dominate international communication, Ecuador has recognized its importance by integrating English language education as a core element in schools (Maroto et al., 2022, p. 2). Nowadays, teaching English as a foreign language is an essential part of education around the world, as it is one of the most commonly used languages. As a result, most countries have adopted this language in their educational systems.

The global dominance of English has made language acquisition imperative for learners worldwide. According to Masadeh (2022), full mastery requires systematic development of all language domains, starting with receptive skills like listening and progressing to productive skills such as writing (p. 27). The process of teaching English as a second language involves the development of different skills such as writing, reading and speaking. In order to develop each of these skills teachers need to have a knowledge of methodologies or strategies that facilitate the teaching and learning process. In such a way that the language can be produced without difficulty.

Mohammed and Alhamami (2024) highlight the importance of pedagogical awareness among English teachers. They argue that educators must develop a comprehensive understanding of the various teaching methodologies and their respective advantages. This knowledge enables teachers to strategically select the most appropriate teaching approach based on their students' needs and specific learning contexts. In addition, the researchers emphasize the crucial role of teacher self-reflection, encouraging educators to critically examine their personal teaching philosophies and consider how these underlying beliefs shape their classroom practices (p. 823).

The English teaching as a foreign language is a complex part of the educational process, since it is not a language of its own and for students to develop it requires the implementation of different strategies or methods that always respond to the needs of the students. It is necessary to point out that there are few students who learn a language by initiative and the rest tend to learn by obligation. That is why, when we teach it is necessary to focus on those students and try to find a way to make learning fruitful for the whole classroom.

### **English Reading skills development**

Paakkari et al. (2024) argue that, while literacy has always been essential for navigating contemporary society, today's saturated world of information demands increasingly sophisticated reading skills (p. 2). The digital age, with its constant flow of diverse content, has transformed what it means to be truly literate. Most of the time, developing the reading skills is often a problem when we are learning a new language, as it is usually a complex process. This problem may be due to reasons such as lack of vocabulary, disinterest in reading or the simple fact that we are not fluent in the language as a whole.

Abubakar and Ahmad (2023) highlight the fundamental role of reading as one of the four primary language skills, pointing out its crucial importance in general language development. The researchers argue that reading is the fundamental pathway to comprehension, as it allows students to decode textual structures and extract meaning effectively. They argue that competent readers demonstrate a greater ability to analyze sentence construction and interpret written discourse. Consequently, the researchers highlight extensive reading as a crucial pedagogical approach for developing comprehensive communicative competence (p. 36). Reading is the first step in language

development because when we read a text, we will be able to produce information from what we have read. However, if there is a lack of knowledge of words or a lack of vocabulary this process will be hindered because when we do not understand a term the rest of the information will not be fully understood. Therefore, the development of reading comprehension is of vital importance because if you can understand it means that you have mastered the language.

Wotsa and Yadav (2023) highlight the significant difficulties many students face in developing reading skills. The authors point out that the process of learning to read becomes particularly challenging when teaching methods lack clarity. Their research indicates that inadequate strategic support for reading comprehension often leads to academic difficulties, as many students fail to achieve the reading skills appropriate for their level and, as a result, fall behind their peers (p. 2). A good learning process requires methods and strategies focused on the needs of the students. The reading process, being a challenge for them, requires the application of different strategies that facilitate and help students to understand and develop reading skills.

### **Story maps as a cognitive strategy to develop the English Reading comprehension**

According to Ecuador's Ministry of Education (2016), fully comprehending a text requires readers to engage with it on multiple levels. Beyond simply processing individual words, effective readers analyze the underlying structure of the writing, comparing how different languages organize information (p. 22). Reading comprehension is essential to understand a text, that is why teachers use strategies in the classroom to facilitate this process so that these skills are developed effectively.

Marenco and colleagues (2024) conceptualize cognitive strategies as the mental techniques learners employ to comprehend, organize, and internalize a new language.

These strategic approaches are systematically categorized into four distinct dimensions: active practice techniques, methods for receiving and conveying linguistic messages, analytical and logical processing approaches, and frameworks for structuring both language comprehension and production (p. 2742). The implementation of cognitive strategies in the classroom favors students in their learning since the process that a student has to go through when using this type of strategies allows their knowledge to be retained efficiently. For instance, the learner first tries to understand, then uses and finally processes what has been acquired. In this way, the learner will produce the language with more confidence and motivation.

Research conducted by Isnani (2021) highlights the effectiveness of story maps as a teaching tool for improving students' comprehension of narrative texts. Through the systematic breakdown of key story elements, this technique helps students more easily understand the structure and development of stories. During the study, students demonstrated greater engagement with story maps, especially in the second cycle of implementation. Many reported that the detailed breakdown provided by the story map significantly improved their ability to analyze complex plot developments. Specifically, they found it useful for identifying crucial components of the story, such as initial events, central conflicts, characters' attempts to overcome challenges, and the final resolution and conclusion. This structured approach not only deepened their understanding but also made the learning process more interactive and enjoyable.

The story mapping strategy facilitates reading comprehension by identifying the important elements of the reading. This allows students to retain knowledge in order to assimilate and then produce it.

Syafii's research (2021) highlights how story maps work as powerful visual tools to enhance literary comprehension. These graphic organizers guide students to actively identify and analyze key narrative elements including characters, plot development, settings, conflicts, and resolutions while reading. As learners engage with these components, the visual representation they create helps them build a coherent mental structure for processing, interpreting, and retaining the story's content (p.15). The objective of the story maps is to identify the most important aspects of the reading. When students look for this information, their knowledge is activated as well as they understand each of the words they read, this is where the comprehension process takes place.

## **CHAPTER 2**

### **METHODOLOGICAL DESIGN**

This section presents the research methodology employed in this thesis, which investigates the effectiveness of story maps as a reading strategy to develop reading comprehension skills in the A2 English classroom. The information detailed in this section describes the different resources such as design, method, participant selection process, data collection methods, validity or reliability, and data analysis procedures, which were taken into account in the development of this research.

- **Research Design and Research Method**

This research is based on a quantitative method. Creswell and Creswell (2018) describe quantitative research as a systematic approach that examines connections between measurable factors. This methodology involves developing testable predictions about how these variables influence one another, often focusing on the strength and nature of their relationships (p. 109). The implementation of quantitative research will allow to obtain

information by identifying dependent and independent study variables that are stated in ideas or hypotheses. Therefore, the quantitative approach focuses on measuring the magnitude of variables and the relationship between them. On the other hand, this research focuses on the quasi-experimental method-one group. Creswell and Creswell (2018) define quasi-experiments as practical research designs used when random assignment isn't feasible common in real-world settings like schools or workplaces where researchers compare existing groups under different conditions (p. 265). The quasi-experimental research method is based on research with known groups; it means that there is a control over the group. Through the use of the quasi-experimental method, it is possible to evaluate the effectiveness of story maps as a reading strategy in the A2 English classroom, since it focuses on collecting information before and after the treatment, allowing to confirm the hypothesis through the results obtained.

- **Participants /Sample – Research context**

The sampling for the research is focused on the purposeful sampling. Creswell (2009) explains that researchers use purposeful sampling to intentionally select participants who have direct experience with the specific phenomenon being studied (p. 199). Rather than choosing subjects randomly, this approach focuses on finding individuals who can provide meaningful insights based on their lived experiences. Purposeful sampling will be used because there is free access to the study sample. In addition, the study sample is a group that is already known about, which will allow the research to be carried out appropriately. Thus, it is important to mention that the sampling has been selected taking into account both variables and homogeneity. In addition, the population established for the research is 30 students in the A2 English class. In the course there are 13 female and 17 male students between the ages of 18 and 24. The homogeneity and criteria are met in this group for

purposeful sampling. The research was applied in the private institute “SALC” which is in Latacunga city. The institution focuses on teaching English as a second language and leveling students who tend to have problems in the development of their different skills.

- **Data Collection Process**

### **Techniques and Data collection instruments**

As Sharma (2023) explains, a test can be defined in its most basic form as a structured assessment in which individuals respond to a predetermined set of questions. The main objective of such an assessment is to quantify a specific trait or skill, including mathematical ability, honesty, perseverance, or creativity, based on the answers provided. Basically, higher scores on these questions serve as an indicator of greater competence or strength in the attribute being measured. The use of tests as a technique for collecting data provides useful information for the development of this research, since the answers given in them are the information that is analyzed.

In addition, a pre-test and a post-test is used as a data collection instrument. According to Sanders (2019), pre- and post-tests serve as valuable assessment tools that measure students' academic growth in core subjects like mathematics, literacy, and composition across a defined instructional period (p. 3). These standardized evaluations allow educators to quantify learning gains by comparing baseline and endpoint performance data. The purpose of applying a pre-test is to identify students' reading comprehension skills without the implementation of reading strategies. Whereas, the post-test helps to evidence how effective the story maps are as reading strategy for the development of reading comprehension.

- **Validity and Reliability**

According to research by Sürücü and Maslakçı (2020), the validity of an assessment tool depends on whether researchers can draw accurate and relevant conclusions from the data it generates when properly analyzed (p. 2696). Basically, validity shows how well the measurements collected really represent what they are supposed to measure. Thus, validity will ensure that the instruments used are able to collect the intended data. It is important to mention that the instruments used for data collection are useful to obtain accurate data that contribute to the research. In addition, the validity of the hypotheses will be validated through the analysis of the data collected. That is why, the validity of the instruments and the hypothesis is fundamental to obtain accurate and reliable results.

- **Data Analysis Results**

A t-test was applied to analyze the data and confirm the hypothesis. Gerald's (2018) research explains that the t-test represents a common parametric statistical method, which analyzes normally distributed interval or ratio-level data to examine differences between two average values (p. 50). This analytical tool is particularly useful when researchers need to determine whether observed differences between groups are statistically significant. This test was very useful as it allowed comparing the averages of the same study sample but at different times. This test indicated a statistically significant difference between the scores obtained in the pre-test and post-test. The results obtained confirmed and supported the hypothesis that story maps improve reading comprehension skills.

This chapter presents the comparative analysis of pre-test and post-test data examining the effectiveness of the Story Maps as strategy for improving reading comprehension. The study employed a quasi-experimental design with two groups: an experimental group (n=15) that received instruction using the Story Map Strategy and a

control group (n=15) that followed conventional teaching methods, comprising a total of 30 A2-level English students at the SALC Institute. The data collected in this section was obtained through multiple-choice and matching tests. The table below shows the students' scores on a pre-test and a post-test.

**TABLE 1. STUDENTS' SCORES ON THE PRETEST AND POST TEST**

<b>EXPERIMENTAL GROUP</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>CONTROL GROUP</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
<b>A2SE1</b>	8.64	16.8	<b>A2SC1</b>	12.16	11.36
<b>A2SE2</b>	8.96	18.4	<b>A2SC2</b>	6.24	9.76
<b>A2SE3</b>	12.16	17.28	<b>A2SC3</b>	11.36	12.16
<b>A2SE4</b>	9.76	18.4	<b>A2SC4</b>	11.36	13.28
<b>A2SE5</b>	12.96	17.28	<b>A2SC5</b>	10.56	11.36
<b>A2SE6</b>	13.28	19.2	<b>A2SC6</b>	9.76	11.36
<b>A2SE7</b>	16.48	19.2	<b>A2SC7</b>	12.16	10.56
<b>A2SE8</b>	11.04	20	<b>A2SC8</b>	8.64	11.36
<b>A2SE9</b>	12.48	17.28	<b>A2SC9</b>	10.24	11.36
<b>A2SE10</b>	6.24	17.6	<b>A2SC10</b>	8.64	9.76
<b>A2SE11</b>	13.28	20	<b>A2SC11</b>	11.36	12.16
<b>A2SE12</b>	15.2	18.4	<b>A2SC12</b>	14.08	10.24
<b>A2SE13</b>	10.24	17.6	<b>A2SC13</b>	8.64	10.24
<b>A2SE14</b>	14.88	20	<b>A2SC14</b>	10.56	12.16
<b>A2SE15</b>	12.16	19.2	<b>A2SC15</b>	11.36	12.16

**Elaborated by:** Erika Maroto (2025)

Through a rigorous comparison of assessment results between groups and test periods, this analysis establishes the specific impact of the Story Map intervention on reading comprehension development. Both the pre-test and post-test were taken from the Cambridge Assessment English A2 Key English Test (KET) Reading section, designed to evaluate reading comprehension skill. The test consisted of three sections (Parts 1, 2, and 3 from the A2 Key Reading Test), comprising a total of 18 questions. The assessment criteria included comprehension, vocabulary, grammar, and understanding, with a maximum achievable score of 20 points. Moreover, scoring distribution was as follows: Part 1 (6 questions) and Part 2 (7 questions) were weighted at 0.8 points per question, while

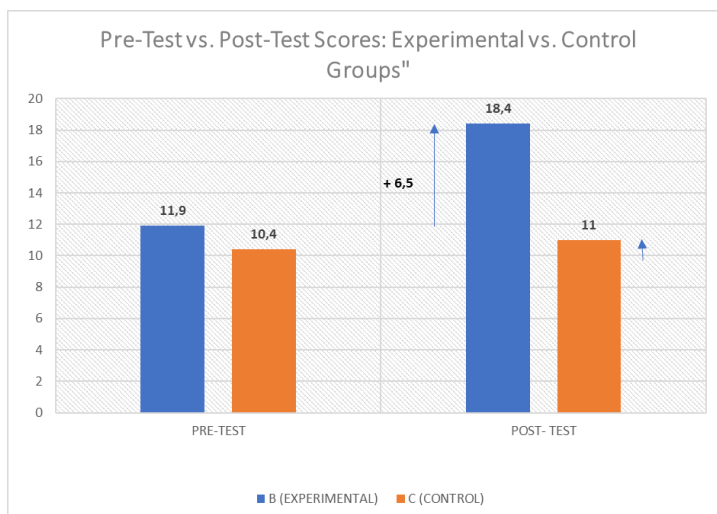
Part 3 (5 questions) carried a higher value of 1.92 points per question to reflect its increased complexity.

**TABLE 2. TEST STRUCTURE**

Part	Task Type	Description	Skill Assessed
1	Multiple Choice	Understand 6 short real – word texts	Gist comprehension
2	Matching	Link 7 questions to 3 shorts texts	Detail identification
3	Multiple Choice	Answer questions about a longer text	Full comprehension

**Elaborated by:** Erika Maroto (2025)

Based on the comparison between the control and experimental groups, the results of the descriptive statistical analysis clearly illustrate how participants performed on both the pre-test and the post-test, as well as the overall distribution of scores across the two assessments. Precisely, the experimental group demonstrated a meaningful improvement, with the mean pre-test score increasing from 11.9 to a post-test mean of 18.44, reflecting a notable gain of 6.5 points. On the other hand, the control group exhibited only a small increase, with the mean score rising from 10.4 to 11.1, indicating a modest improvement of 0.7 points.



**FIGURE 1: PRE-TEST SCORES VERSUS POST-TEST SCORES**

**Elaborated by:** Erika Maroto (2025)

In addition, the median scores mirrored this trend. The experimental group's median increased significantly from 11 to 20, whereas the control group's median showed a smaller rise, from 8.6 to 10.6. Likewise, the mode for the experimental group shifted from 12 (pre-test) to 16 (post-test), showing a noticeable shift in the most frequently occurring scores. However, the mode for the control group remained constant at 11 for both assessments. These findings suggest that the instructional intervention applied to the experimental group was effective in enhancing student performance, while the control group showed minimal change over the same period.

In order to evidence the results in a better way, each part from the test was analyzed of an individual way. On the first part, the students had to answer 6 questions and choose the answer that best fits the text from the three options provided. In addition, in this part students had to read different short real-world texts such as notices, signs, messages and so on. The purpose of this section was to assess comprehension of main ideas and simple details. In order to continue each question from the first part was analyzed one by one.

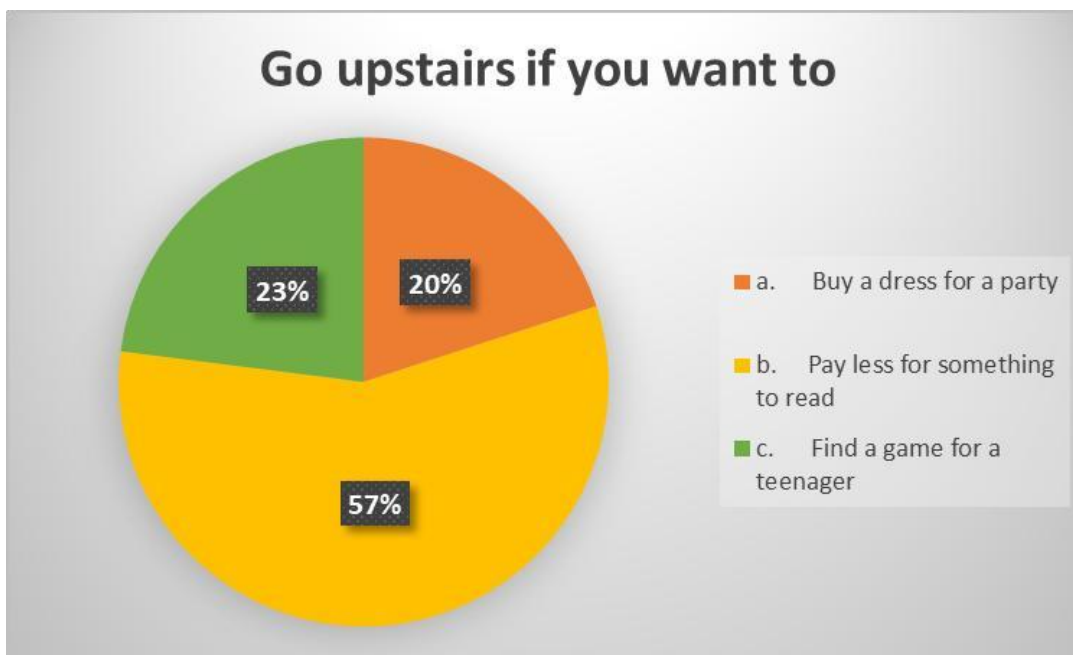
**Pre- Test - Question 1: Go upstairs if you want to**



**TABLE 3. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 1- PART 1**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. Buy a dress for a party	6	20%
b. Pay less for something to read	17	57%
c. Find a game for a teenager	7	23%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 2. GO UPSTAIRS IF YOU WANT**

**Elaborated by:** Erika Maroto (2025)

The data collected in the pre-test revealed that, from a sample of 30 students evaluated, 17 students, representing 57% of the population, selected option “b,” which is the correct answer. - “Pay less for something to read.” On the other hand, seven students, representing 23% of the population, selected option “c”: (“Find a game for a teenager”),

which is incorrect. Similarly, six students, representing 20% of the population, selected option “a”: (“Buy a dress for a party”).

These data show that most students selected the correct answer, but 13 students chose the incorrect answer. It is important to mention that seven students chose option c, which could be because the short text mentions information about toys and the answer also mentions something about a game. This could cause confusion. However, there were students who selected option a, which has nothing to do with the short text. This shows that the students did not understand the text and chose the answer randomly.

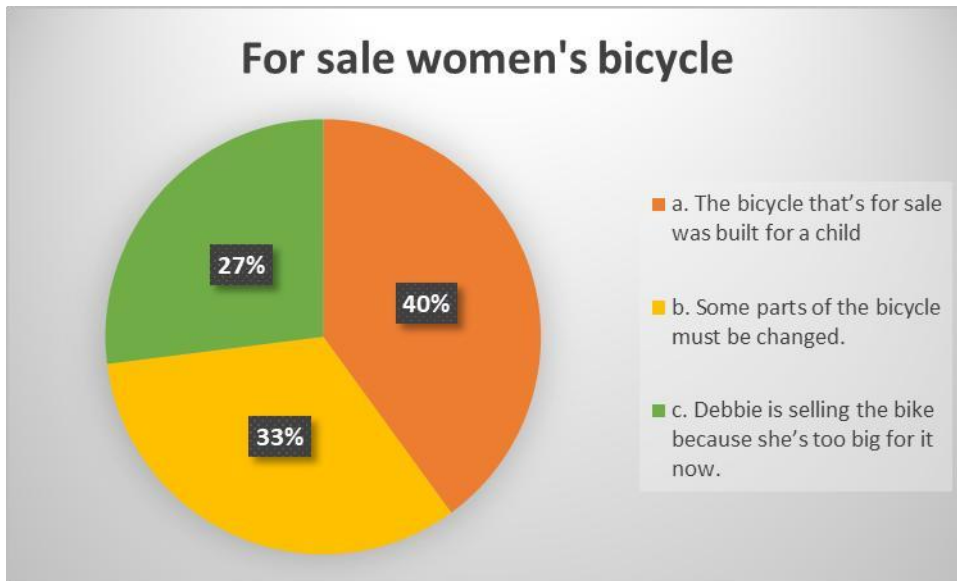
**Post-Test - Question 1:**



**TABLE 4. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 1- PART 1**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
A. The bicycle that's for sale was built for a child	12	40%
B. Some parts of the bicycle must be changed.	10	33%
C. Debbie is selling the bike because she's too big for it now.	8	27%
<b>Total</b>	30	100%

**Elaborated by:** Erika Maroto (2025)



**FIGURE 3.** FOR SALE WOMEN'S BICYCLE

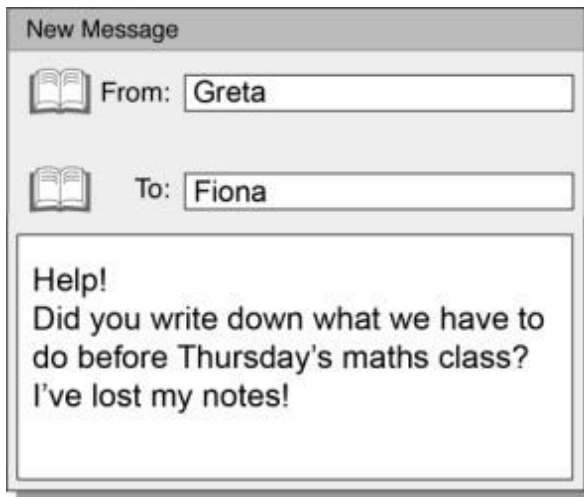
**Elaborated by:** Erika Maroto (2025)

On the other hand, the data collected in the post-test showed that, from a sample of 30 students, 10 students representing 33% of the population chose option “b”: “Some parts of the bicycle must be changed,” which was the correct answer. This contrasts with the results from the pre-test, where 17 students selected the correct answer. The difference may have occurred because on the first question of the post-test included more vocabulary from the short texts, such as “small,” “11 years old,” and other words that could have caused confusion when choosing the correct answer. Additionally, 12 students representing 40% of the population—selected option “a” (“Some parts of the bicycle must be changed”), while 8 students 27% of the population chose option “c” (“Debbie is selling the bike because she’s too big for it now”).

It is important to note that the post-test was administered after the experimental group (n=15) received 10 interventions using the didactic guide with story maps. The final results show that students performed better on the first question in the pre-test than in the

post-test. As previously mentioned, this could be because the first question in the pre-test included an option that did not logically fit the short text, whereas in the post-test, all options were relevant to the text. This may have made it more challenging for students to select the correct answer in the post-test compared to the pre-test.

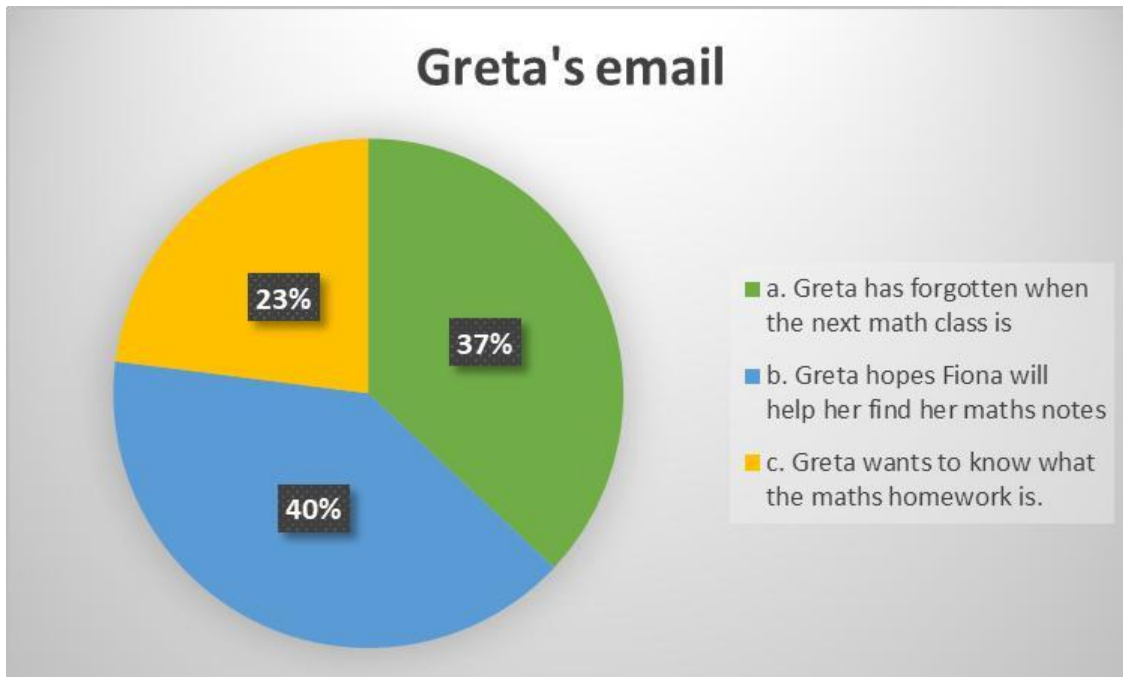
**Pre- test – Question 2:**



**TABLE 5. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 2 PART 1**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. Greta has forgotten when the next math class is	11	37%
b. Greta hopes Fiona will help her find her maths notes	12	40%
c. Greta wants to know what the maths homework is.	7	23%
<b>Total</b>	30	100%

**Elaborated by:** Erika Maroto (2025)



**FIGURE 4.** GRETA’S EMAIL

**Elaborated by:** Erika Maroto (2025)

The results from the pre-test’s second question revealed that only 7 students, representing 23% of the population, chose the correct answer, option C: “Greta wants to know what the maths homework is.” Conversely, a group of 11 students, representing 37% of the sample, selected option A: “Greta has forgotten when the next math class is,” which is incorrect. Similarly, 12 students, making up 40% of the sample, chose option B: “Greta hopes Fiona will help her find her maths notes.”

Unlike the first question in the pre-test, where most students selected the correct answer, the results for the second question were different only 7 out of 30 students answered correctly. This demonstrates that students had more difficulty with this particular question. As previously mentioned, this may be due to a lack of vocabulary, which hindered their reading comprehension.

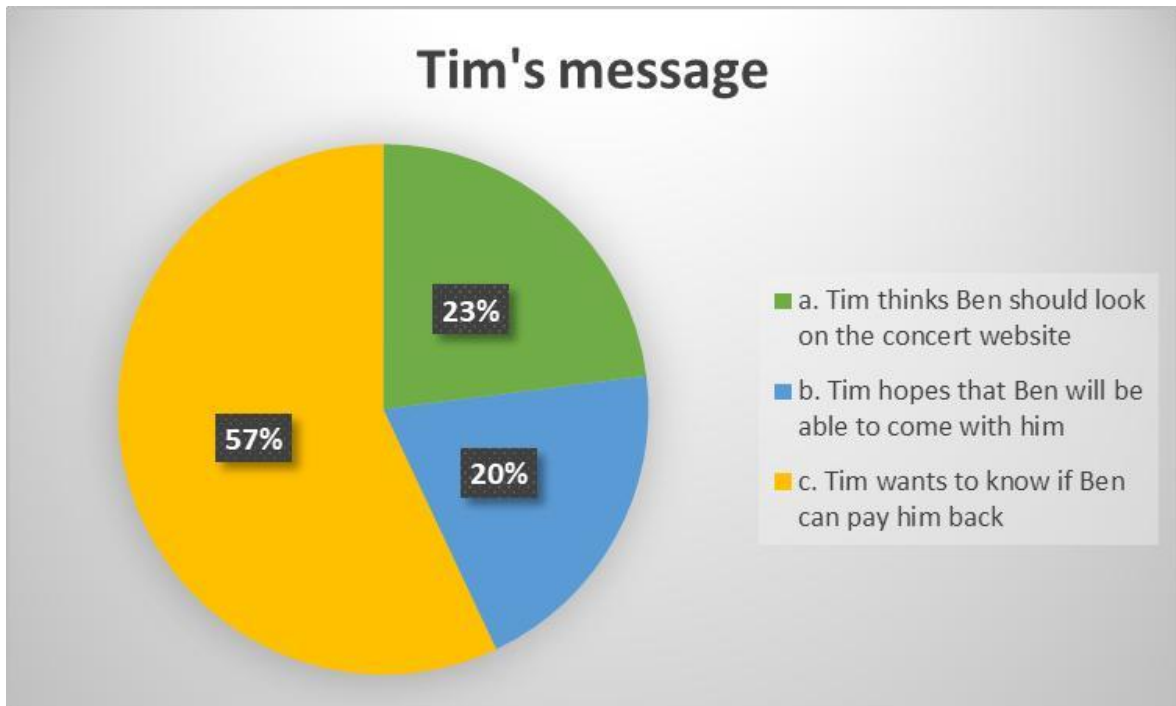
**Post-Test-Question 2:**



**TABLE 6. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 2 PART 1**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. Tim thinks Ben should look on the concert website	7	23%
b. Tim hopes that Ben will be able to come with him	6	20%
c. Tim wants to know if Ben can pay him back	17	57%
<b>Total</b>	30	100%

**Elaborated by:** Erika Maroto (2025)



**FIGURE 5.**TIM'S MESSAGE

**Elaborated by:** Erika Maroto (2025)

The data collected in the post-test revealed that most students performed well on the second question, as 17 out of 30 students (57%) selected the correct answer, option c: “Tim wants to know if Ben can pay him back.” However, some students still struggled to understand the short text, leading to mistakes. Specifically, 7 students (23%) chose option a: “Tim thinks Ben should look on the concert website,” while 6 students (20%) selected option b: “Tim hopes that Ben will be able to come with him.”

These results demonstrate that students were able to understand the information in the short text, leading to a good performance on the second question. So, this revealed that the implementation of story maps helped to improve reading comprehension, as students focused on key details, enabling them to answer the question correctly.

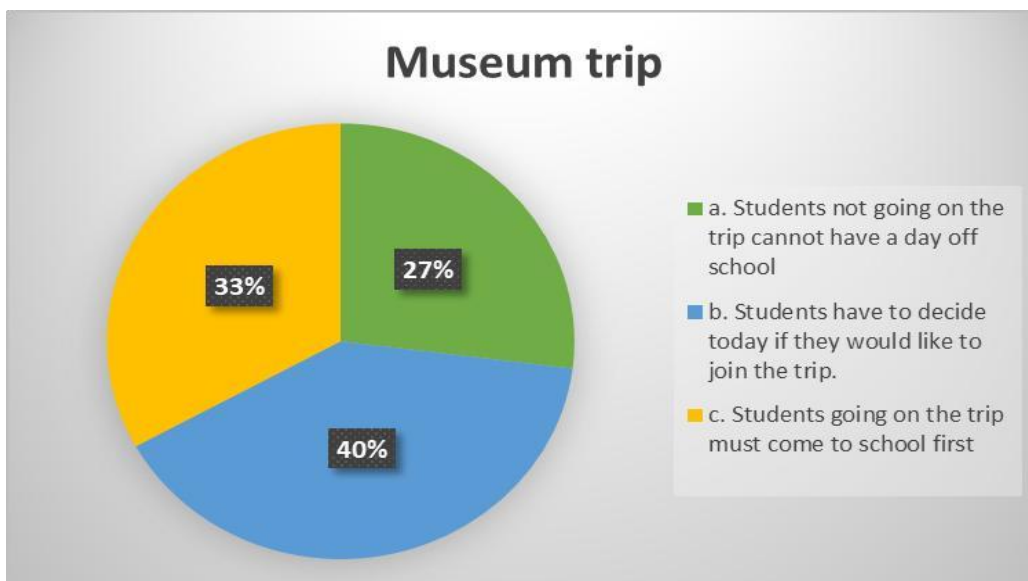
**Pre-Test-Question 3:**

**Museum trip**  
Students who have not booked this trip should come to school as normal.

**TABLE 7. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 3 - PART 1**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. Students not going on the trip cannot have a day off school	8	27%
b. Students have to decide today if they would like to join the trip.	12	40%
c. Students going on the trip must come to school first	10	33%
<b>Total</b>	30	100%

**Elaborated by:** Erika Maroto (2025)



**FIGURE 6. MUSEUM TRIP**

**Elaborated by:** Erika Maroto (2025)

The results for the third question in the pre-test showed that only 8 students (27% of the sample) chose the correct answer, Option A: "Students not going on the trip cannot have a day off school." On the other hand, 12 students (40%) incorrectly selected Option B: "Students have to decide today if they would like to join the trip." Similarly, 10 out of 30 students chose Option C: "Students going on the trip must come to school first."

The data revealed that 22 students (73% of the sample) answered incorrectly, showing that traditional classroom methods are not useful to enhance student comprehension. Many students struggled to understand the text fully, leading them to choose the answer that seemed best to them rather than the correct one.

**Post-Test Question 3:**



**TABLE 8. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 3-PART 1**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. You get into the park by going this way	7	23%
b. It is more expensive to go here alone	17	57%
c. You will have fun if you come with friends	6	20%
<b>Total</b>	30	100%

**Elaborated by:** Erika Maroto (2025)

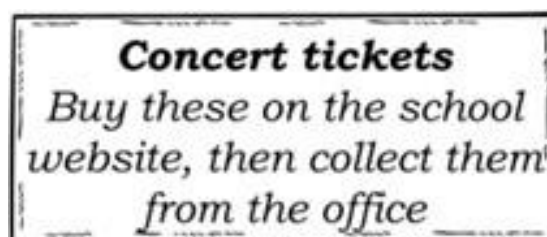


**FIGURE 7.** ADVENTURE PARK

**Elaborated by:** Erika Maroto (2025)

The post-test data shows that 17 out of 30 students answered correctly, representing 57% of the sample. This indicates that most students were able to understand the short text, likely due to the didactic guide. The readings and activities included in the guide helped them expand their vocabulary and improve their reading comprehension skills. However, 13 students (43% of the sample) did not answer correctly. This may be because the didactic guide with story maps was only implemented for the experimental group (n=15), while the control group (n=15) continued with traditional teaching methods. As a result, these students showed no significant progress in their learning.

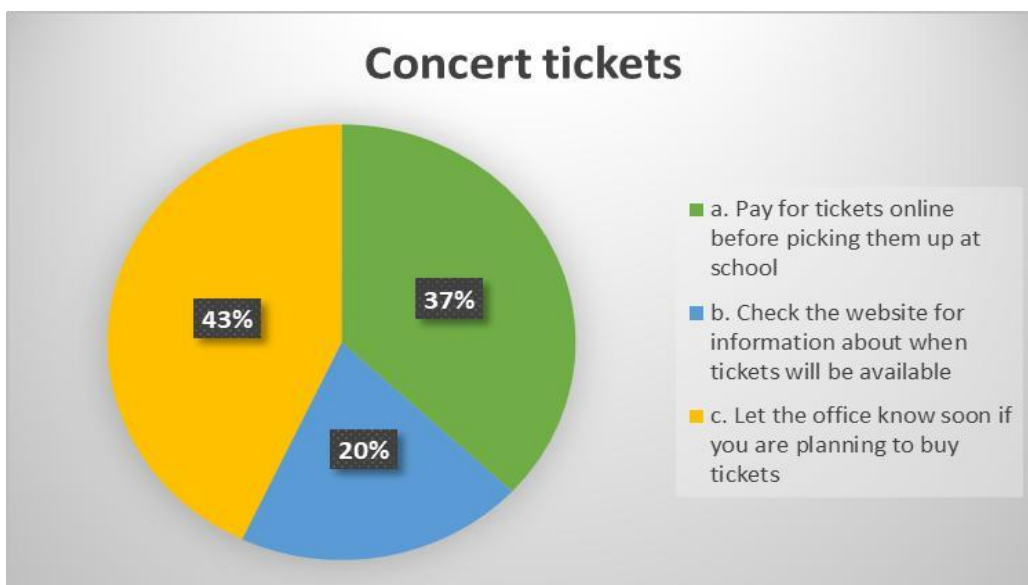
**Pre-Test-Question 4:**



**TABLE 9. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 4 -PART 1**

Options	Frequency	Percentage
a. Pay for tickets online before picking them up at school	11	37%
b. Check the website for information about when tickets will be available	6	20%
c. Let the office know soon if you are planning to buy tickets	13	43%
<b>Total</b>	30	100%

**Elaborated by:** Erika Maroto (2025)



**FIGURE 8. CONCERT TICKETS**

**Elaborated by:** Erika Maroto (2025)

The data collected from the fourth question shows that fewer students selected option A, “Pay for tickets online before picking them up at school” (the correct answer), compared to those who chose option C, “Let the office know soon if you are planning to buy tickets” (the incorrect answer). Option A was chosen by 11 students, representing 37%

of the sample, while Option C was selected by 13 students, making it the majority choice at 43%. This discrepancy is important because the group that chose Option C likely misunderstood the short text. They may have focused on matching keywords such as “office,” “buy,” and “tickets” which appear in both the question and the incorrect answer, leading them to select it.

On the other hand, 6 students (20% of the sample) chose Option B: “Check the website for information about when tickets will be available.” In this case, it’s possible that these students did not fully grasp the text and selected this option randomly.

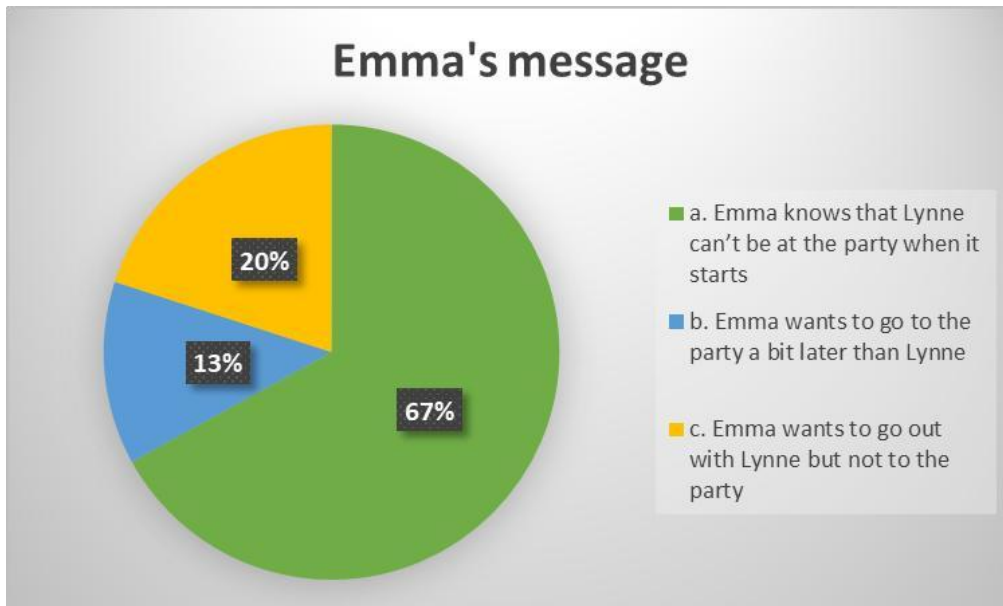
**Post-Test-Question 4:**



**TABLE 10. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 4 PART-1**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. Emma knows that Lynne can't be at the party when it starts	20	67%
b. Emma wants to go to the party a bit later than Lynne	4	13%
c. Emma wants to go out with Lynne but not to the party	6	20%
<b>Total</b>	30	100%

**Elaborated by:** Erika Maroto (2025)



**FIGURE 9.** EMMA’S MESSAGE

**Elaborated by:** Erika Maroto (2025)

The post-test results show that Option A— “Emma knows that Lynne can’t be at the party when it starts”—was the correct answer, chosen by 20 students (67% of the group). This indicates that most students successfully understood and analyzed the information. Notably, even some students from the control group selected the correct answer. In contrast, 10 students (33%) did not fully comprehend the text, leading them to choose incorrect options. Among these, 4 students (13%) selected Option B: “Emma wants to go to the party a bit later than Lynne,” while 6 students (20%) chose Option C: “Emma wants to go out with Lynne but not to the party.” As previously noted, both of these answers were incorrect.

Once again, the results show that using new resources, such as the didactic guide with story maps, in the classroom helps students improve their English skills. This is likely why most students chose the correct answer, demonstrating their ability to process and understand the given information.

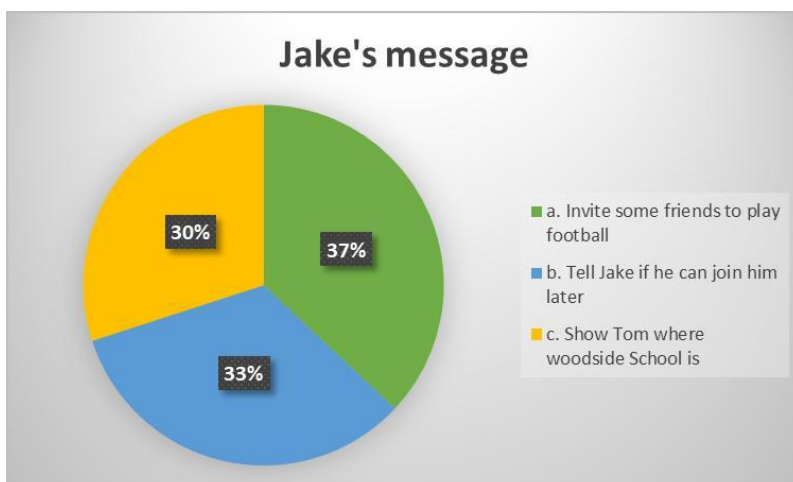
**Pre-Test-Question 5: What should Andy do?**



**TABLE 11. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 5 PART -1**

Options	Frequency	Percentage
a. Invite some friends to play football	11	37%
b. Tell Jake if he can join him later	10	33%
c. Show Tom where woodside School is	9	30%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 10. JAKE'S MESSAGE**

**Elaborated by:** Erika Maroto (2025)

The data collected in Question 5 of the pre-test revealed that 10 students (33% of the sample) chose the correct answer (Option B): "Tell Jake if he can join him later." Meanwhile, 20 students (67%) selected incorrect answers. Among these, 11 students (37%) chose Option A: "Invite some friends to play football," while 9 students (30%) selected Option C: "Show Tom where Woodside School is". These results show that most students struggled to answer the question correctly. This difficulty may stem from not understanding key vocabulary in both the short text and the answer choices, which likely prevented them from identifying the correct response.

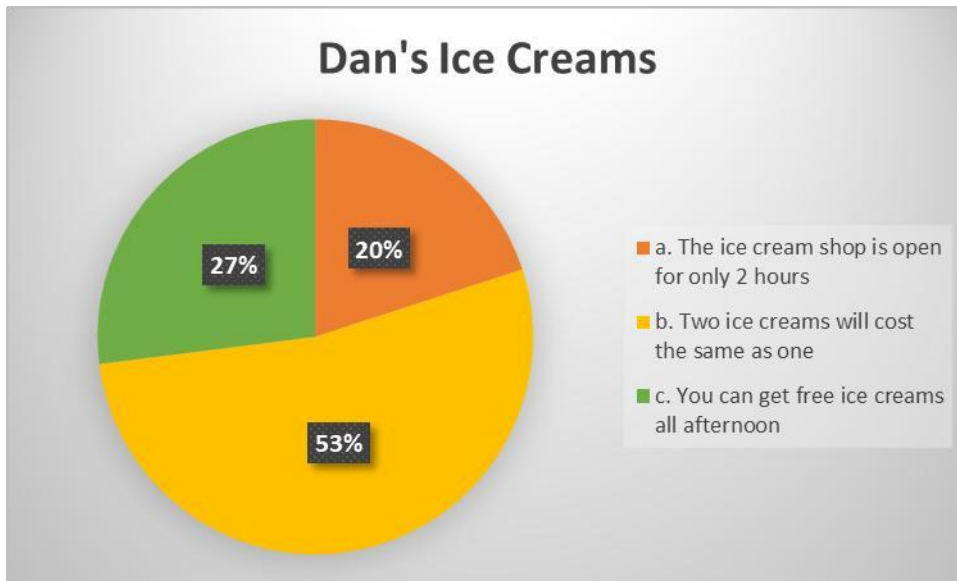
**Post-Test-Question 5:**



**TABLE 12. FREQUENCY OF STUDENT RESPONSES TO POST - TEST QUESTION 5 PART-1**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. The ice cream shop is open for only 2 hours	6	20%
b. Two ice creams will cost the same as one	16	53%
c. You can get free ice creams all afternoon	8	27%
<b>Total</b>	30	100%

**Elaborated by:** Erika Maroto

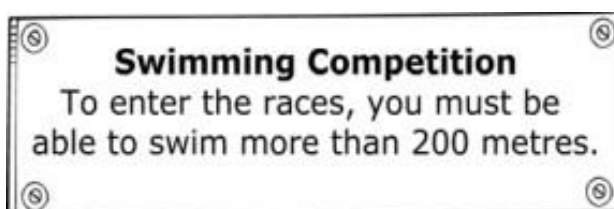


**FIGURE 11.** DAN'S ICE CREAM

**Elaborated by:** Erika Maroto (2025)

In question number 5 of the post-test, most students performed well, with 16 students (53% of the sample) selecting the correct answer (Option B): "Two ice creams will cost the same as one." However, 14 students (47%) answered incorrectly. Among these, 6 students (20%) chose Option A: "The ice cream shop is open for only 2 hours," while 8 students (27%) selected Option C: "You can get free ice creams all afternoon." These results highlight how important it is to understand students' needs. If more teachers focused on identifying these needs, they could include better strategies, teaching methods, and tools to help students improve their academic performance.

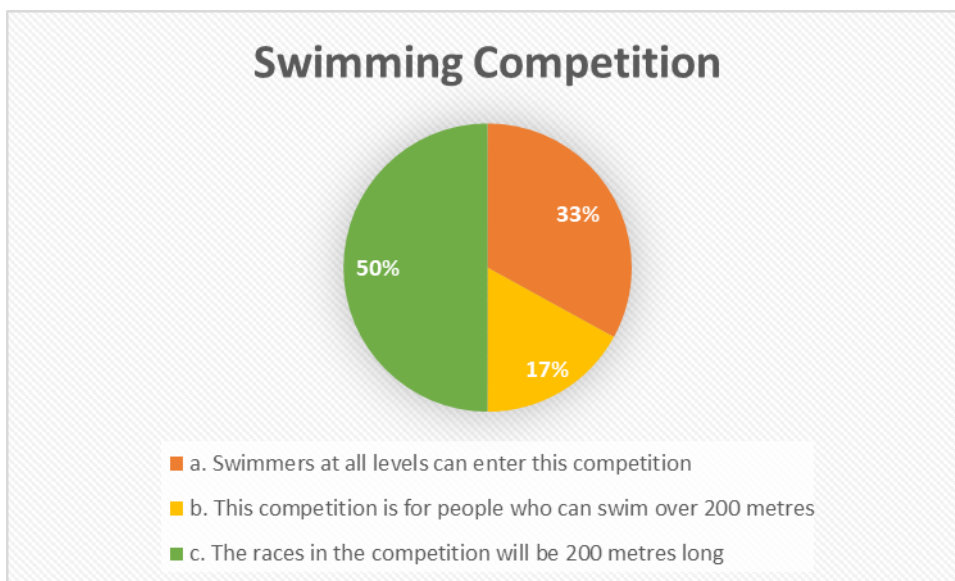
**Pre-Test-Question 6:**



**TABLE 13. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 6 PART-1**

Options	Frequency	Percentage
a. Swimmers at all levels can enter this competition	10	33
b. This competition is for people who can swim over 200 metres	5	17
c. The races in the competition will be 200 metres long	15	50
<b>Total</b>	30	100

**Elaborated by:** Erika Maroto (2025)



**FIGURE 12. SWIMMING COMPETITION**

**Elaborated by:** Erika Maroto (2025)

The last question of the pre-test revealed that most students struggled to answer it correctly, as only five students chose the right option, B: “This competition is for people who can swim over 200 metres.” This contrasts with the results of the previous questions. The data shows that students had more difficulty with this question than with the others, as 25 students answered incorrectly.

The majority of students 50% of the sample (15 students) chose option C: “The races in the competition will be 200 metres long,” which is incorrect. Similarly, a group of 10 students, representing 33% of the sample, selected option A: “Swimmers at all levels can enter this competition,” which is also wrong. The data from question 6 indicates that students were confused by the information in the short text, leading them to select option C instead of the correct answer. The similarity in vocabulary between the question and the answer may have misled students into thinking it was correct. This clearly demonstrates that most students did not fully comprehend the text they read, which explains their mistakes.

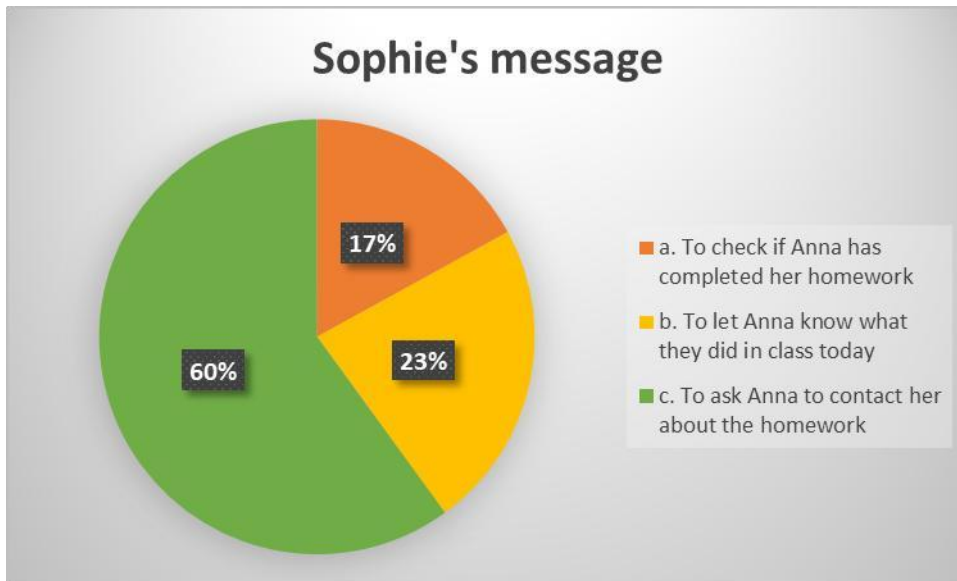
**Post-Test-Question 6: Why did Sophie write this message?**



**TABLE 14. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 6-PART 1**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. To check if Anna has completed her homework	5	17%
b. To let Anna know what they did in class today	7	23%
c. To ask Anna to contact her about the homework	18	60%
<b>Total</b>	30	100%

**Elaborated by:** Erika Maroto (2025)



**FIGURE 13. SOPHIE'S MESSAGE**

**Elaborated by:** Erika Maroto (2025)

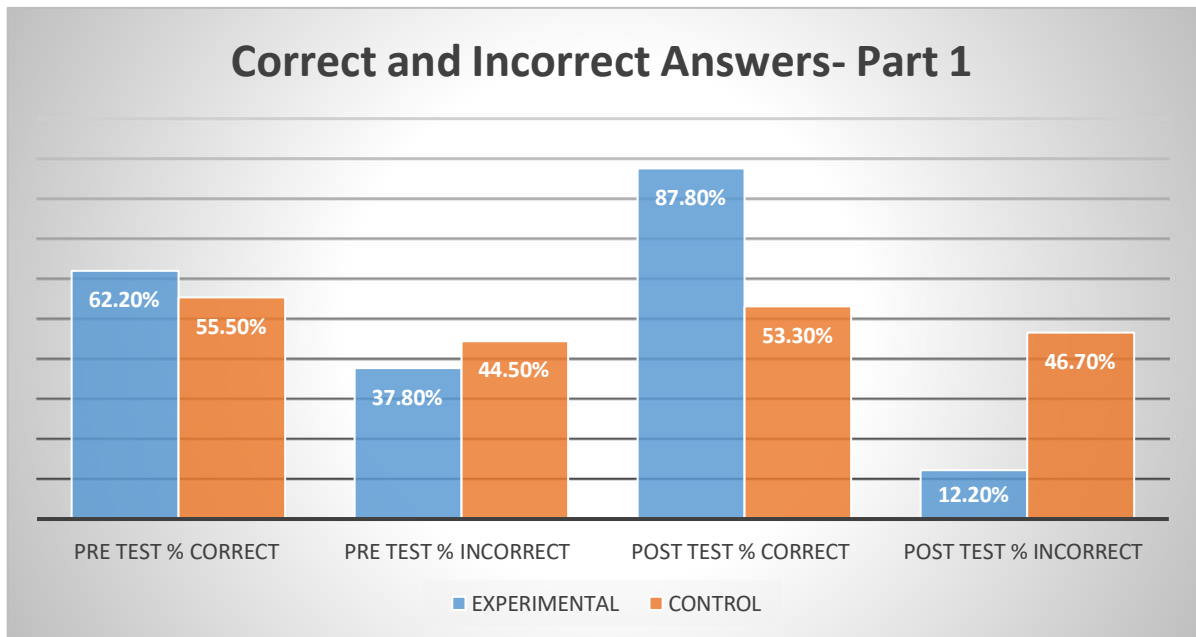
For question number 6 in the post-test, the collected data demonstrates the effectiveness of the didactic guide with story maps, as most students (18 students, representing 60%) were able to understand the information and answer correctly. However, a smaller portion of the population 40% failed to answer the question correctly. Among those who answered incorrectly: 5 students (17% of the sample) chose option A: "To check if Anna has completed her homework.", 7 students (23% of the sample) selected option B: "To let Anna know what they did in class today."

The percentage of correct answers in the experimental group increased remarkably from 62.2% (3.73/6 correct, representing 37.8% incorrect answers) to 87.8% (5.27/6 correct, with only 12.2% incorrect answers) after the implementation of story maps, giving as result a 25.6 percentage point improvement in accuracy. Furthermore, this change from nearly 4 out of 15 students (26.7%) answering more than half of the questions incorrectly in the pre-test to only 3 out of 15 (20%) making more than one mistake in the post-test

certainly, demonstrates the effectiveness of story maps to develop reading comprehension.

However, the control group

revealed a minimum change in correct answers rates (from 55.5% to 53.3%), while their incorrect answers slightly increased from 44.5% to 46.7%.



**FIGURE 14.** CORRECT AND INCORRECT ANSWERS-PART1

**Elaborated by:** Erika Maroto (2025)

These divergent results in accuracy scores strongly support the effectiveness of story maps in improving reading comprehension, as the experimental group not only improved their correct answers but also significantly reduced mistakes, while the mistake patterns of the control group remained stable. The research conducted by Sugandi, Juniardi, and Rahmawati (2022) demonstrated significant improvements in reading comprehension scores among students in the experimental group following the implementation of the story mapping technique (p. 7). Their findings suggest that this visual organizational strategy effectively enhances students' ability to understand and retain textual information when systematically incorporated into classroom instruction. The analysis of the first part of the

pre and posttest demonstrate that the use of story maps was helpful on the reading comprehension students since they could improve their scores resulting in more correct answers than incorrect ones. It means that they can understand and retain the information easier than the first time in the pretest.

To conclude the analysis of the first part of the pre- and post-test, it is important to highlight the clear difference in results between the two tests. Since, most students performed better in the post-test, this demonstrates that the didactic guide had a significant impact on their performance, helping them develop their English reading comprehension and making the language learning process easier.

## **Part 2**

On the second part of the reading section, students completed a matching activity that checks how well they understand different people's thoughts about the same topic. They began by reading three short texts where three different people share their personal opinions or experiences about the same subject. These texts show different viewpoints - some people might like something while others don't, or they might have had different experiences with the same situation. After reading these texts carefully, students then found seven sentences that describe specific parts of what the people said. Their task was to decide which person (A, B, or C) each sentence best corresponded to.

This part helps teachers to evidence if students can find specific details in the texts, notice when people have different opinions about the same thing, and understand the same idea even when it is expressed in different words. It is a good way to test reading skills that are useful in real life, like understanding different perspectives in conversations or news articles.

## School gardens competition

**Amy**



Our class has just won a prize for our school garden in a competition – and they're going to make a TV film about it! The judges liked our garden because the flowers are all different colours – and we painted some more on the wall around it. My cousin gave us advice about what to grow – she's learning about gardening at college. We're planning to grow some vegetables next year. I just hope the insects don't eat them all!

**Flora**



Our teacher heard about the school garden competition on TV and told us about it. We decided to enter and won second prize! There's a high wall in our garden where many red and yellow climbing flowers grow and it looks as pretty as a painting! Our prize is a visit to a special garden where there are lots of butterflies and other insects. My aunt works there and she says it's amazing.

**Louisa**



The garden our class entered in the competition is very special. The flowers we've grown are all yellow! They look lovely on the video we made of the garden. We also grew lots of carrots and potatoes, and everyone says they taste fantastic. It was an interesting project. Our teacher taught us lots of things about the butterflies in our garden. We also watched a TV programme about them, and did some paintings to put on the classroom wall.

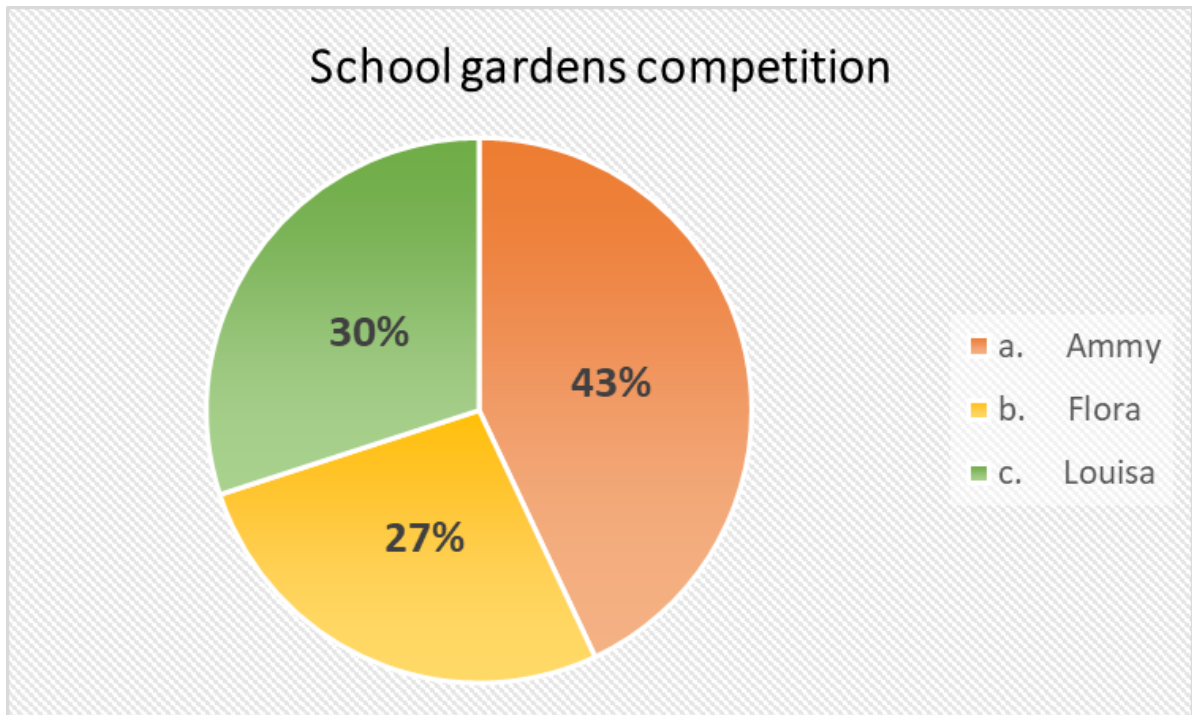
### Pre-Test-Part 2

**Question 1: Whose Class learnt about the garden competition form a TV programme?**

**TABLE 15. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 1-PART 2**

Options	Frequency	Percentage
a. Ammy	13	43%
b. Flora	8	27%
c. Louisa	9	30%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 15.** SCHOOL GARDEN COMPETITION

**Elaborated by:** Erika Maroto (2025)

The data collected from Part 2 of the first question in the pre-test showed that only 8 out of 30 students, representing 27% of the sample, chose the correct answer, option B: “Flora.” However, 22 out of 30 students, representing 73% of the sample (the majority), selected incorrect answers. Among these, 13 students (43%) chose option A: “Ammy,” while 9 students (30%) selected option C: “Louisa”. This information reveals that most students did not fully understand the reading, as 73% of the group answered incorrectly. This demonstrates that students may have focused only on simple details, such as keywords, since the three short texts in the test contained similar information, which could have caused confusion. Additionally, this section may have been more challenging because all three speakers discussed the same topic. As a result, students likely relied on keywords without fully reasoning through the answer, leading to more incorrect responses than correct ones.

## Post-Test-Part 2

### Young blog writers

**Tasha**



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

**Danni**



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

**Chrissie**



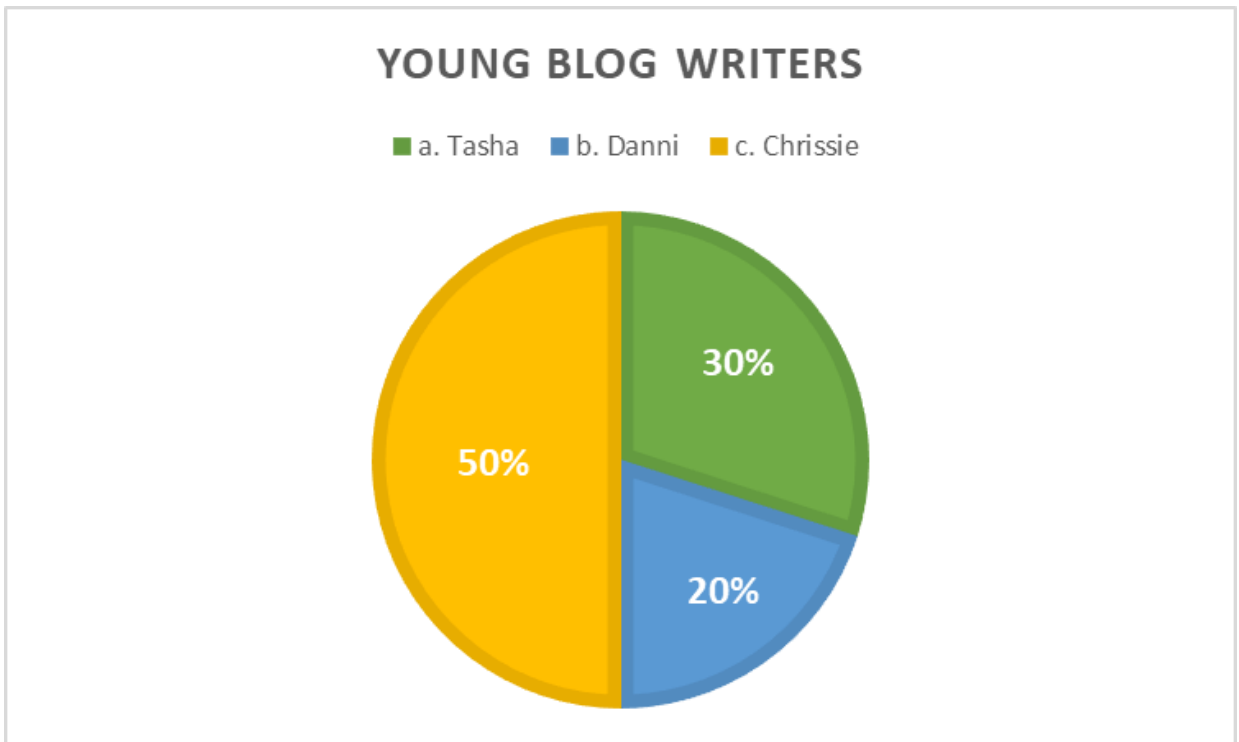
I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting,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

**Question 1: Who writes both a magazine and a blog?**

**TABLE 16. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 1 - PART 2**

Options	Frequency	Percentage
a. Tasha	9	30
b. Danni	6	20
c. Chrissie	15	50
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 16.** YOUNG BLOG WRITERS

**Elaborated by:** Erika Maroto (2025)

In the post-test, the data collected from the first question indicated significant improvement in student performance. Fifteen students, representing 50% of the sample, selected the correct answer, option C: “Chrissie.” However, the other half chose incorrect answers. Among these, 9 students (30%) selected option A: “Tasha,” while 6 students (20%) chose option B: “Danni.”

The results revealed that half of the sample performed well on the post-test, demonstrating that the use of story maps to improve reading comprehension was effective. Since 15 out of 30 students correctly understood the text, it demonstrates that story maps helped them focus on key details, making the reading easier to comprehend. As a result of this strategy, students developed stronger reading comprehension skills.

## Pre-Test-Part 2

### Question 2: Whose class grew some vegetables?

TABLE 17. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 2- PART 2

Options	Frequency	Percentage
a. Ammy	12	40%
b. Flora	8	27%
c. Louisa	10	33%
<b>Total</b>	<b>30</b>	<b>100%</b>

Elaborated by: Erika Maroto (2025)

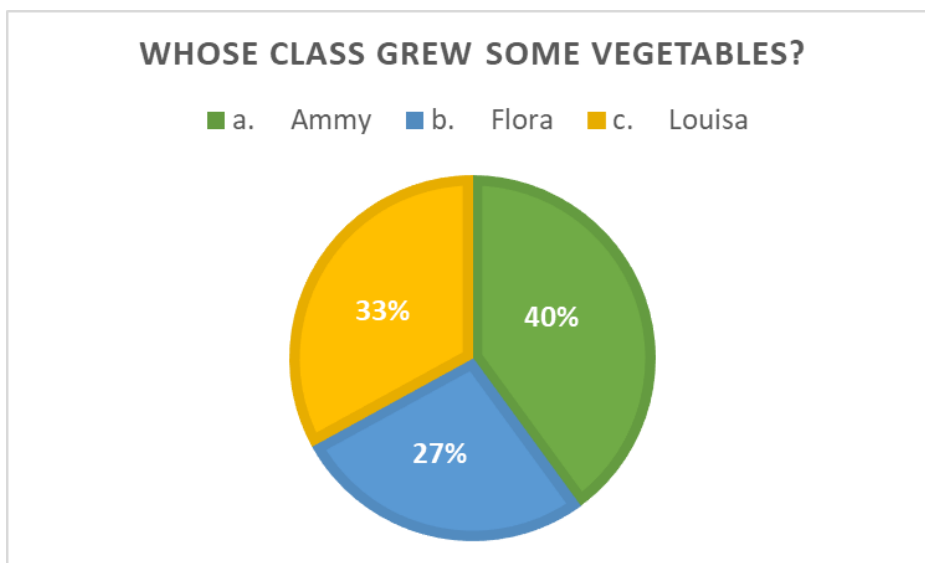


FIGURE 17. WHOSE CLASS GREW SOME VEGETABLES?

Elaborated by: Erika Maroto (2025)

The results for the second question in the pre-test showed minimal differences between the three answer options. Ten students (33% of the sample) selected the correct answer, option C: "Louisa." Meanwhile, 12 students (40%) chose option A: "Ammy," and 8 students (27%) selected option B: "Flora." The data indicates that 33% of students understood the question well enough to answer correctly even before implementing story

maps. This may be because the correct answer clearly stated they grew carrots and potatoes, making it easier to identify. On the other hand, 40% of students chose option A: "Ammy," possibly because they either confused the details or focused solely on the phrase "grow some vegetables." Interestingly, 27% (8 students) selected option C: "Louisa," despite it not mentioning vegetables at all.

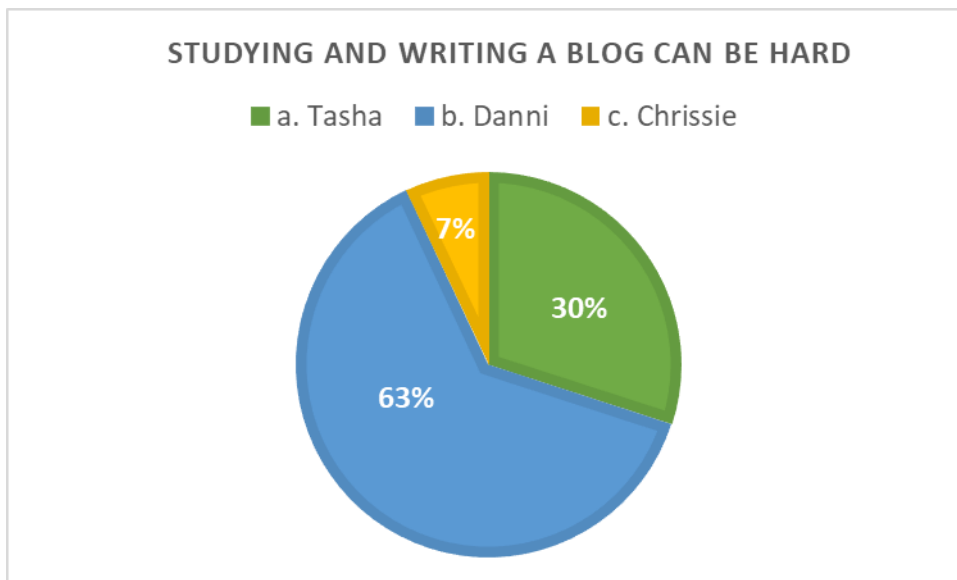
**Post-Test-Part 2**

**Question 2: Who says that studying and writing a blog at the same time can be hard?**

**TABLE 18. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 2-PART2**

Options	Frequency	Percentage
a. Tasha	9	30%
b. Danni	19	63%
c. Chrissie	2	7%
<b>Total</b>	<b>30</b>	<b>100%</b>

Elaborated by: Erika Maroto (2025)



**FIGURE 18. STUDYING A WRITING A BLOG CAN BE HARD**

Elaborated by: Erika Maroto (2025)

Similar to the results of the first question in the post-test, it can be observed that there was an improvement in performance on Question 2, since most students (63% of the sample) chose the correct answer. This means that for 19 students, it was easy to understand the question and the information in the short text, allowing them to answer correctly. However, 9 students answered incorrectly, and 2 others also got it wrong. In their case, they may have chosen the wrong answer because they did not grasp the reading and found it difficult to comprehend. As previously mentioned, the students who struggled likely had insufficient vocabulary, which hindered their reading comprehension.

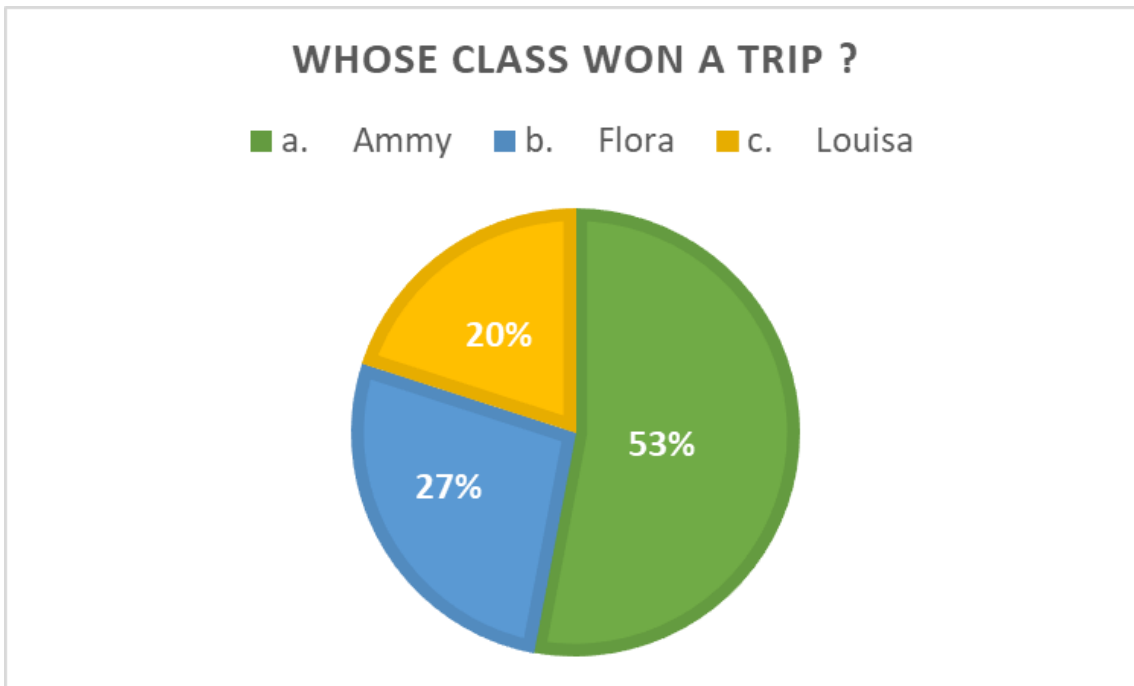
### **Pre-Test-Part 2**

#### **Question 3: Whose class won a trip in the school garden competition?**

*TABLE 19. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 3 - PART 2*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. Ammy	16	53%
b. Flora	8	27%
c. Louisa	6	20%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 19.** WHOSE CLASS WON A TRIP?

**Elaborated by:** Erika Maroto (2025)

For the third question in Part 2 of the pre-test, the results indicated that 8 students (27%) selected the correct answer, Option B: "Flora." In contrast, 16 students (53% of the sample) chose Option A: "Ammy," while 6 students (20%) selected Option C: "Louisa" both of which were incorrect. The data from this question revealed that students struggled to answer correctly, as the majority chose the wrong option. Frequently, such errors occur due to insufficient vocabulary or a lack of comprehension of the reading. This highlights the significant impact that implementing new classroom resources could have in helping students improve their academic performance.

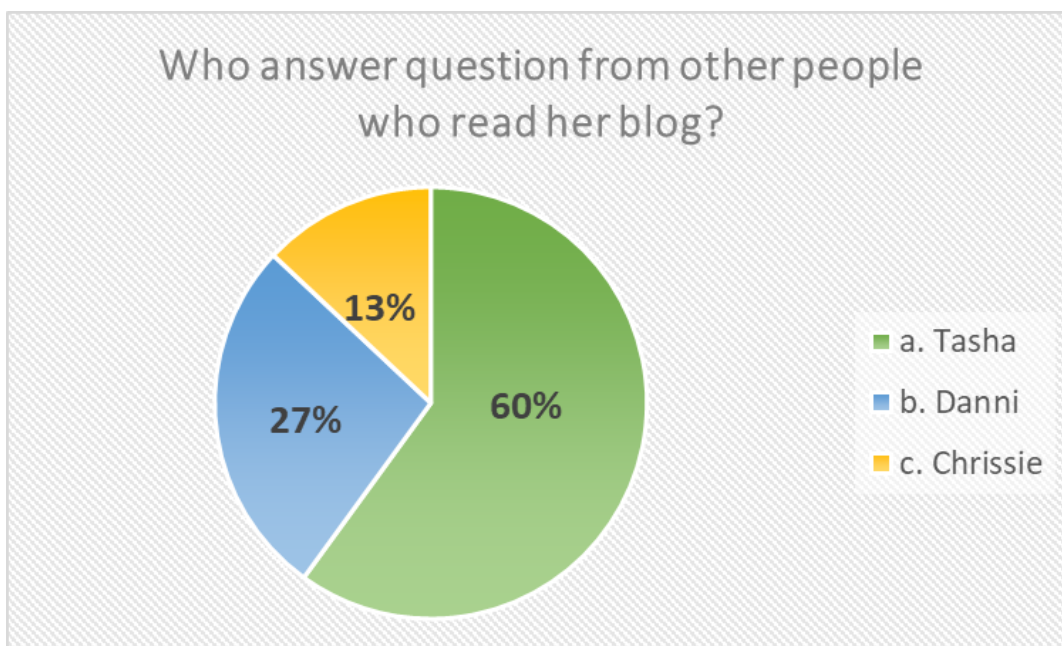
### **Post-Test-Part 2**

**Question 3: Who answers questions from other people who read her blog?**

**TABLE 20. FREQUENCY OF STUDENT RESPONSES TO POST- TEST QUESTION 3 - PART 2**

Options	Frequency	Percentage
a. Tasha	18	60%
b. Danni	8	27%
c. Chrissie	4	13%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 20. WHO ANSWER QUESTION FROM OTHER PEOPLE WHO READ HER BLOG?**

**Elaborated by:** Erika Maroto (2025)

Sixty percent of the sample (18 students) answered correctly, demonstrating the effectiveness of story maps in improving reading comprehension. After ten interventions using the didactic guide with story maps, students showed significant improvement. However, 12 students continued to perform poorly, selecting incorrect answers: Option B: "Danni" and Option C: "Chrissie." It should be noted that some students who answered correctly might have belonged to the control group, which continued using traditional resources without exposure to story maps. These results highlight that while the majority

of students performed well showing that story maps helped them recognize specific information and answer more easily the potential influence of the control group warrants consideration. The findings still emphasize the strategy's overall value while underscoring the need for additional support for some learners.

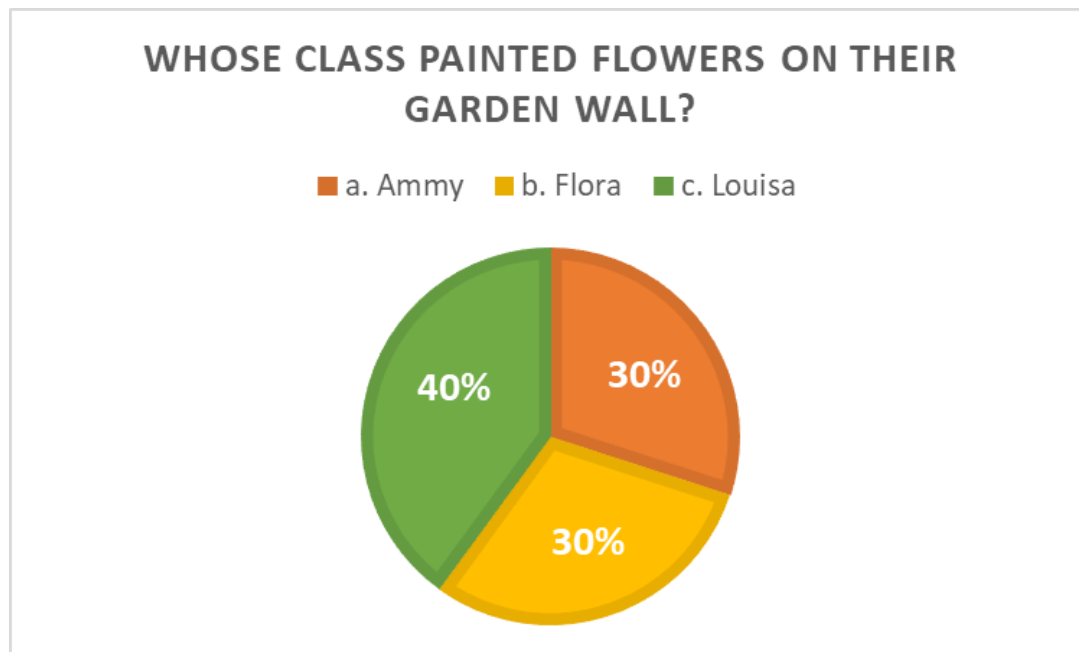
**Pre-Test-Part 2**

**Question 4: Whose class painted flowers on their garden wall?**

**TABLE 21. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 4- PART 2**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. Ammy	9	30%
b. Flora	9	30%
c. Louisa	12	40%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 21. WHOSE CLASS PAINTED FLOWERS ON THEIR GARDEN WALL?**

**Elaborated by:** Erika Maroto (2025)

The answers of the fourth question in Part 2 of the pre-test showed that 9 students (30% of the sample) correctly selected option A: "Ammy." Conversely, the remaining students chose incorrect options: 9 students (30%) selected option B: "Flora," and 12 students (40%—the majority of the sample) picked option C: "Luisa." The fact that these alternatives were incorrect indicates that students had difficulty comprehending the material and selecting the right answer.

These results highlight a significant lack of reading comprehension among participants. This issue may stem from multiple causes, including insufficient vocabulary, ineffective reading strategies, trouble retaining information, or a lack of motivation. To address these challenges, it is crucial to focus on implementing targeted strategies, updated methodologies, and supportive tools to enhance students' comprehension skills.

## Post-Test-Part 2

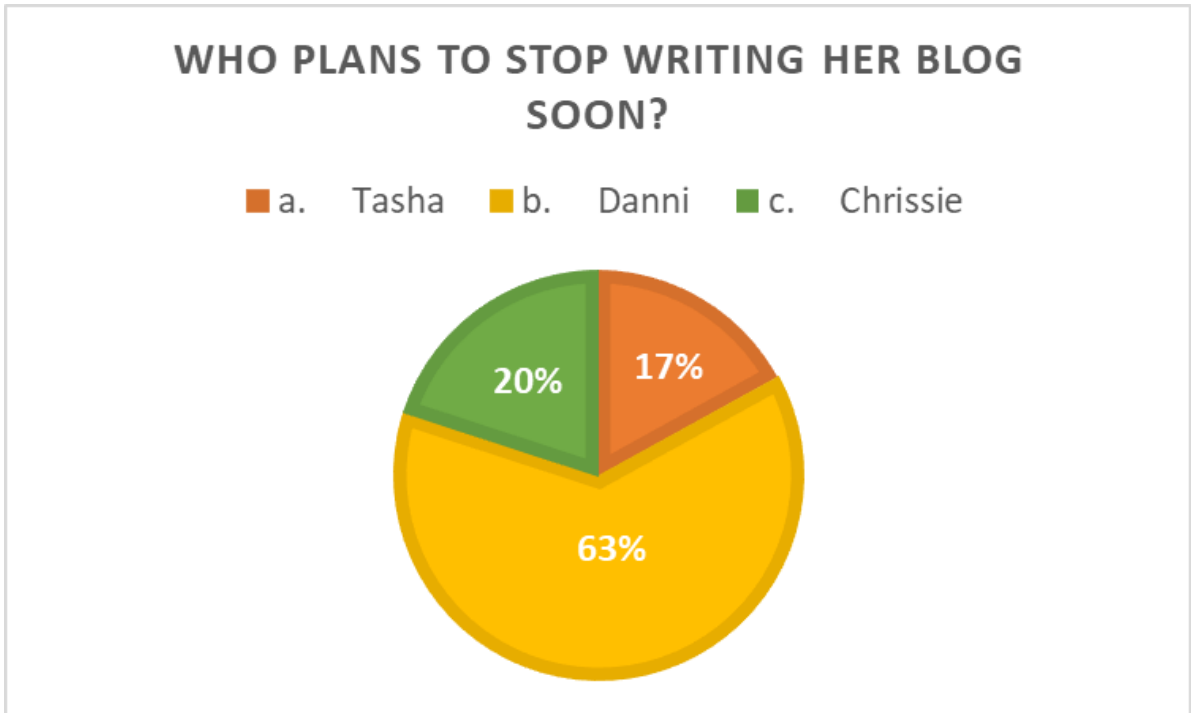
### Question 4: Who plans to stop writing her blog soon?

*Table N° 22. Frequency of Student Responses to Post-Test Question 4– Part 2*

**TABLE 22. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 4 - PART 2**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. Tasha	5	17%
b. Danni	19	63%
c. Chrissie	6	20%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 22.** WHO PLANS TO STOP WRITING HER BLOG SOON?

**Elaborated by:** Erika Maroto (2025)

The correct answers in the fourth question during the posttest gain advantage in comparison to the incorrect answers. Since, the majority of the sample 19 of 30 students representing 63% of the sample selected option b: “Danni” which is the correct answer. Nevertheless, there were still students who continued the reading comprehension problems. As, it previously was mentioned it could be because there was a group of students that they continued working with the traditional methods and strategies that the teachers used to use, so for that reason there wasn’t a change about their performance.

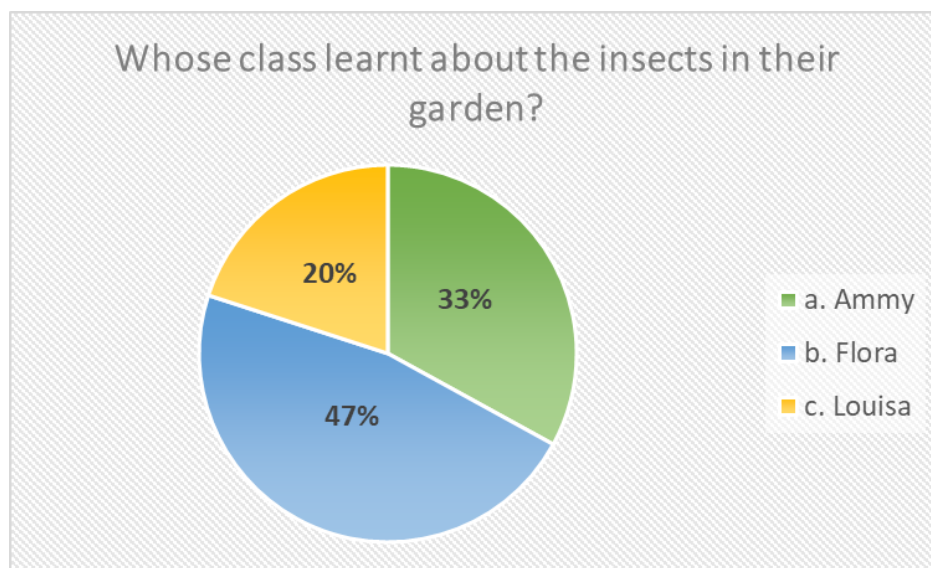
**Pre-Test-Part2**

**Question 5: Whose class learnt about the insects in their garden?**

**TABLE 23. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 5-PART2**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. Ammy	10	33%
b. Flora	14	47%
c. Louisa	6	20%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 23. WHOSE CLASS LEARNT ABOUT THE INSECTS IN THEIR GARDEN?**

**Elaborated by:** Erika Maroto (2025)

The data collected for the fifth question revealed the following results: Only 6 students (20% of the sample) selected the correct answer, option C: "Louisa." In contrast, 10 students (33% of the sample) chose option A: "Ammy," and 14 students (47% - nearly half of the sample) selected option B: "Flora." All of these answers were incorrect.

The pretest results indicate that if students continued with the same teaching methodology, they would likely experience the same reading comprehension difficulties. Effective strategies do more than just improve academic performance; they also motivate students to

engage with the material and develop their comprehension skills. Certainly, students will inevitably make mistakes when encountering unfamiliar or challenging vocabulary, which underscores the need for improved teaching approaches.

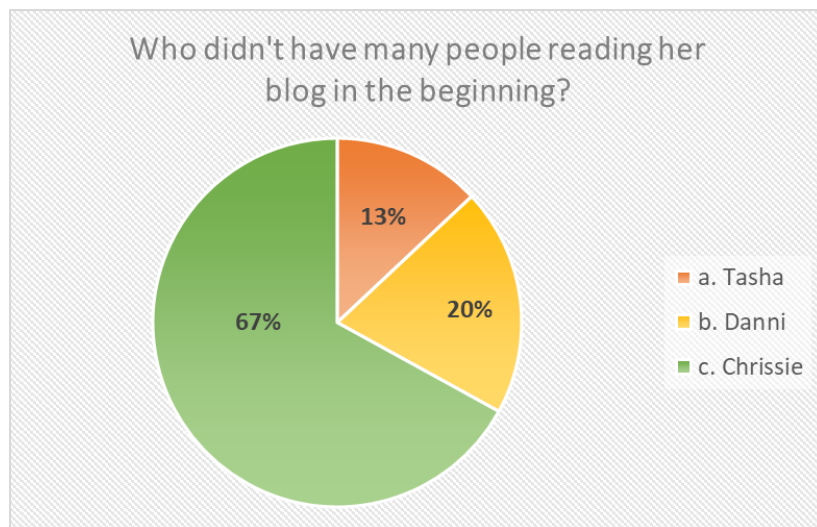
**Post-Test-Part 2**

**Question 5: Who didn't have many people reading her blog in the beginning?**

**TABLE 24. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 5-PART 2**

Options	Frequency	Percentage
a. Tasha	4	13%
b. Danni	6	20%
c. Chrissie	20	67%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 24. WHO DIDN'T HAVE MANY PEOPLE READING HER BLOG IN THE BEGINNING?**

**Elaborated by:** Erika Maroto (2025)

The results revealed that 20 students (67% of the sample) demonstrated good performance on the fifth question in Part 2 of the posttest. The analysis of each question in the posttest shows that fewer students struggled to answer correctly. These results reinforce

the hypothesis that story maps help develop reading comprehension, as students showed significant improvement following implementation of the didactic guide using story maps. The students who continued experiencing difficulties likely did so because they lacked access to resources specifically targeting their reading comprehension challenges.

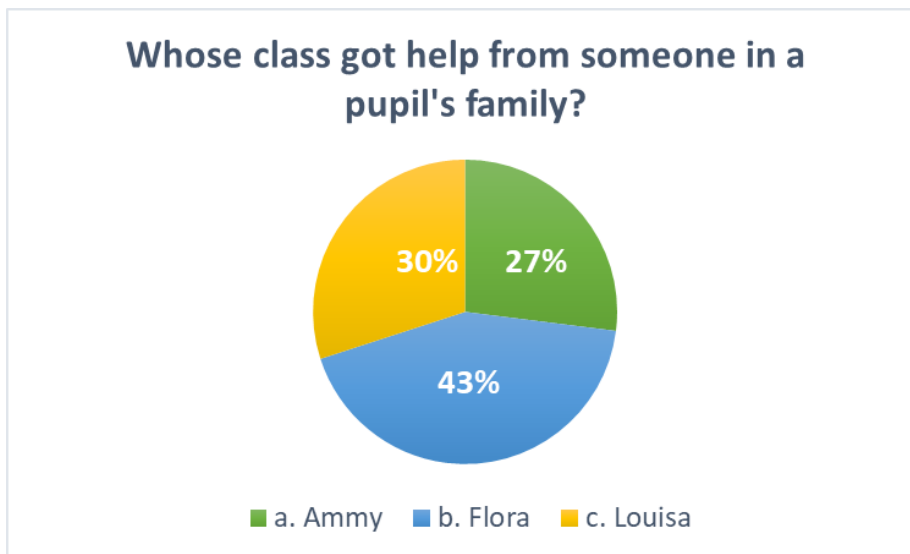
**Pre-Test-Part2**

**Question 6: Whose class got help from someone in a pupil’s family?**

**TABLE 25. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 6-PART2**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. Ammy	8	27%
b. Flora	13	43%
c. Louisa	9	30%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 25. WHOSE CLASS GOT HELP FROM SOMEONE IN A PUPIL'S FAMILY?**

**Elaborated by:** Erika Maroto (2025)

The pretest results in the sixth question revealed significant difficulties with this comprehension question prior to intervention. Only 27% of students correctly identified option A ("Ammy"), while the majority selected incorrect alternatives. A substantial 43% of respondents chose option B ("Flora"), suggesting this particular distractor proved especially challenging. The remaining 30% selected option C ("Louisa"), indicating multiple patterns of misunderstanding among students.

The distribution of answers showed an interesting pattern where incorrect answers collectively accounted for 73% of responses, significantly outweighing the correct selection. This imbalance suggested fundamental comprehension challenges rather than random guessing errors. The particularly high selection rate for "Flora" pointed to a specific area of confusion that may have stemmed from textual interpretation difficulties.

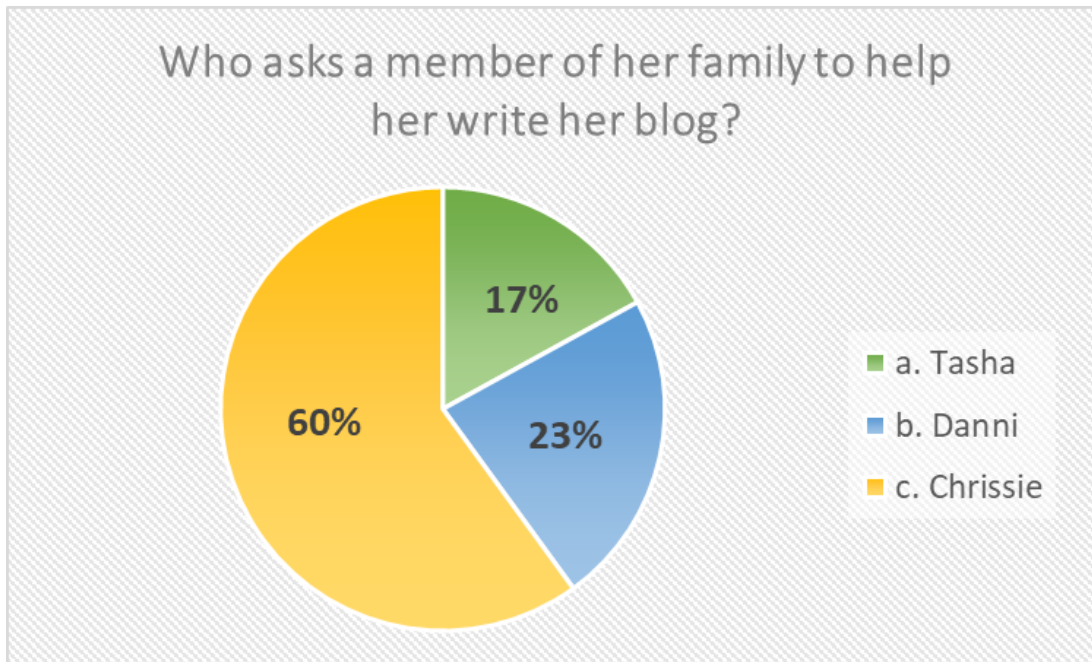
## Post-Test-Part 2

### Question 6: Who asks a member of her family to help her write her blog?

**TABLE 26. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 6-PART2**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. Tasha	5	17%
b. Danni	7	23%
c. Chrissie	18	60%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 26.** WHO ASKS A MEMBER OF HER FAMILY TO HELP HER WRITE HER BLOG?

**Elaborated by:** Erika Maroto (2025)

The post-test outcomes revealed encouraging progress in students' reading comprehension abilities. A clear majority - 18 out of 30 students (60%) successfully identified the correct answer, option C ("Chrissie"). This stood in notable contrast to the pre-test performance, where correct responses had been significantly lower. While most students demonstrated improved understanding, the results still showed room for growth. Approximately one-third of the class continued to struggle, with 7 students (23%) selecting option B ("Danni") and 5 students (17%) choosing option A ("Tasha"). The persistence of these incorrect responses, particularly the 23% favoring "Danni," suggested that certain aspects of the material remained challenging for some learners.

The substantial increase in correct answers from pre-test to post-test indicated that the instructional methods had been largely effective. However, the remaining errors highlighted the need for continued focus on specific comprehension skills. The pattern of

incorrect responses pointed to particular areas where additional reinforcement might benefit those students who hadn't yet fully grasped the concepts.

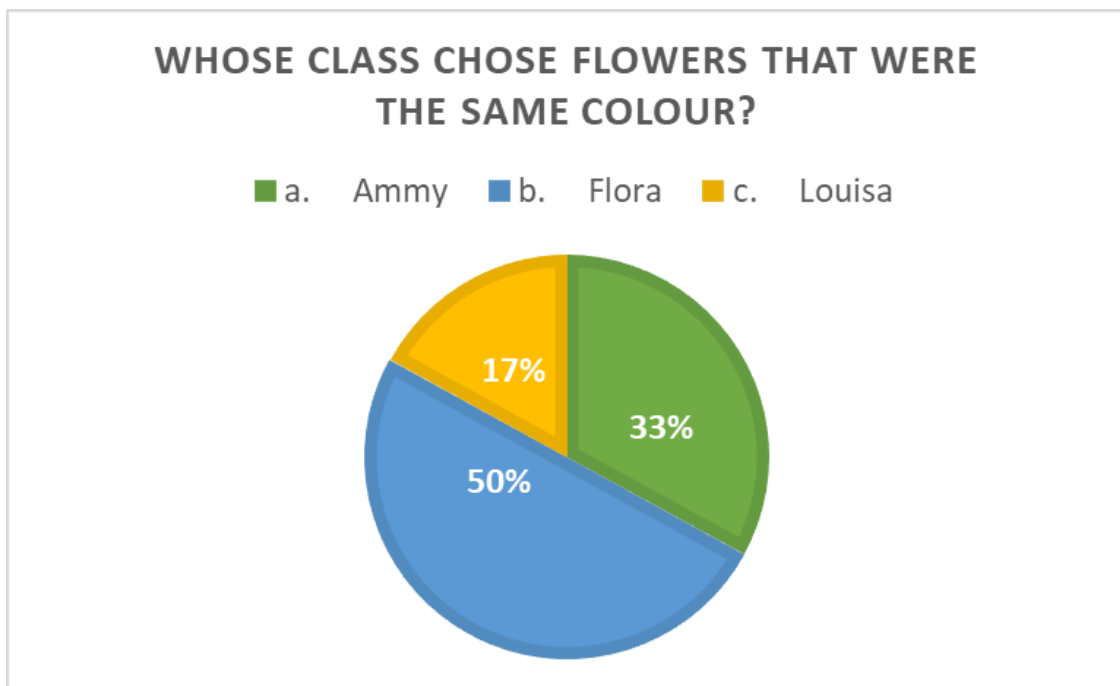
**Pre-Test-Part2**

**Question 7: Whose class chose flowers that were the same colour?**

**TABLE 27. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 7 PART2**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. Ammy	10	33%
b. Flora	15	50%
c. Louisa	5	17%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 27. WHOSE CLASS CHOSE FLOWERS THAT WERE THE SAME COLOUR?**

**Elaborated by:** Erika Maroto (2025)

The pre-test results for this question revealed significant comprehension challenges among students prior to the implementation of the didactic guide with story maps. Half of the class (50%) selected option B ("Flora"), while only 17 % chose the correct answer, option C "Louisa". A smaller group of students (33%) opted for option A ("Ammy"). These patterns suggested several important insights. The overwhelming preference for the incorrect "Flora" response indicated a common misunderstanding that likely stemmed from specific elements in the text. Meanwhile, the relatively low selection rate for the correct answer showed that most students were missing key comprehension skills before using story maps.

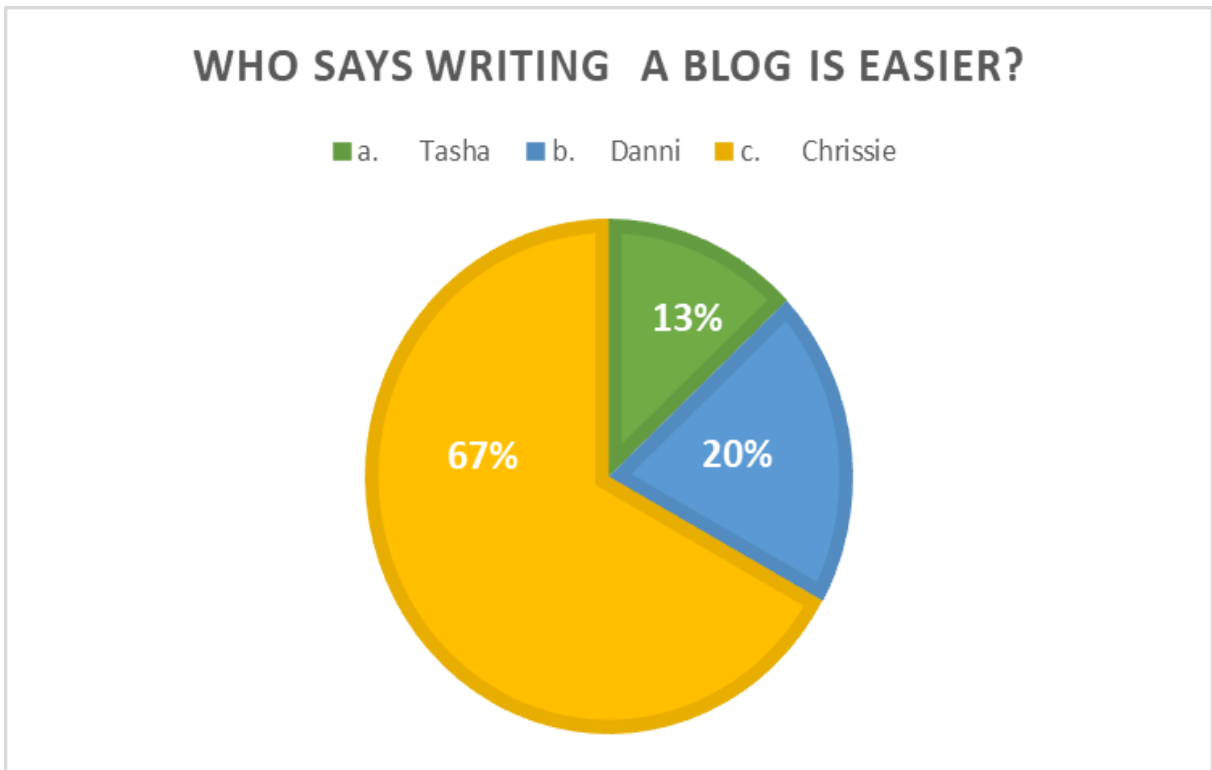
## Post-Test-Part 2

### Question 7: Who says writing a blog is easier than some other types of writing?

**TABLE 28. FREQUENCY OF STUDENTS RESPONSES TO POST-TEST QUESTION 7-PART 2**

Options	Frequency	Percentage
a. Tasha	4	13%
b. Danni	6	20%
c. Chrissie	20	67%
Total	30	100%

**Elaborated by:** Erika Maroto (2025)



**FIGURE 28.** WHO SAYS WRITING A BLOG IS EASIER?

**Elaborated by:** Erika Maroto (2025)

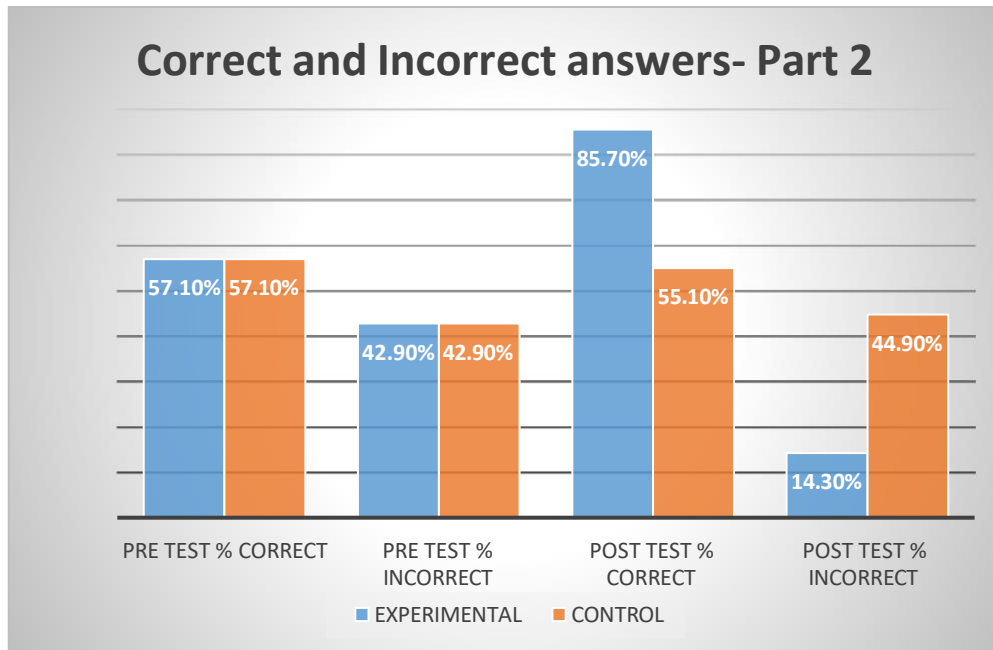
The post-test results showed a progress in students' reading comprehension, with a strong majority (67%) now correctly identifying option C ("Chrissie") as the answer. This marked improvement from pre-test performance suggests the instructional methods were largely effective in addressing previous difficulties. While most students demonstrated solid understanding of the material, some challenges remained evident. About one-fifth of the class (20%) still selected option B ("Danni"), while a smaller group (13%) chose option A ("Tasha"). These persistent errors, though reduced from pre-test levels, indicate areas where additional reinforcement might be beneficial.

The significant shift toward correct responses - from just 17% in the pre-test to 67% in the post-test - reflects meaningful learning gains. These results validate the effectiveness of the story maps while also highlighting opportunities for further refinement. The data

suggests that maintaining the successful elements of instruction while providing support for remaining challenges could help more students achieve full understanding.

On the second part of the test students had to match seven questions with 3 short texts. The percentage of correct answers in this part in the experimental group showed an increase, rising from 57.1% (4/7 correct, equivalent to 42.9% incorrect answers) in the pre-test to 85.7% (6/7 correct, with only 14.3% incorrect answers) in the post-test. This considerable improvement represents an increase of 28.6 percentage points, demonstrating that the use of story maps has been very useful in recognizing essential information, thereby facilitating the comprehension of different texts.

The data collected reveals that, in the pre-test, 40% of the students (6 out of 15) obtained 3 or fewer correct answers, indicating that the students had difficulty understanding the reading and answering the questions presented. However, after the intervention of the teaching guide using story maps, this figure dropped dramatically to only 6.7% (1 out of 15 students) with more than one mistake. This decrease not only emphasizes the effectiveness of story maps but also suggests their potential as a much-needed tool for improving reading comprehension. Conversely, the control group showed insignificant progress in their performance. Their accuracy score declined slightly, from 57.1% (4/7 correct) in the pre-test to 55.1% (3.86/7 correct) in the post-test, while their error score increased slightly from 42.9% to 44.9%. This lack of progress contrasts strongly with the remarkable improvement shown by the experimental group.



**FIGURE 29.** CORRECT AND INCORRECT ANSWERS - PART 2

**Elaborated by:** Erika Maroto (2025)

Collectively, these results reveal a significant difference between the two groups. The experimental group not only achieved greater improvement but also showed a drastic reduction in errors, while the control group's performance remained virtually unchanged. Thus, these results reinforce the assertion that story maps have a positive influence on reading comprehension, while conventional methods resulted in minimal progress in the control group. Putri, Nugraha, and Ridwan's (2024) research revealed that students responded positively to this instructional approach, finding it both engaging and intuitive (p. 90). The study participants demonstrated improved ability to analyze narrative components and successfully fill out their story maps, demonstrating the method's accessibility and effectiveness for learners. If students feel motivated, it is obvious that they will improve. That is why implementing these kinds of strategies not only helps them better understand the knowledge they acquire, but also makes them more interested in learning new things.

### **Part 3**

The third section of both the pre- and post-test included a longer text such as an article, story, letter, email, or blog post in order to evaluate reading comprehension at a deeper level. Students answered five multiple-choice questions (each with options A, B, or C), which tested their ability to extract key information, interpret context, and engage critically with the text. Teachers used this section to gauge not only basic understanding (like identifying main ideas and details) but also higher-level skills, such as inferring meaning from context or recognizing the writer's purpose. Over time, these exercises help learners build essential reading strategies, from decoding vocabulary to drawing logical conclusions, ultimately fostering greater confidence and independence in their reading skills.

### **Pre-Test-Part 3**

#### **Starting at a new school**

By Anna Gray, age 11

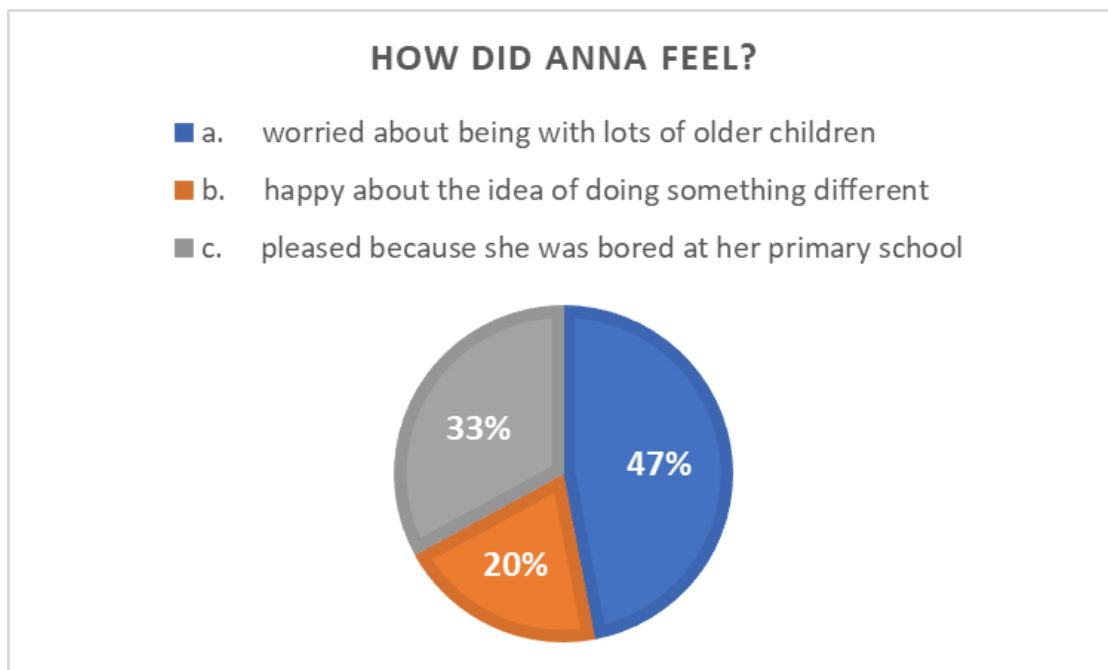
I've just finished my first week at a new school and I'd like to tell you about it. Like other children in my country, I went to primary school until I was eleven and then I had to go to a different school for older children. I loved my primary school but I was excited to move to a new school. It was very strange on our first day. There were some kids from my primary school there, but most of the children in my year group were from different schools. But I soon started talking to the girl who was sitting beside me in maths. She lives near me so we walked home together. We're best friends now. When I saw our timetable there were lots of subjects, some were quite new to me! Lessons are harder now. They're longer and the subjects are more difficult, but the teachers help us a lot. At primary school we had all our lessons in one classroom. Now each subject is taught in a different room. It was difficult to find the classrooms at first because the school is so big. But the teachers gave us each a map of the school, so it's getting easier now. The worst thing is that I have lots more homework to do now. Some of it is fun but I need to get better at remembering when I have to give different pieces of work to the teachers!

**Question 1: How did Ana feel about moving to the new school?**

**TABLE 29. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 1-PART 3**

Options	Frequency	Percentage
a. worried about being with lots of older children	14	47%
b. happy about the idea of doing something different	6	20%
c. pleased because she was bored at her primary school	10	33%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 30. HOW DID ANNA FEEL?**

**Elaborated by:** Erika Maroto (2025)

The data collected from the first question in the third part shows that students struggled the most with this question, as only 20% of the sample chose the correct answer, option B: "happy about the idea of doing something different." This means 24 out of 30 students answered incorrectly. Among these, 14 students (47% of the sample) selected option A: "worried about being with lots of older children," while 10 students (33% of the sample) chose option C: "pleased because she was bored at her primary school". This indicates that the majority of the sample found this question challenging. One possible reason is that the text was longer than the others, which may have led to fatigue or reduced focus. Some students might not have put in enough effort to carefully analyze the question, resulting in incorrect answers.

### Post-Test-Part 3

#### A family of dancers

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

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

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

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

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

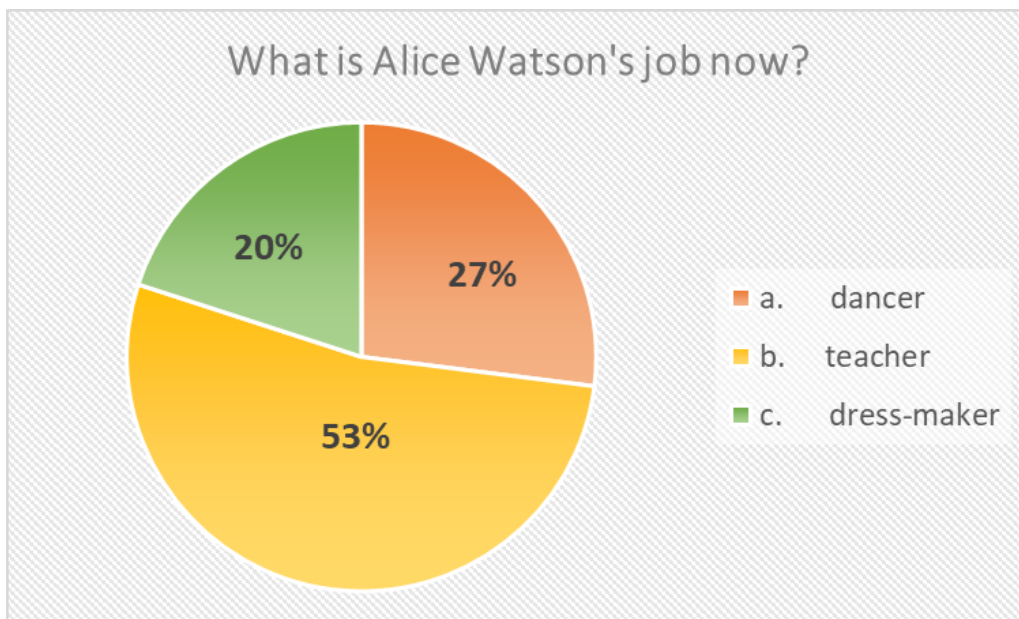


**Question 1: What is Alice Watson's job now?**

**TABLE 30. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 1 PART-3**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. dancer	8	27%
b. teacher	16	53%
c. dress-maker	6	20%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 31. WHAT IS ALICE WATSON'S JOB NOW?**

**Elaborated by:** Erika Maroto (2025)

The results for post-test question 1 showed significant improvement, with the majority of students (53%) correctly selecting option B: "teacher," indicating better comprehension of the material. However, some students continued to struggle with reading comprehension. A group of 8 students (27% of the sample) chose option A: "dancer," while 6 students (20%) selected option C: "dress-maker," both of which were incorrect answers. These incorrect responses may have resulted from several factors: students might have lacked full comprehension of the text, encountered unfamiliar vocabulary, or perhaps selected answers randomly without properly considering the question. The persistence of these errors demonstrates that teachers must implement different resources that meet the needs of their students.

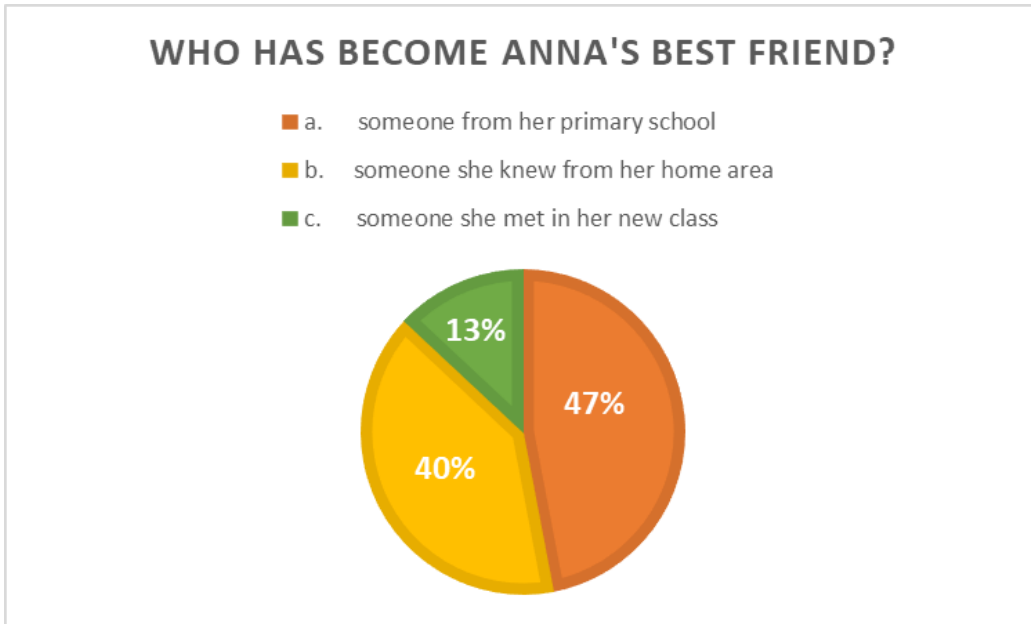
### Pre-Test-Part 3

#### Question 2: Who has become Anna's best friend at her new school?

*TABLE 31. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 2-PART3*

Options	Frequency	Percentage
a. someone from her primary school	14	47%
b. someone she knew from her home area	12	40%
c. someone she met in her new class	4	13%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 32.** WHO HAS BECOME ANNA'S BEST FRIEND?

**Elaborated by:** Erika Maroto (2025)

The pre-test results for question 2 reveal significant challenges in students' reading comprehension, with only 13% (4 students) correctly identifying option C ("someone she met in her new class"). The overwhelming majority chose incorrect answers, with 47% (14 students) selecting option A ("someone from her primary school") and 40% (12 students) choosing option B ("someone she knew from her home area").

This pattern indicates most students struggled to extract the specific relationship described in the text, instead defaulting to more familiar social connections. The high percentage choosing primary school (47%) and home area (40%) acquaintances indicates students may have relied on personal assumptions rather than textual evidence. The extremely low correct response rate (13%) highlights this as a particularly problematic question, possibly due to difficulty interpreting implied relationships in the text, challenges with vocabulary or phrasing in the question or a tendency to choose more "comfortable" familiar scenarios over the correct but less obvious answer.

### Post-Test-Part 3

#### Question 2: Demi had her first ballet lessons

TABLE 32. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 2 - PART3

Options	Frequency	Percentage
a. at a very young age	22	73%
b. at the National Ballet Company	6	20%
c. from her mother	2	7%
<b>Total</b>	<b>30</b>	<b>100%</b>

Elaborated by: Erika Maroto (2025)

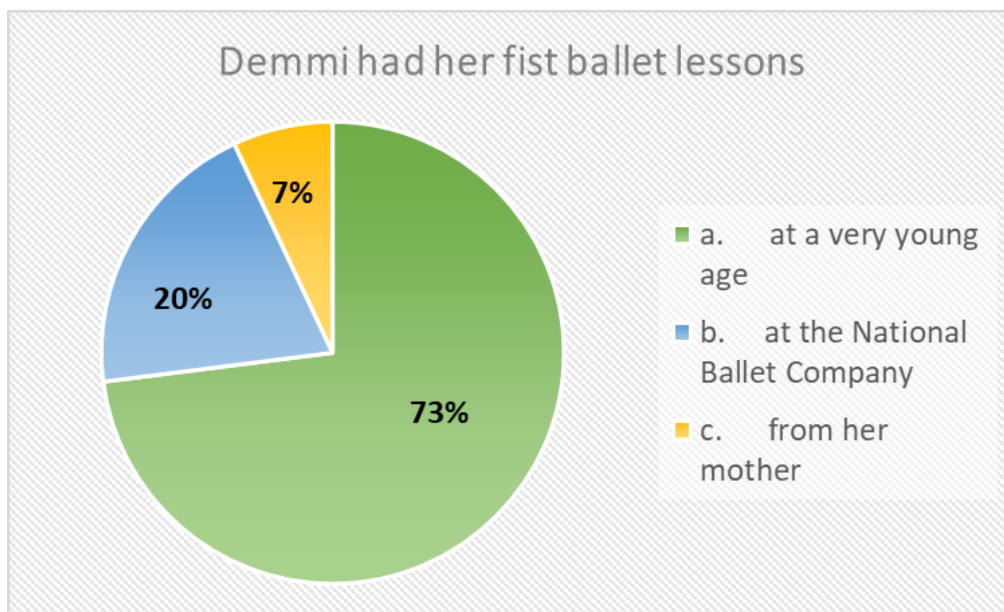


FIGURE 33. DEMMI HAD HER FIRST BALLETT LESSONS

Elaborated by: Erika Maroto

The implementation of the didactic guide with story maps in the experimental group was highly effective, as all of them provided the correct answer. This reveals that these students found it easier to understand the information and identify key details from the reading, which helped them select the right answer. The results show that 73% of the sample performed well. It is important to note that within this group of 22 students, some

belonged to the control group and did not receive any additional resources to improve their reading skills. Yet, even for them, answering this question was easy. The number of students who chose incorrect answers was minimal only 8 failed to respond correctly. Among these, 6 students selected option B ("at the National Ballet Company"), while 2 chose option C ("from her mother"). This group represents 27% of the sample.

From this analysis, it is evident that students can improve their reading comprehension skills, as some who did not use story maps still attempted to understand and answer correctly. However, the results could have been even better if all students had received the didactic guide with story maps, potentially achieving a 100% correct answer rate.

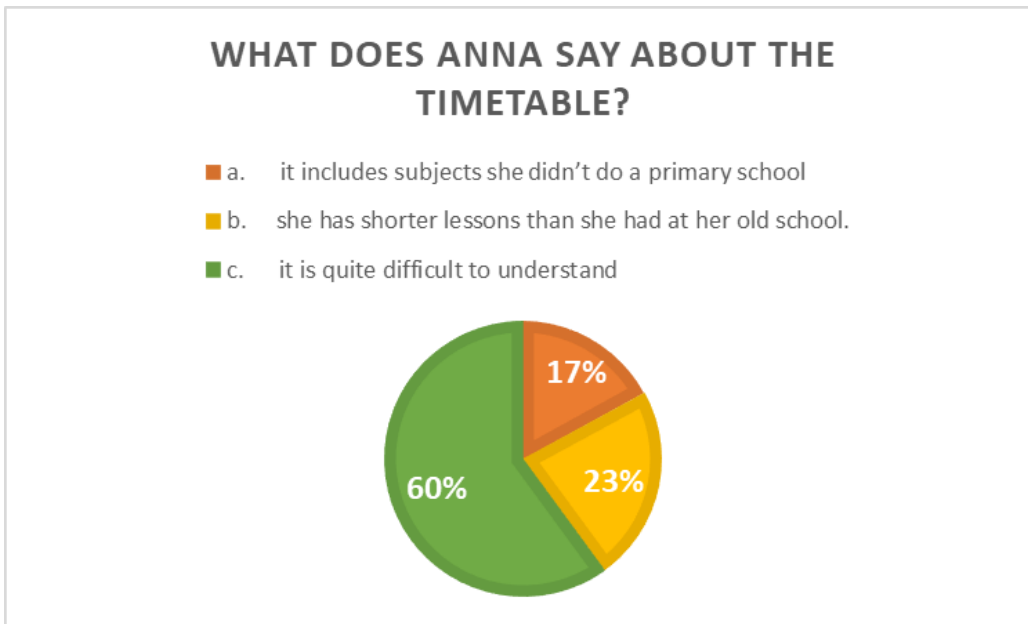
### Pre-Test-Part 3

#### Question 3: What does Anna say about the timetable at her new school?

**TABLE 33. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 3-PART3**

Options	Frequency	Percentage
a. it includes subjects she didn't do a primary school	5	17%
b. she has shorter lessons than she had at her old school.	7	23%
c. it is quite difficult to understand	18	60%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 34.** WHAT DOES ANNA SAY ABOUT THE TIMETABLE?

**Elaborated by:** Erika Maroto (2025)

After analyzing the results from the third pre-test question where the right answer was (a) "it includes subjects she didn't do in primary school" it's clear that most students had a hard time picking up on the correct detail in the text. Only 17% got it right, which is surprisingly low. Instead, the majority (60%) opted for option (c) "it is quite difficult to understand," which feels like more of a general reaction to the text rather than an actual answer pulled from the passage. Another 23% chose (b) "she has shorter lessons than she had at her old school," showing that they latched onto something that might have seemed relevant but wasn't the key point.

It indicates that, without any guidance like story maps students were either guessing, misinterpreting, or just picking what felt right rather than what the text actually said. That huge gap between correct and incorrect answers (83% wrong) suggests they weren't reading strategically. Instead of focusing on the right details, they were either overwhelmed or distracted by less important parts.

### Post-Test-Part 3

#### Question 3: Jack helped his wife and daughter by

TABLE 34. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 3-PART3

Options	Frequency	Percentage
a. moving to a larger house	3	10%
b. letting them use the living room for dancing	8	27%
c. making a place for them to practice in	19	63%
<b>Total</b>	<b>30</b>	<b>100%</b>

Elaborated by: Erika Maroto (2025)

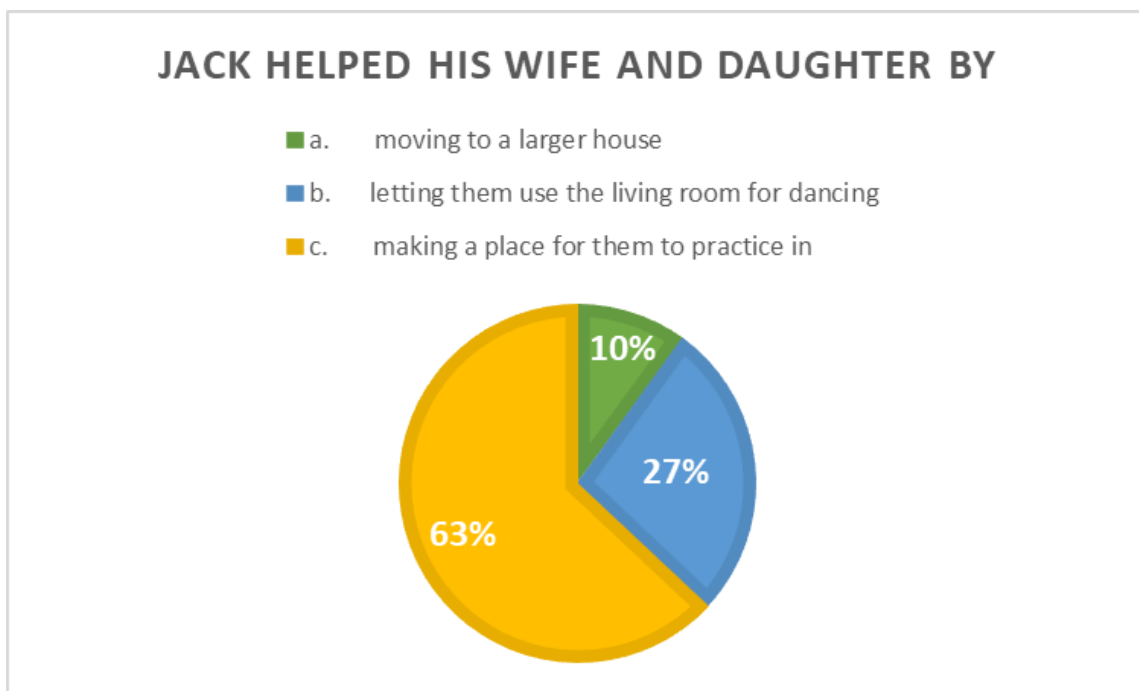


FIGURE 35. JACK HELPED HIS WIFE AND DAUGHTER BY

Elaborated by: Erika Maroto (2025)

The data from the third question in the post-test (Part 3) indicates that students improved their reading comprehension, with 19 students successfully understanding and answering correctly. These 19 students represent 63% of the sample, demonstrating their

ability to identify key information and select the correct answer, option C: "making a place for them to practice in." However, 11 students (37% of the sample) struggled three (10%) chose option A: "moving to a larger house," while eight selected option B: "letting them use the living room for dancing." This demonstrates they did not fully grasp the text, possibly because the classroom resources did not meet their needs. Notably, only 15 students received the intervention using the didactic guide with story maps to enhance reading comprehension.

These findings support the hypothesis that story maps aid in developing reading comprehension. By using them, students can more easily identify crucial details, improving their understanding and increasing their opportunities of selecting the correct answer.

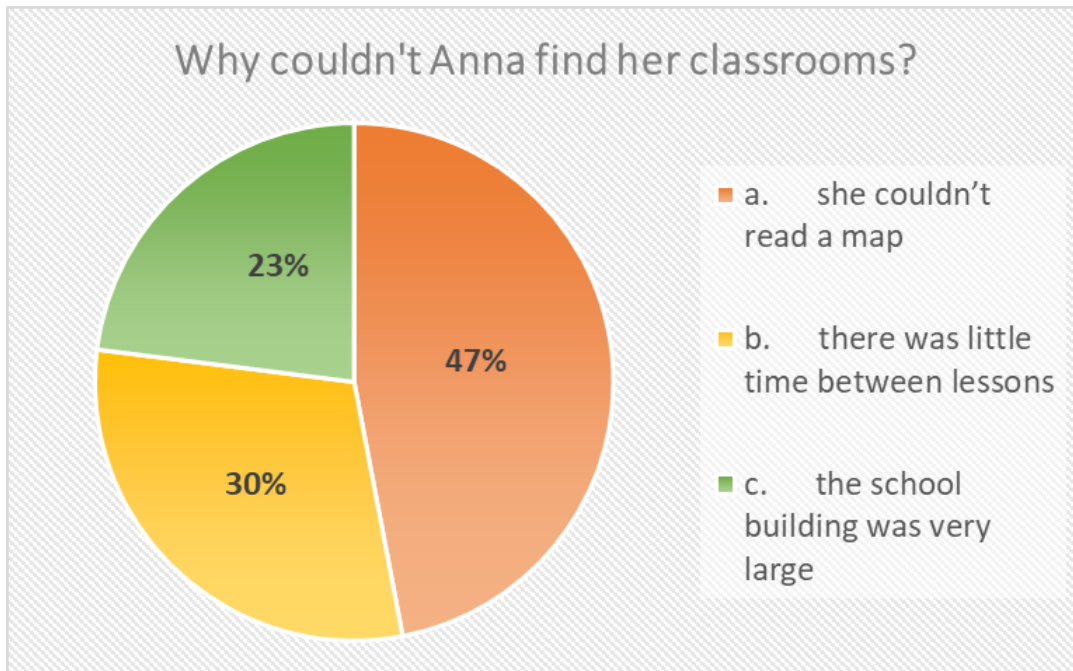
### Pre-Test-Part 3

#### Question 4: Why couldn't Anna find her classrooms?

**TABLE 35. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 4-PART3**

Options	Frequency	Percentage
a. she couldn't read a map	14	47%
b. there was little time between lessons	9	30%
c. the school building was very large	7	23%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by :** Erika Maroto (2025)



**FIGURE 36.** WHY COULDN'T ANNA FIND HER CLASSROOM?

**Elaborated by:** Erika Maroto (2025)

The results from the fourth question in the pre-test reveal significant challenges in students' reading comprehension before the intervention. A majority of students (47%) incorrectly selected option A ("she couldn't read a map"), suggesting a common misunderstanding of the text. Meanwhile, 30% chose option B ("there was little time between lessons"), indicating another frequent misinterpretation. Only 23% of students answered correctly by selecting option C ("the school building was very large"), which highlights that most struggled to identify the key details in the passage.

This distribution underscores the initial difficulties students faced in accurately analyzing texts, likely due to a lack of strategies like story maps. The high percentage of incorrect answers indicate that without guided techniques, students often rely on assumptions or superficial understanding rather than deeper analysis. These findings further emphasize the potential benefits of specific interventions, such as story maps, in helping students focus on relevant information and improve their accuracy in reading tasks.

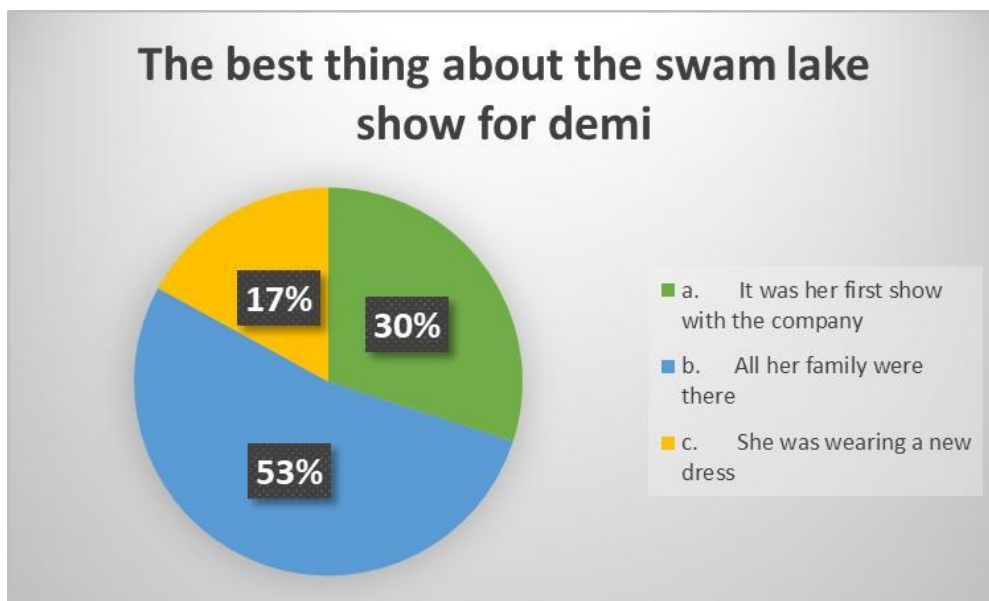
**Post-Test-Part 3**

**Question 4: What was the best thing about the Swan Lake show for Demi?**

**TABLE 36. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 4-PART3**

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
a. It was her first show with the company	9	30%
b. All her family were there	16	53%
c. She was wearing a new dress	5	17%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 37. THE BEST THING ABOUT THE SWAM LAKE SHOW FOR DEMMI**

**Elaborated by:** Erika Maroto (2025)

The post-test results for the fourth question reveal a significant improvement in reading comprehension among students who received the didactic guide with story maps compared to those who followed traditional methods. In the experimental group—exposed to the story maps intervention—a strong majority (53%) correctly identified option B ("All

her family were there"), demonstrating their ability to extract and interpret key details from the text. Meanwhile, the control group, which continued with conventional teaching techniques, showed less accuracy, with only 30% selecting the correct answer, while a significant portion still leaned toward distractor options like A ("It was her first show with the company") and C ("She was wearing a new dress").

This contrast highlights the effectiveness of story maps in guiding students toward deeper textual analysis, reducing reliance on superficial interpretations. The experimental group's higher success rate shows that structured visual aids help learners focus on relevant information, whereas traditional methods may leave them more prone to misdirection.

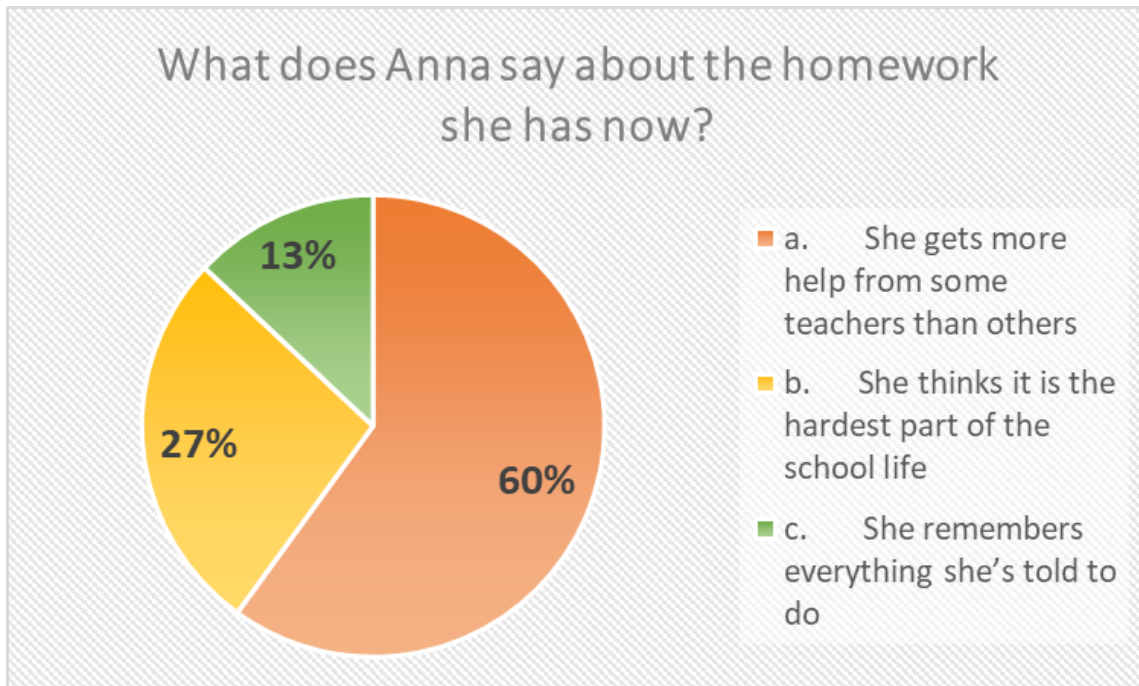
### Pre-Test-Part 3

#### Question 5: What does Anna say about the homework she has now?

*TABLE 37. FREQUENCY OF STUDENT RESPONSES TO PRE-TEST QUESTION 5-PART3*

Options	Frequency	Percentage
a. She gets more help from some teachers than others	18	60%
b. She thinks it is the hardest part of the school life	8	27%
c. She remembers everything she's told to do	4	13%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Elaborated by:** Erika Maroto (2025)



**FIGURE 38.** WHAT DOES ANNA SAY ABOUT THE HOMEWORK SHE HAS NOW?

**Elaborated by:** Erika Maroto

The data collected in the last question of the pre-test reveals significant difficulties in comprehension, with only 27% of students selecting the correct answer (Option B: "She thinks it is the hardest part of school life"). This means 22 out of 30 students answered incorrectly. The majority (60%) misinterpreted the text by choosing Option A ("She gets more help from some teachers than others"), while a smaller group (13%) focused on irrelevant details with Option C ("She remembers everything she's told to do"). These results indicate most students struggled to identify Anna's true perspective about her homework. The high percentage choosing Option A indicates many likely relied on personal assumptions rather than careful text analysis. The relatively few students selecting the correct answer shows this was particularly challenging possibly because understanding Anna's viewpoint required interpreting subtle cues rather than explicit statements.

### Post-Test-Part 3

#### Question 5: Hanna says that Demi

TABLE 38. FREQUENCY OF STUDENT RESPONSES TO POST-TEST QUESTION 5-PART 3

Options	Frequency	Percentage
a. Will be a star one day	22	73%
b. Is her favorite granddaughter	5	17%
c. Dances better than Alice did	3	10%
<b>Total</b>	<b>30</b>	<b>100%</b>

Elaborated by: Erika Maroto (2025)

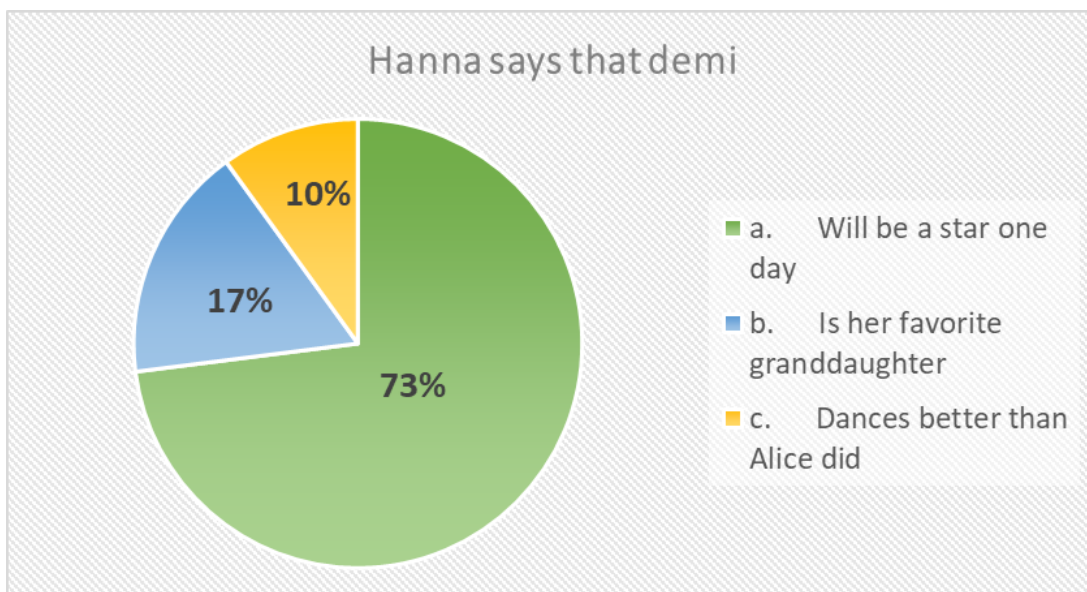


FIGURE 39. HANNA SAYS THAT DEMI

Elaborated by: Erika Maroto (2025)

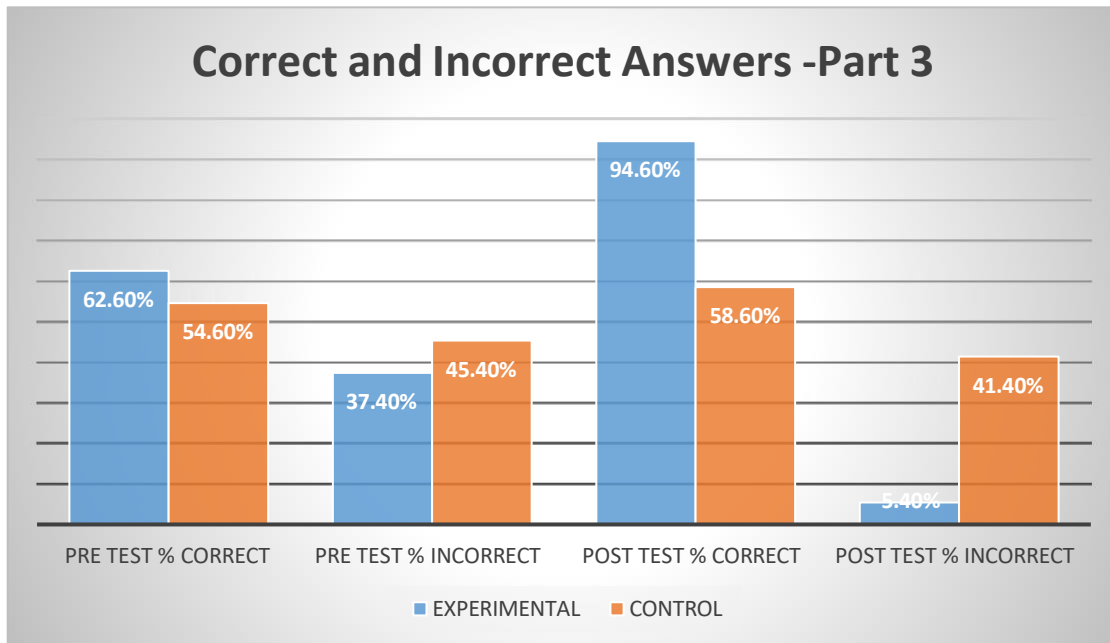
The post-test results for this final question reveal a remarkable improvement in students' reading comprehension after working with story maps. An overwhelming 73% correctly identified that Anna's grandmother believes she "will be a star one day" (Option A), demonstrating their ability to extract and interpret key textual evidence accurately. This

remarkable performance intensely contrasts with the difficulties of the previous test, in which correct answers were much less frequent.

Interestingly, only 17% of students were distracted by Option B's emotional appeal about Anna being a favorite granddaughter, while a mere 10% chose the comparative Option C about dancing ability. These low percentages for incorrect options demonstrated that most students overcame personal assumptions a common mistake before the intervention. These results strongly support the effectiveness of story maps in developing reading skills. Students weren't just guessing better they were comprehending better, able to distinguish between what the text actually said versus what might seem plausible at first glance. The radical change between pre-test to post-test performance illustrates how reading strategies can transform students' ability to engage with texts meaningfully.

Finally, the data collected in the third part revealed that the experimental group demonstrated better performance when answering the five questions presented. Since, in the pre-test, students obtained an average of 2.93 correct answers (58.6% accuracy) and 41.4% incorrect answers. And, after implementing narrative maps, their performance on the post-test increased to 4.73 correct answers (94.6% accuracy), with only 5.4% incorrect answers. So, this represents a substantial increase of 36 percentage points in accuracy, demonstrating that story maps significantly improved students' reading comprehension and information retention. A detailed analysis of individual results shows that, initially, 46.7% of students (7 out of 15) got 2 or fewer answers right on the pre-test, indicating comprehension issues. However, after the intervention with narrative maps, this figure dropped to only 6.7% (1 out of 15 students), and 93.3% (14 out of 15) now got 4 or 5 answers correct. The significant decrease in students with low scores suggests that

structured visual aids, such as narrative maps, can significantly mitigate comprehension difficulties.



**FIGURE 40.** CORRECT AND INCORRECT ANSWERS-PART 3

**Elaborated by:** Erika Maroto (2025)

On the other hand, the results of the control group showed a marked contrast, with only minimal progress. Specifically, their average score increased minimally, from 2.73 correct answers (54.6% accuracy) to 2.93 (58.6% accuracy), reflecting an insignificant improvement of only four percentage points. Furthermore, their error rate remained consistently high at 41.4%. It is particularly significant that several participants in the control group experienced a decline; for example, one student's performance dropped from four to two correct answers. Surprisingly, only 6.7% (1 out of 15) of the students in the control group obtained four correct answers on the post-test, a figure that pales in comparison to the 93.3% performance rate of the experimental group.

This difference between the groups highlights the educational effectiveness of story maps as a teaching tool. While the experimental group showed almost universally

high performance, with 73.3% of students getting perfect scores, the stagnant results of the control group show the limitations of conventional teaching methods on their own. Consequently, these findings not only validate the integration of innovative strategies such as story maps, but also advocate for a paradigm change in pedagogical approaches to make the teaching-learning process more effective and productive. "It is important to continue to support students with a variety of learning methods, including external tutoring and practice in academic environments" (Aini, 2024, p. 2430). As Aini mentioned, it is essential that teachers focus on the students' needs and try to change traditional methods or strategies to satisfy those needs and achieve good results in the process of teaching English.

### **CHAPTER III**

#### **PRODUCT**

##### **Innovative Proposal to the Problem / Result**

In the teaching-learning process of English as a foreign language, reading comprehension plays a fundamental role in achieving academic success, as it directly influences the student's ability to understand complex texts and extract meaningful information. These obstacles are compounded by limited exposure to authentic academic materials, which are essential for developing critical reading skills and fostering deeper understanding. Hence, in order to address these challenges, a multifaceted approach that integrates different reading strategies, extensive practice with diverse texts, and opportunities for students to improve their comprehension skills is required. "Teaching reading strategies is of great importance, particularly in language teaching contexts, in which reading comprehension is of major focus" (Ghafournia, 2023).

This chapter presents the design and implementation of a didactic guide aimed at improving the reading comprehension of A2 level English students at SALC Institute through the use of story maps as a strategic tool. The format of the didactic guide, the integration of story maps and the resources needed for an effective implementation are described. Through the systematic application of this approach, students will be able to better analyze narrative structures, identify key elements of texts, and improve their overall comprehension skills.

- **Proposal Name**

LET'S DEVELOP READING COMPREHENSION SKILLS USING STORY MAPS  
“COMPREHENDING, LEARNING AND IMPROVING”

- **Type of product**

The product chosen is the didactic guide. As emphasized by Mekki (2023):

*It is a document or instructional tool that outlines a structured approach for teaching a particular subject or topic. It provides teachers or instructors with a plan for their lessons, including specific learning objectives, teaching strategies, activities, assessment methods, and resources to be used in the classroom. The purpose of a didactic guide is to ensure that students receive a coherent and effective learning experience that aligns with the curriculum objectives. (p.8-9)*

The didactic guide is a tool that helps teachers and students to carry out the English teaching and learning process in a better way. This type of product allows the incorporation of various activities with different strategies and resources making the educational environment more attractive and interesting for the students taking into account their needs.

Abarca (2024) mentions that a didactic guide provides detailed information on the different activities to develop and facilitate students' skills. In addition, the author highlights that this guide allows the incorporation of different types of didactic tools, resulting in a meaningful and interesting learning process. As mentioned above, the didactic guide is a very useful proposal for this research because it is a complete resource, that is, it allows the inclusion of different types of activities without any limitation, emphasizing on students' needs. That is why this type of proposal is the best option for students to develop reading comprehension since through its activities they will be exposed to something different but at the same time effective and useful for their learning process.

- **Objective of the proposal**

To develop the reading comprehension of A2 English students through the implementation of a didactic guide of interactive and innovative activities based on the use of story maps.

- **Structure Proposal**

This section is structured in two main parts to provide a clear and detailed explanation of the didactic guide. The first part describes the process of creating the didactic guide, focusing on the steps involved in its design and development. In addition, it includes defining the objectives, selecting appropriate methodologies and organizing the content to ensure its effectiveness. In the second part, a description of the proposal is provided, detailing its components, structure and format.

- **Steps for creating the didactic guide**

The process of creating the teaching guide is structured in clear and actionable steps to ensure its effectiveness in improving the reading comprehension of A2 level English learners.

- **Carry out a pre-assessment:**

Measure the current reading comprehension levels of A2-level English learners using the Adapted English Proficiency Test (KET) as a pre-test. This step allows students' strengths and areas for improvement to be identified.

- **Identification and selection of activities:**

Based on the results of the KET pre-test, consequently the search for and selection of educational and interactive activities adapted to develop reading comprehension is developed. Focused on the incorporation of story maps as the main tool to help students visualize and analyze narrative structures effectively.

- **Review and preserve resources:**

Conduct a review to evaluate and choose the most appropriate activities and resources that match the learning objectives.

- **Design the didactic guide:**

Compile and organize the chosen activities into a structured guide. The Canvas platform is chosen as the main editing tool to create a visually attractive and user- friendly format.

- **Demonstrate and socialize the guide:**

Introduce the didactic guide to students through a class demonstration. Explain the purpose of the guide, how to use the story maps, and the benefits of the activities.

- **Apply the Guide in class:**

Apply the didactic guide during classes as a tool to support learning. Encourage collaborative learning and the use of story maps to analyze texts.

- **Evaluate effectiveness:**

Evaluate the impact of the didactic guide by applying a post-test using the Adapted English Proficiency Test (KET). Then, compare the results with those of the pre- test to measure improvements in reading comprehension and determine the overall effectiveness of the guide.

### **Cuadro 1. Elements of the Innovative Guide**

<b>DIDACTIC GUIDE FORMAT</b>
<p><b>1. Title</b></p> <ul style="list-style-type: none"> <li>• Title of the Guide:</li> <li>• Subject/Course:</li> <li>• Level:</li> </ul>
<p><b>2. Introduction</b></p> <ul style="list-style-type: none"> <li>• Purpose:</li> <li>• Target Audience:</li> <li>• Context:</li> </ul>
<p><b>3. Content Outline</b></p> <ul style="list-style-type: none"> <li>• Unit 1:</li> <li>• Unit 2:</li> <li>• Unit 3:</li> <li>• Unit 4:</li> </ul>

#### **4. Methodology**

- Teaching Strategies:
- Learning Activities:

#### **5. Detailed Content**

- Unit 1:
  - Subtopic 1:
  - Subtopic 2:
  - Subtopic 3 :
- Unit 2:
  - Subtopic 1:
  - Subtopic 2:
  - Subtopic 3:
- Unit 3:
  - Subtopic 1:
  - Subtopic 2:
  - Subtopic 3:
- Unit 4:
  - Subtopic 1:
  - Subtopic 2:

<ul style="list-style-type: none"><li>• Subtopic 3:</li></ul>
<p><b>6. Evaluation</b></p> <ul style="list-style-type: none"><li>• Evaluation</li></ul>

### **Guide for teachers**

This didactic guide is a resource where teachers can find twelve different readings with three different types of activities, including story maps in each one. In addition, the questions have different instructions, such as: matching, choosing the correct answers, or writing a summary. These types of activities help to assess students' reading comprehension, as each activity allows them to retain information and increase their knowledge. As the main activity, students have to complete some story maps to demonstrate their reading comprehension, and then they will do other activities that complement the previous ones. This makes it easier for students to understand the information in the reading.

- **Structure and role of the Didactic Guide**

A well-designed instructional guide serves as a tool for effective teaching and learning. This structured format organizes educational content into meaningful sections, each of which serves specific functions in the knowledge transfer process. Like a carefully designed lesson plan, it balances theoretical foundations with practical application, creating a coherent learning experience for both instructors and students.

- **Title**

The title immediately conveys its focus and relevance. That is why this teaching guide is titled “LET'S DEVELOP READING COMPREHENSION SKILLS USING STORY MAPS “COMPREHENDING, LEARNING AND IMPROVING,” making it clear that the goal of this tool is to develop reading comprehension using story maps as a strategy. This introductory element provides essential context before readers delve into the material. An accurate title helps educators quickly assess the relevance of the guide to their curriculum needs.

- **Introduction**

The introduction serves multiple crucial functions since it articulates the fundamental objective of the guide: "To develop the reading comprehension of A2 English students through the implementation of a didactic guide of interactive and innovative activities based on the use of story maps". It also clearly identifies the intended users; in this case, the guide was implemented in A2-level English classroom at SALC institute. It also shows how the material fits into relevant educational frameworks, pointing out connections to standardized curricula or contemporary teaching approaches. This section answers questions like: Why is this guide important? Who does it help? Why is it useful in the classroom?

- **Content Outline**

The content outline outlines the thematic units covered in the guide. This teaching guide consists of four units. These are:

- Unit 1: English Classroom
- Unit 2: The Importance of Pets in Our Lives.

- Unit 3: World Wonders
- Unit 4: Let's Save the Planet
- **Methodology**

The Methodology section details the teaching strategies and student activities. This didactic guide took into account six different types of story maps, each with a different purpose.

The story maps used in the guide are detailed below.

- **Character map:** In this map, students have to recognize aspects such as main characters, emotions, or interactions.
- **Setting map:** It focuses on the narrative and atmospheric environment.
- **Plot map:** The objective is to highlight the sequence of events as well as relevant aspects such as the climax, exposition, and resolution.
- **Theme map:** It allows students to retain information related to the problem, solution, characters, and setting.
- **Fruyer Model:** This story map is very useful for acquiring vocabulary, as it allows students to learn the meaning of a new word, use it in a sentence, and know the context in which it can be used.
- **Problem Solution map:** It emphasizes aspects such as people, important events, setting, problem, and solution.

In addition, the activities implemented in this guide have as their main activity the completion of story maps, and consequently there are two more activities that complement the other ones. These activities are fill-in-the-blank, selection, matching, or summarizing the reading. So, the methodology section is very useful because it allows us to understand how knowledge is imparted and how to work with it.

- **Detailed content**

This section provides a structured learning path, as each unit is divided into subtopics. This guide, designed to develop reading comprehension using story maps, consists of four units, each with three subtopics.

**Unit 1: English classroom**

Subtopic 1: English is very difficult

Subtopic 2: Tips for language learners

Subtopic 3: Let's speak English

**Unit 2: The importance of a pet in our lives**

Subtopic 1: Nena and Erika: A lifelong friendship

Subtopic 2: Luna: The dog who taught me courage

Subtopic 3: Bella: The cat who made every day special

**Unit 3: World wonders**

Subtopic 1: The great wall of China

Subtopic 2: Taj Mahal

Subtopic 3: Machu Pichu

**Unit 4: Let's save the planet**

Subtopic 1: Emma and Jake learn recycling

Subtopic 2: Volunteers in Galapagos islands

Subtopic 3: A holiday at the beach

- **Evaluation**

The Evaluation section outlines assessment methods to measure learning outcomes. For

Example:

- The teacher will check the story maps in order to verify if the information included was correct.
- Also, the True/False section help to identify if the students comprehend the reading.

The teaching guide was designed in a structured way so that students can clearly and accurately understand each of the activities they must perform and, in turn, learning can take place effectively and productively, which results in improved reading comprehension.

- **Innovative Proposal Evaluation**

The chosen strategy for assessing the development of reading comprehension skills in English is the application of an adapted post-test. This strategy has been strategically selected to effectively assess the development of students' reading comprehension skills.

“Post-testing is a critical component of research and evaluation, serving as the means to assess the effectiveness and impact of interventions, programs, or treatments” (Majka,2024).

The posttest is considered an essential element in research and evaluation work, since it functions as a methodological strategy for measuring the efficacy and results of interventions or treatments. Its role is fundamental to define to what extent the proposed objectives have been achieved and also this type of tool provides empirical evidence that serves as a basis for future improvements.

In this stage, the post-test played a fundamental role to validate the progress achieved by the students (A2 English students at SALC institute) after the implementation of the

proposal (the Didactic Guide). The sample consisted of 30 participants divided into two groups: an experimental group (15) receiving the 10-session intervention, and a control group (15) continuing with traditional instruction. Both groups underwent pretest and post-test assessments using a standardized A2 reading exam to quantify progress.

- **Validation of the Proposal**

According to the Thesis Manual of Indoamerica University, three different methods are available for the validation of research proposals. Among these, the most appropriate and reliable method for this particular study is "METHOD 3: Validation through its application in the practice of the proposal" (Universidad Tecnológica Indoamérica,2020, p.32)., choice one: "Verification of the results showing a transformation from the initial diagnosis by implementing the total or partial proposal to the entire study sample" (Universidad Tecnológica Indoamérica,2020, p.32). This method contained all necessary elements to verify progress, a sample of 30 A2-level English students divided into two groups: an experimental group (n=15) receiving the intervention and a control group (n=15) following standard instruction.

As previously outlined, the initial phase of the study involved the administration of a Pre-Test, specifically the Key English Test (KET) adapted. Once the results have been obtained and a thorough understanding of the reading comprehension levels of A2-level English learners has been acquired, the subsequent application phase involved the innovative implementation of the teaching guide. In the final stage, a post-test, an adapted version of the KET, was conducted to gather comprehensive data on the progression of reading comprehension skills. This made it possible to evaluate the effectiveness of using story maps as a strategic tool to improve reading comprehension. Furthermore, the post-test also served to establish robust evidence supporting the hypothesis: The implementation of story maps as reading strategy in A2 English classroom improved students' reading comprehension. By this stage, students had undergone ten intervention sessions, during which the activities outlined in the didactic guide,

incorporating story maps as a strategic approach to developing reading comprehension, have been systematically applied. So, this structured process aimed to provide a clear and measurable assessment of the impact of story maps on reading comprehension at the A2 level. Besides, the results have been categorized into three distinct classifications, which will provide insights into the level of reading comprehension (high, medium, and low). This categorization is based on the grading scales established by the Common European Framework of Reference for Languages (CEFR), which determine the proficiency levels of students in English language comprehension. These classifications were applied both before and after the administration of the pre- and post-tests, allowing for a comparative analysis of the students' reading comprehension abilities prior to and following the intervention. In summing up all the steps described above, “validation of the proposal through its application in practice” is the most effective method to support the hypothesis of this project.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

- Based on the interpretation of the data, it is concluded that the implementation of story maps as a strategy in the development of reading comprehension had a significant impact on improving the reading comprehension skills of A2-level students at Salc Institute. It was observed that, following the intervention of the teaching guide, which included activities with story maps, students were able to easily understand the readings presented and, in turn, were able to recognize useful information such as main ideas, plots, or other essential aspects of each reading according to the story map presented. Besides, this process not only influenced academic performance, but it was also evident that students felt more motivated to read and try to find the requested information, changing reading from a boring activity to an interesting one.

On the other hand, it was evident that the control group, who continued the learning process using traditional methods, had many difficulties when reading, as they were unable to understand or retain information in order to complete the tests effectively. This highlights the importance of implementing new strategies or methods that meet each of the students' needs, so that learning a new language becomes easier and more effective.

### **Recommendation**

- As a recommendation, it is important to mention that teachers should implement creativity when planning their classes, thus allowing students to develop their English language skills in a more interactive way. Unfortunately, reading is not a traditional habit among students nowadays, that is why teachers must take these essential aspects into account and try to innovate the teaching-learning process in order to students will feel more motivated and interested in improving their reading skills. Story map is one of the strategies that allow students to recognize essential information in reading in a more dynamic way, as they will try to focus their attention on the requested information. This type of strategy allows students to retain information unconsciously as well as to increase the student's reading comprehension.

### **REFERENCES**

- Abarca Alulema, V. A. (2024). Didactic guide of technological strategies for the development of speaking skills in high school learners from Unidad Educativa Cristiana "Nazareno" in Riobamba city, Chimborazo province (Tesis de grado, Universidad Nacional de Chimborazo). Repositorio Institucional de la Universidad Nacional de Chimborazo.
- Abubakar, B., & Ahmad, S. (2023). Reading Skills Development And Teaching Techniques In Modern Perspectives: Greater expertise for teachers in contemporary pre-primary and primary schools. *Journal of Languages Linguistics and Literary Studies*, 11(4), 35-43.

- Aini, R. N. (2024). Students' perceptions of the use of story mapping in reading comprehension of descriptive text. *Journal of Language Teaching and Learning, Linguistics and Literature*, 12(2), 2415–2433. <https://doi.org/10.2456/ideas.v12i2.5774>
- Alturki, N. (2017). The effectiveness of using group story-mapping strategy to improve reading comprehension of students with learning disabilities. *Department of Science in Special Education, Southern Illinois University Edwardsville, USA*.
- Alotaibi, K. M. (2022). *Reading skills difficulties among EFL learners in Saudi Arabia (CI 596)*. King Saud University, College of Education. <https://files.eric.ed.gov/fulltext/ED621943.pdf>
- Anastasi, U., & Cyprien, T. (2021). Theories underpinning language acquisition/learning: behaviourism, mentalist and cognitivism. *International Journal of Contemporary Applied Researches*, 8(4), 1-15.
- Banditvilai, C. (2020). The effectiveness of reading strategies on reading comprehension. *International Journal of Social Science and Humanity*, 10(5), Article 1012. <https://doi.org/10.18178/ijssh.2020.V10.1012>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3<sup>rd</sup> ed.)*. SAGE Publications.
- Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.)*. SAGE Publications.
- Gerald, B. (2018). A brief review of independent, dependent and one sample t-tests. *International Journal of Applied Mathematics and Theoretical Physics*, 4(2), 50-54. <https://doi.org/10.11648/j.ijamtp.20180402.13>

Ghafournia, Narjes. (2023). The Importance of Teaching Reading Strategies in Reading Comprehension Process.

Guilar, J., Reasco, B., Feijoo, K., Coello, V., & Díaz, M. (2023). Pedagogical paradigms in teaching EFL classrooms: Evaluating approaches of cognitivism, constructivism, pragmatism, and connectivism. *Ciencia Latina Revista Científica Multidisciplinar*, 6(6), 14029-14045. [https://doi.org/10.37811/cl\\_rcm.v6i6.4671](https://doi.org/10.37811/cl_rcm.v6i6.4671)

Hezam, T., Ali, J., Imtiaz, S., Saifi, M., & Islam, M. (2022). Challenges and problems of reading comprehension experienced by EFL learners. *Journal of English Studies in Arabia Felix*, 1(2), 11-21.

Isnani, Z. (2023). Story mapping strategy to improve students' reading skill at Smp An-Nur Watukosek Pasuruan . *E-Link Journal*, 8(1).

Lescano, S. (2022). *The story map strategy and the writing skill*. Proyecto de Investigación de Titulación previo a la obtención del Título de Licenciado en Pedagogía del Idioma Inglés. Universidad Técnica de Ambato.

Majka, M. (2024). Understanding the importance of pre and post-testing in research and evaluation. <https://surl.li/goohye>

Marenco, J., Marin, J., & Molina, C. (2024). Language learning strategies of Colombian learners of English as a foreign language. *International journal of Evaluation and Research in Education (IJERE)*, 13(4), 2739 – 2748. 10.11591/ijere.v13i4.28739

Maroto, E., Tipán, D., Arias, P., & Mena, P. (2022). Language center students' perceptions of online english language learning as proficiency. *Hachetetepé Revista científica en*

*Educación y Comunicación*, (24), 1-11.

<https://doi.org/10.25267/Hachetetepe.2022.i24.1202>

- Masadeh, T. (2022). Teaching English as a Foreign language and the Use of Educational Games. *Asian Journal of Education and Social Studies*, 30(3), 26-34.
- Mekki, K. (2023). Evaluating EFL third-year primary education textbook alignment with the didactic guide for intercultural communicative competence. University of Martyr Sheikh Arab Tbesi Tebessa. <http://localhost:8080/jspui/handle/123456789/9499>
- Millah, R. (2018). Utilizing story mapping strategy to improve students' reading comprehension in finding main idea. *NOBEL Journal of Literature and Language Teaching*, 9(1), 57-72. <https://doi.org/10.15642/NOBEL.2018.9.1.57-72>
- Ministerio de Educación de Ecuador. (2016). *English as a foreign Language*. Ministerio de Educación de Ecuador. <https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/EFL1.pdf>
- Mohammed, R., & Alhamami, M. (2024). English as a foreign language teaching approaches in Saudi K–12 education: teacher-centered or student-centered. *Journal of Education and Learning*, 18(3), 817-824. 10.11591/edulearn.v18i3.21303
- Paakkari, L., Ruotsalainen, J., Lahti, H., Kulmala, M., Kendeou, P., Raittila, T., Manu, M., Salminen, J., & Torppa, M. (2024). The role of the home in children's critical reading skills development. *Humanities and Social Sciences Communications*, 11, (1). <https://doi.org/10.1057/s41599-024-02843-7>
- Putri, A. S., Nugraha, S. I., & Ridwan, I. (2024). EFL students' engagement in reading classroom by using story-mapping. *Journal of English Language Teaching and Cultural Studies*, 7(2), 82-91.

- Sanders, S. (2019). *A brief guide to selecting and using pre-post assessments*. Washington, DC: American Institutes for Research, The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth.
- Sankar, K. (2018). The theories of language acquisition and cognitivism in developing second language learning *Research Journal of English Language and Literature (RJELAL)*, 6(4), 124-130.
- Sharma, B. (2023). Research tools and their uses. In Sikandra, Dausa (Raj.) (Eds), *Research methodology* (pp. 40-46). Shree Krishna National Conference.
- Sholichah, N. I. (2017). The effect of story mapping on reading comprehension. *Journal Penelitian Ilmiah Intaj*, 1, 29-48. ISSN 2549-2624.
- Splittstoesser, J. (2020). The effectiveness of story maps on reading comprehension. Sophia, the St. Catherine University repository. <https://sophia.stkate.edu/maed/371>
- Sundari, Z., & Andriani, D. (2019). Story mapping strategy to teach reading comprehension achievement. *Channing: English Language Education and Literature*, 4(2), 50-55.
- Sugandi, R., Juniardi, Y., & Rahmawati, E. (2022). The effectiveness of using story map technique to students' reading comprehension on narrative text. *Lingua Scientia*, 29(1), 1–10. <https://doi.org/10.23887/ls.v29i1>
- Sürücü, L., & Maslakçı, A. (2020). Validity and reliability in quantitative research. *Business & Management Studies: An international Journal*, 8(3), 2694-2726. <http://dx.doi.org/10.15295/bmij.v8i3.1540>

- Syafii, M. L. (2021). The Implementation of The Story Mapping Strategy to Enhance Students' Reading Comprehension. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 8(1), 1-21. Doi: 10.22219/celtic.v8i1.16161.
- Taherdoost, H. (2021). Data collection methods and tools for research: A step-by-step guide to choose data collection technique for academic and business research projects. *International Journal of Academic Research in Management (IJARM)*, 10(1), 10-38. hal-03741847
- Tayo, E. (2019). *Using graphic organizers to improve Reading comprehension skills in English*. Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en Enseñanza del Idioma Inglés como Idioma Extranjero. Universidad Técnica de Ambato.
- Universidad Tecnológica Indoamérica, Unidad de Posgrado. (2020). Manual de estilo (3.0 ed.). Primera edición marzo 2018.
- Wotsa, H., & Yadav, S. (2023). Improving the English Reading Skills and Reading Strategies of Elementary School Students. *International Journal for Multidisciplinary Research (IJFMR)*, 5(4).

## ANNEXES

### Annex 1 : Approval



**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN  
MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS  
CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE  
ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN**

Latacunga, 12 de marzo de 2025

Ing. Maritza Andrade

Propietaria del Instituto Ingles Rápido Cotopaxi

Presente. –

Reciba un cordial y respetuoso saludo.

Por medio de la presente, me dirijo a usted con el fin de solicitar, de manera formal y respetuosa, la autorización correspondiente para llevar a cabo un estudio educativo en su prestigiosa institución. Dicha investigación se enmarca dentro del Proyecto de Titulación de la Licenciada Lic. Erika Joselyn Maroto Criollo con C.I. 1850630656 estudiante de la **MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI)**.

A continuación, se presenta el detalle del estudio educativo:

**Título del estudio:**

THE EFFECTIVENESS OF STORY MAPS AS READING STRATEGY TO DEVELOP READING COMPREHENSION SKILLS IN A2 ENGLISH CLASSROOM.

### **Objetivos del estudio**

- **General Objective**

To determine the effect of story maps as reading strategy on the English reading comprehension development in A2 English classroom.

- **Specific objectives**

- To identify the level of reading comprehension skills in A2 English classroom.
- To design a proposal based on story maps.
- To implement the proposal in A2 English Classroom.
- To evaluate reading comprehension skills after the implementation of story maps in A2 English classroom.

La información requerida para el estudio se recopilará mediante la aplicación de un Pre-test y un Post-test, herramientas que permitirán evaluar el desarrollo de la comprensión lectora de los estudiantes antes y después de la implementación de las actividades basadas en el uso de story maps. Espero su favorable acogida y autorización para llevar a cabo esta investigación, la cual busca aportar al desarrollo de estrategias innovadoras en la enseñanza del inglés como lengua extranjera.

**Autorizado.**

**Firma:**



**Nombres y apellidos:**

Maritza Femanda Andrade García

Propietaria del instituto Ingles Rápido Cotopaxi

C.I.: 0502795264

**Sello de la institución:**



## Annex 2: Pre Test A2 Key English Reading Test



# UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

- **Title of the research:** THE EFFECTIVENESS OF STORY MAPS AS READING STRATEGY TO DEVELOP READING COMPREHENSION SKILLS IN A2 ENGLISH CLASSROOM.
- **General objective of the research:** To determine the effect of story maps as reading strategy on the English reading comprehension development in A2 English classroom.

**INSTRUMENT:** Pre-Test

**Objective:** The purpose of this pretest is to assess the effectiveness of using story maps as a strategy to enhance reading comprehension. Specifically, this research aims to demonstrate that the implementation of story maps can support students in improving their reading comprehension in the English classroom. In doing so, it seeks to provide valuable insights for English language teaching within the Ecuadorian educational context.

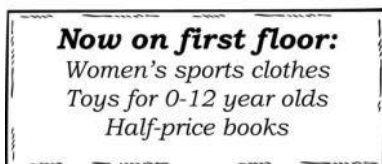
**Score over 20**

**Students' level:** A2 (KET)

**Time:** 25min

- **Reading part 1 (6 questions) 0.8 mark**

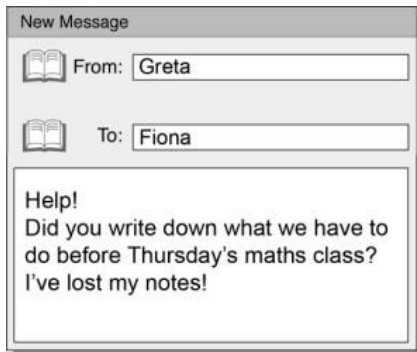
For each question, choose the correct answer.



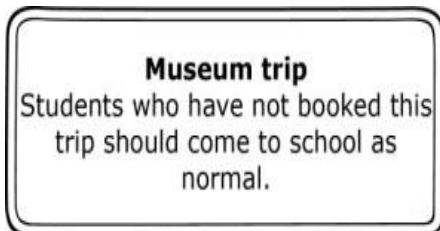
Go upstairs if you want to

- A buy a dress for a party.
- B pay less for something to read.

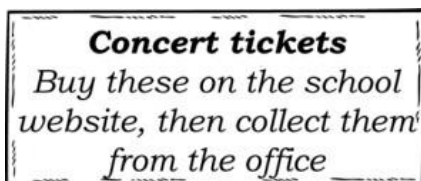
C find a game for a teenager



- A Greta has forgotten when the next maths class is.
- B Greta hopes Fiona will help her find her maths notes.
- C Greta wants to know what the maths homework is.



- A Students not going on the trip cannot have a day off school.
- B Students have to decide today if they would like to join the trip.
- C Students going on the trip must come to school first.



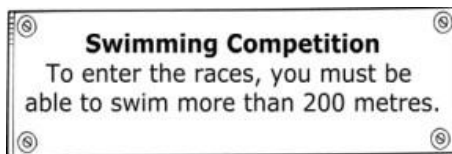
- A Pay for tickets online before picking them up at school.
- B Check the website for information about when tickets will be available.
- C Let the office know soon if you are planning

to buy tickets.



What should Andy do?

- A invite some friends to play football
- B tell Jake if he can join him later
- C show Tom where Woodside School is



- A Swimmers at all levels can enter this competition.
- B This competition is for people who can swim over 200 metres.
- C The races in the competition will be 200 metres long.

- **Reading part 2 (7questions) 0.8 mark**

For each question, choose the correct answer.

		<b>Amy</b>	<b>Flora</b>	<b>Louisa</b>
<b>7</b>	Whose class learnt about the garden competition from a TV programme?	<b>A</b>	<b>B</b>	<b>C</b>
<b>8</b>	Whose class grew some vegetables?	<b>A</b>	<b>B</b>	<b>C</b>
<b>9</b>	Whose class won a trip in the school garden competition?	<b>A</b>	<b>B</b>	<b>C</b>
<b>10</b>	Whose class painted flowers on their garden wall?	<b>A</b>	<b>B</b>	<b>C</b>
<b>11</b>	Whose class learnt about the insects in their garden?	<b>A</b>	<b>B</b>	<b>C</b>
<b>12</b>	Whose class got help from someone in a pupil's family?	<b>A</b>	<b>B</b>	<b>C</b>
<b>13</b>	Whose class chose flowers that were the same colour?	<b>A</b>	<b>B</b>	<b>C</b>

## School gardens competition

**Amy**



Our class has just won a prize for our school garden in a competition – and they’re going to make a TV film about it! The judges liked our garden because the flowers are all different colours – and we painted some more on the wall around it. My cousin gave us advice about what to grow – she’s learning about gardening at college. We’re planning to grow some vegetables next year. I just hope the insects don’t eat them all!

**Flora**



Our teacher heard about the school garden competition on TV and told us about it. We decided to enter and won second prize! There’s a high wall in our garden where many red and yellow climbing flowers grow and it looks as pretty as a painting! Our prize is a visit to a special garden where there are lots of butterflies and other insects. My aunt works there and she says it’s amazing.

**Louisa**



The garden our class entered in the competition is very special. The flowers we’ve grown are all yellow! They look lovely on the video we made of the garden. We also grew lots of carrots and potatoes, and everyone says they taste fantastic. It was an interesting project. Our teacher taught us lots of things about the butterflies in our garden. We also watched a TV programme about them, and did some paintings to put on the classroom wall.

### **Reading part 3 (5 questions) 1.92 mark**

For each question, choose the correct answer.

#### **Starting at a new school**

By Anna Gray, age 11

I've just finished my first week at a new school and I'd like to tell you about it. Like other children in my country, I went to primary school until I was eleven and then I had to go to a different school for older children. I loved my primary school but I was excited to move to a new school. It was very strange on our first day. There were some kids from my primary school there, but most of the children in my year group were from different schools. But I soon started talking to the girl who was sitting beside me in maths. She lives near me so we walked home together. We're best friends now. When I saw our timetable there were lots of subjects, some were quite new to me! Lessons are harder now. They're longer and the subjects are more difficult, but the teachers help us a lot. At primary school we had all our lessons in one classroom. Now each subject is taught in a different room. It was difficult to find the classrooms at first because the school is so big. But the teachers gave us each a map of the school, so it's getting easier now. The worst thing is that I have lots more homework to do now. Some of it is fun but I need to get better at remembering when I have to give different pieces of work to the teachers!

#### **1. How did Ana feel about moving to the new school?**

- a) worried about being with lots of older children
- b) happy about the idea of doing something different
- c) pleased because she was bored at her primary school

#### **2. Who has become Anna's best friend at her new school?**

- a) someone from her primary school
- b) someone she knew from her home area
- c) someone she met in her new class

#### **3. What does Anna say about the timetable at her new school?**

- a) It includes subjects she didn't do at primary school.

- b) She has shorter lessons than she had at her old school.
- c) It is quite difficult to understand.

**4. Why couldn't Anna find her classrooms??**

- a) She couldn't read a map.
- b) There was little time between lessons.
- c) The school building was very large.

**5. What does Anna say about the homework she has now?**

- a) She gets more help from some teachers than others
- b) She thinks it is the hardest part of school life.
- c) She remembers everything she's told to do.

### Annex 3: Post-Test English Reading Test



## UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

- **Title of the research:** THE EFFECTIVENESS OF STORY MAPS AS READING STRATEGY TO DEVELOP READING COMPREHENSION SKILLS IN A2 ENGLISH CLASSROOM.
- **General objective of the research:** To determine the effect of story maps as reading strategy on the English reading comprehension development in A2 English classroom.

**INSTRUMENT:** Post-Test

**Objective:** The purpose of this posttest is to assess the effectiveness of using story maps as a strategy to enhance reading comprehension. Specifically, this research aims to demonstrate that the implementation of story maps can support students in improving their reading comprehension in the English classroom. In doing so, it seeks to provide valuable insights for English language teaching within the Ecuadorian educational context.

**Score over 20**

### Reading comprehension Post test

**Students' level:** A2 (KET)

**Time:** 25min

**Reading part 1 (6 questions ) 0.8 mark**

For each question, choose the correct answer.

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



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

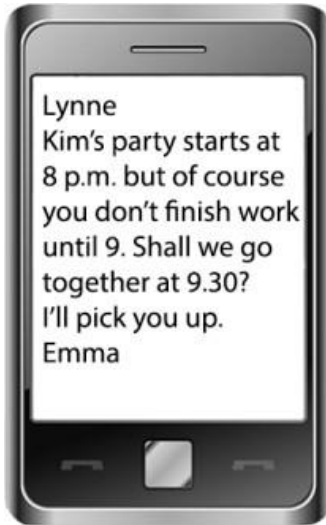


- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.



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

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



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



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



Why did Sophie write this message?

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

- **Reading part 2 (7questions) 0.8 mark**

For each question, choose the correct answer.

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

## Young blog writers

**Tasha**



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

**Danni**



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

**Chrissie**



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

- **Reading part 3 (5 questions) 1.92 mark**

For each question, choose the correct answer.

**A family of dancers**

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

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

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

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

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



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

- A.** Dancer
- B.** Teacher
- C.** dress-maker

**2. Demi had her first ballet lessons**

- A.** at a very young age.

B. at the National Ballet Company.

C. from her mother.

**3. Jack helped his wife and daughter by**

A. moving to a larger house.

B. letting them use the living room for dancing.

C. making a place for them to practise in.

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

A. It was her first show with the company.

B. All her family were there.

C. She was wearing a new dress.

**5. Hannah says that Demi**

A. will be a star one day.

B. is her favourite granddaughter.

C. dances better than Alice did.

# A guide for developing



reading comprehension

# Index

**Introduction** .....

**Types of story maps** .....

**Unit 1: English classroom** .....

Topic 1 : English is so difficult .....

Topic 2 : Advice for language learners .....

Topic 3 : Let's speak English .....

**Unit 2: The importance of a pet in our lives** .....

Topic 1 : Nena and Erika: A lifelong friendship.....

Topic 2 : Luna: The Dog Who Taught Me Courage .....

Topic 3 : Bella: The cat who made every Day special.....

**Unit 3: World wonders**.....

Topic 1 : The great wall of China.....

Topic 2 : Taj Mahal.....

Topic 3 : Machu pichu .....

**Unit 4: Let's save the planet**.....

Topic 1 : Emma and jake learn recycling .....

Topic 2 : Volunteers in Galápagos islands .....

Topic 3: A holiday at the beach.....

## **I read, comprehend, learn and improve**



The present work focuses on improving reading comprehension through a didactic guide based on the use of story maps.

This guide will provide knowledge of different types of story maps that will allow the student to develop and improve reading comprehension. It is considered that it is necessary to reconsider the reading process, because it is indispensable for a good development and operation.

The appropriate interpretive strategies contribute significantly to students' development of effective reading. By employing them, students will be able to optimize their reading process and achieve the primary objective: comprehension of the text.

This guide is structured in four units, each of which includes several story maps designed with a specific purpose and a technical approach, oriented to the development of reading comprehension.

The following is a brief description of the different types of story maps used in this guide.

## Character Maps

Your name: \_\_\_\_\_ © Copyright 2011 www.storied.com

**Character Map**

The form is titled 'Character Map' and includes a line for 'Your name:'. It features a central box labeled 'Draw your character:'. To the left of this central box are three vertically stacked boxes labeled 'Name:', 'Actions:', and 'Says:'. To the right are two vertically stacked boxes labeled 'Feelings:' and 'Appearance:'. Arrows point from the central 'Draw your character:' box to each of the five surrounding boxes.

Facilitating students' ability to identify and analyze the traits, motivations, and relationships of characters within the narrative. This involves guiding them to recognize explicit and implicit features, understand the forces driving characters' actions, and examine the dynamics of their interactions.

By employing structured analytical frameworks and encouraging the use of textual evidence, students can develop a deeper understanding of character development and its impact on story progression.

## Setting Maps

This type of map provides visual representations of the narrative setting, encompassing temporal, spatial, and atmospheric elements, in order to enhance learners' ability to conceptualize the context of the story.

Through illustrating the time period, geographic location, and prevailing mood or tone, these visual aids can facilitate a more complete understanding of the setting in which the story takes place, thus encouraging deeper engagement and analysis.

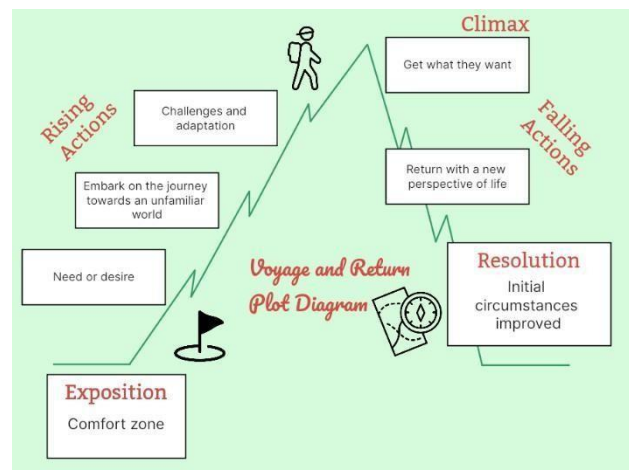
Name \_\_\_\_\_ Date \_\_\_\_\_

**SETTING MAP**

The form is titled 'SETTING MAP' and includes lines for 'Name' and 'Date'. It features a central box labeled 'STORY TITLE'. Above this box is a box labeled 'DESCRIBE TIME OF DAY'. Below the central box is a box labeled 'DESCRIBE MOOD'. To the left of the central box is a box labeled 'DESCRIBE SETTING'. To the right is a box labeled 'DESCRIBE TIME PERIOD'. Lines connect the central 'STORY TITLE' box to each of the four surrounding boxes.

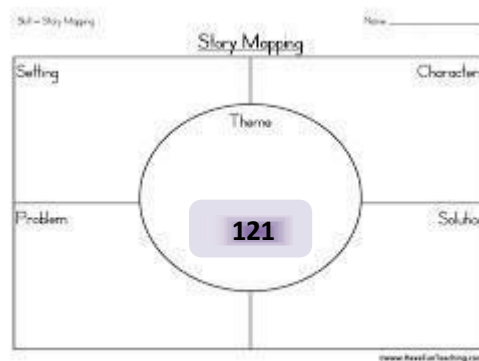
## Plot Maps

It provides a clear outline of the story's sequence of events, including exposition, rising action, climax, falling action, and resolution. This structured approach will allow students to understand the narrative framework and progression, fostering a deeper understanding of how the plot unfolds and how each segment contributes to the story.



## Theme Maps

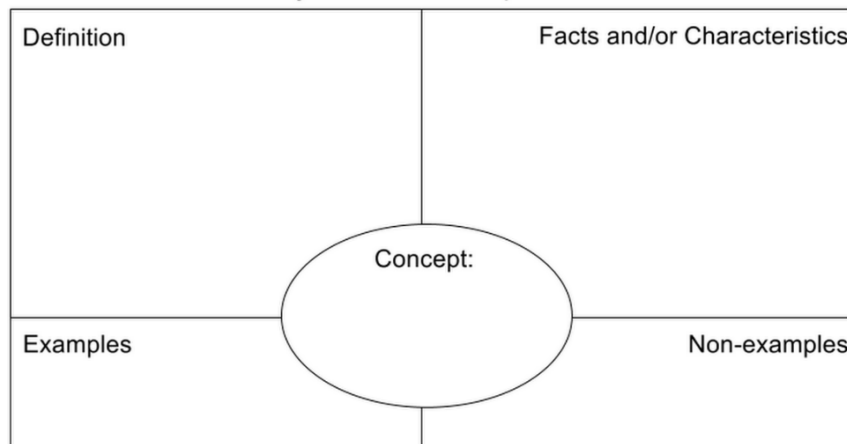
It encourages students to explore the central themes and underlying messages of the story, guiding them to reflect on the deeper meaning and significance of the text. Through analyzing the author's intentions, moral or philosophical implications, and the relevance of these themes in broader contexts, students can develop critical thinking skills and gain a deeper appreciation for the purpose and impact of the narrative.



## Frayer Model

This is a graphic organizer designed to help students develop a deeper understanding of vocabulary. It provides a structured framework for exploring the meaning of words by analyzing their definitions, characteristics, examples and non-examples. This tool encourages critical thinking and helps learners develop a more complete understanding of new terms within their context.

Frayer Model Template



## Story map problem solution

Title	
Characters	Setting
Important Events	
Problem	Solution

This story map provides a visually appealing and methodical framework for analyzing and presenting the essential components of a narrative, including the main characters, setting, central conflict, resolution, and a concise summary of the book. By organizing these elements in a clear and accessible format, it enhances comprehension and facilitates a deeper understanding of the story's structure and thematic development.

## Unit 1: English classroom

This unit consists of readings that aim to help students view English as a second language and explore alternatives to motivate them in the e-learning process.

### Activities:

- Ⓢ Underlining
- Ⓢ Plot map
- Ⓢ Identification of correct information.

### Procedure:

#### **Initial reading:**

- Read the text for general comprehension.

#### **Underline ideas:**

- Use a blue marker to underline main ideas.
- Use a yellow marker to underline secondary ideas.

#### **Plot map:**

- Complete a graphic organizer (plot map) with the structure of the text: introduction, development, climax, and ending.

#### **Identify correct information:**

- Review underlining and complete a table with key information from the text.

**Topic 1: English is so difficult**

**English is so difficult**

One day, Victor asked Leonela how her first day of English classes had been. With a sigh of frustration, she confessed that it had been a terrible experience. The teacher, who was teaching an A2 level course, spoke at a speed that was incomprehensible to her. Leonela could just catch a few single words. She remembered with sadness her previous school, where she attended an A1 level course, which, although basic, allowed her to follow the lessons without so much effort.

One day, the teacher asked Leonela if she had any questions about the class. With shyness, she admitted that she had understood almost nothing of what had been explained. The professor, trying to calm her down, told her not to worry too much, because if she didn't pass on the first try, she would always have the opportunity to repeat the course. However, Leonela did not want to resign herself to failing on her first attempt.

From the very first day, the teacher gave them difficult tasks. One of them was to write a 200-word essay in English. Leonela told Victor that, in Spanish, she would have no problem writing a text of that length, but in English she felt completely lost. To complicate things, she showed Victor the textbook they were using. The writing was tiny, and after reading just a few pages, Leonela already felt an intolerable headache.

In addition, every page of the book was full of new vocabulary and expressions she had never heard before. "I'm going to lose the level," she said to Victor, her voice trembling and her eyes full of tears. Victor, trying to cheer her up, replied with a smile, "Don't worry, I'm good at English. I will help you."

## Comprehending, Learning and Improving



a) Who said that? Write the correct person in each sentence.

The Teacher   Leonela   Victor

My English class was terrible.	
I didn't understand everything. He spoke too fast.	
You could take the class for a second time.	
I like the English, I could help you.	
I could write the task in my language.	

b) Which of these positive aspects you can find in your English class.

## *Comprehending, Learning and Improving*

- Creativity
- organization
- attention
- dynamism
- fluency
- grammar structure
- new vocabulary
- concentration
- answer questions
- security
- Reading comprehension.
- Goode environment

### **Evaluation:**

- ✚ The teacher receives the worksheets, and it evaluates the first task through the correct selection of the articles.
- ✚ The professor will evaluate the correct underlined of the main and secondary ideas.
- ✚ Finally, the understanding of the reading trough out the location of the important events are evaluated in the map
- ✚ The last task is utile for the teacher to identify the positive aspects of its class.

## *Comprehending, Learning and Improving*

### **Topic 2 : Advices for language learners**

#### **Activities:**

- ⓐ Look for new words
- ⓑ Frayer Model
- ⓒ Identification the correct information
- ⓓ Select the words.
- ⓔ Write a paragraph.

#### **Procedure:**

1. List the new words of the text to read.
2. Complete the Frayer Model using the new words
3. The students read the complete text again and identify the information.
4. Explain the task c and to give them enough time to carry out it.
5. Ask to the students that carry out the task d in 5 minutes.
6. Give the instruction of the last task clearly.

### Tips for language learners



When you speak a foreign language, it is completely normal to have an accent. Don't worry, most people will be able to understand you without any problems. To improve your pronunciation, it is recommended that you listen to audios, such as CDs or podcasts, and practice speaking with native speakers. This will help you become familiar with the sounds and rhythms of the language.

If you encounter a new word and don't know its meaning, try to deduce it from the context or look up synonyms using words you already know. If that doesn't work, turn to a dictionary to clarify its definition and usage.

It is normal to make mistakes when learning a language. When your teacher corrects you, either in a text or in a conversation, take a moment to reflect on the error and understand why it is wrong. However, remember that the main goal is to communicate. Don't let the fear of making a mistake stop you from speaking. Constant practice is the key to improvement.

# Comprehending, Learning and Improving

<p><b><i>New words:</i></b></p>
---------------------------------

Definition:	Characteristics:
Examples:	Non-examples:

Definition:	Characteristics:
Examples:	Non-examples:







Definition:	Characteristics:
Examples:	Non-examples:

Definition:	Characteristics:
Examples:	Non-examples:

Definition:	Characteristics:
Examples:	Non-examples:

## *Comprehending, Learning and Improving*

a) Read the whole text, with the new words. And identify which of these advice were in the reading.

1. Read and listen a lot. 
2. Exchange emails o letters with native speakers 
3. Think of ideas to test yourself when you are learning new words. 
4. Listen to CDs and imitate the pronunciation. 
5. Make friends and practice speaking with people who speaks English. 
6. Try not to make mistakes, but don't worry about them. 

## Comprehending, Learning and Improving

b) Fill in the blanks using the words provided in the box.

imitate      be afraid      guess      mistake      mean

1. When I speak English, I occasionally make \_\_\_\_\_ in grammar.
2. If you want to share your thoughts, don't \_\_\_\_\_, just go ahead!
3. Sorry, could you tell me what this word \_\_\_\_\_?
4. To improve my pronunciation, I listen to CDs and \_\_\_\_\_ the speakers.
5. When I'm unsure of a word, I attempt to \_\_\_\_\_ its meaning.

c) Which piece of advice from the reading do you find most helpful, and why?

In my view, the most useful advice is \_\_\_\_\_

---

---

---

---

### Evaluation:

- ✚ The teacher collects the worksheets and checks whether the words have been placed correctly in the reading.
- ✚ Teacher assesses the students' comprehension through task c.
- ✚ The teacher reviews the proper placement of the words, which helps determine if the students have grasped the new vocabulary.
- ✚ Finally, she evaluates the responses in task d, paying special attention to the pairs' opinions.

### **Topic 3 : Let's speak English**

#### **Activities:**

- ④ Problem-Solution Story Map Template
- ④ Fill in the Story Map
- ④ True/False identification

#### **Procedure:**

1. Provide a Problem-Solution Story Map Template:
  - Give students a story map with the following sections:
  - Characters: Who are the main characters?
  - Problem: What is the main conflict or issue in the story?
  - Solution: How is the problem resolved?
  - Outcome: What happens as a result of the solution?
2. The students Fill in the Story Map:
  - Ask students to read the text and complete the story map
3. True/False Identification:
  - Provide students with a list of statements about the story, some true and some false.
4. Class Discussion

Let's Speak English



It was the first day of class. Two of Maria's new EFL classmates, both from Argentina, were curious about where she was from. Since Maria looked Argentine, one of them asked her in English if she was from Argentina. Maria replied, "No, I'm not." The other woman then asked if she was from Chile, Uruguay, or Argentina. Each time, Maria simply answered, "No." Amused, one woman joked to the other, "She's not from anywhere!" The two then walked to their desks, chatting in Spanish.

The next day, the teacher divided the class into small groups of four for introductions. A student in Maria's group asked her, "Where are you from?" Maria replied that she was from Argentina. The two women who had questioned her the previous day were sitting nearby and overheard her answer. "Aha!" they exclaimed. "You are from Argentina!" Maria smiled and admitted it, then apologized for lying the day before. She explained that she hadn't wanted to engage in a Spanish conversation with them.

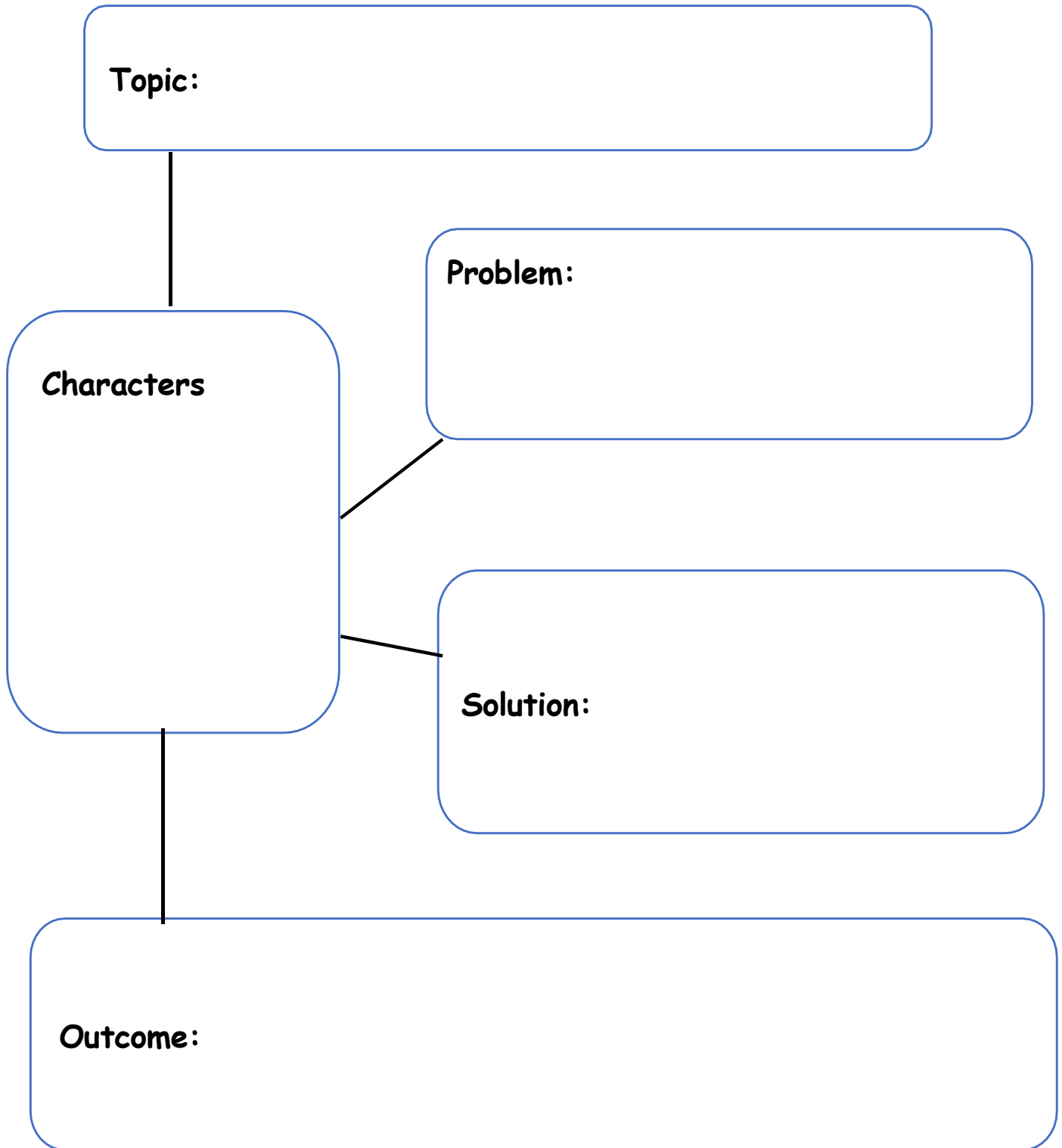
Many EFL students tended to speak their native language in class, but Maria hadn't joined the class to practice Spanish. In her view, EFL students should make an effort to speak only English.

"I agree," said Sofia.

"You're absolutely right," added Camila. "Sofia and I should stop speaking Spanish to each other." Over the next four months, Maria became good friends with both women, and she never spoke a word of Spanish to them during class or breaks.

*Comprehending, Learning and Improving*

a) Read the text twice, and then fill in the story map





## *Comprehending, Learning and Improving*

### **b) Choose True or False according to the reading**

- A) Maria's classmates were from Chile. ( )
- B) Maria lied about her nationality to avoid speaking Spanish. ( )
- C) The teacher divided the class into groups on the second day. ( )
- D) Sofia and Camila continued speaking Spanish during breaks. ( )
- E) Maria's goal was to practice only English in class. ( )

### **Evaluación:**

-  The teacher will check the story maps in order to verify if the information included was correct
-  Also, the True/False section help to identify if the students comprehend the reading.

## *Comprehending, Learning and Improving*

### Unit 2: The importance of a pet in our lives

Nowadays, having a pet at home is comforting because you know that when you get home, there is someone waiting for you. It's great that a pet can become a best friend without saying anything. Perhaps, they have a mission in our lives or they are simply with you to make you happy.

#### Objectives:

- 📖 To motivate the students with readings according to their age.
- 📖 To differentiate the main ideas of the secondary during the reading process.
- 📖 To promote the learning and the retention of the information.

#### Topic 1 : Nena and Erika: A lifelong Friendship

#### Activities:

- 🕒 Plot story map competition
- 🕒 Analyzing the climax
- 🕒 Rewriting the resolution

#### Procedure:

1. Give students a plot story map with the following sections:
  - Exposition: Introduces the characters, setting, and background.
  - Rising Action: Events that build tension or develop the conflict.
  - Climax: The turning point or most intense moment.
  - Falling Action: Events that follow the climax and lead toward the resolution.
  - Resolution: How the story ends and the conflict is resolved.

## *Comprehending, Learning and Improving*

2. Analyzing the Climax: Have students refer to the Climax section of their plot story map from Activity 1.
3. Review the Resolution Section: Have students refer to the Resolution section of their plot story map from Activity 1.



### **Nena and Erika: A lifelong Friendship**

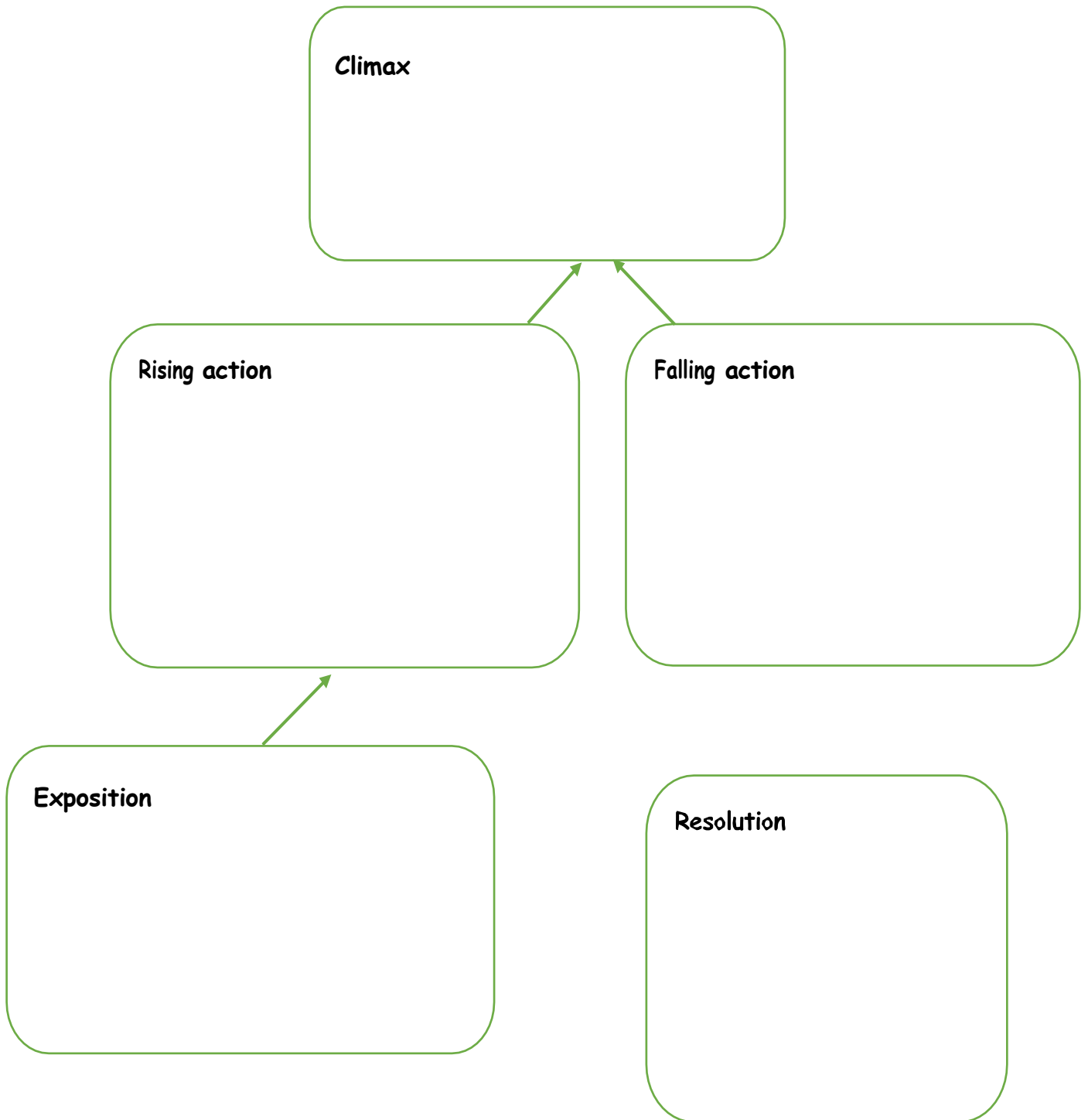
Erika and Nena's story began on a rainy afternoon when Erika was just a little girl. Nena, a street dog with striking gray fur and piercing eyes that made her look like a wolf, wandered into Erika's life. Erika found her hiding under a car, shivering and hungry, and without hesitation, she brought her home. From that day forward, they were inseparable. Nena wasn't just a pet; she was Erika's best friend. Despite her tough exterior, Nena had a heart full of love. She was there for Erika through every milestone—her first day of school, her teenage struggles, and even the late-night study sessions during her university years. When Erika felt stressed, Nena would nuzzle her hand or rest her head on Erika's lap, as if to say, "You've got this."

As Erika approached her final year of university, Nena began to slow down. The vet delivered the heartbreaking news: Nena was very sick, and her time was limited. Erika spent every moment she could with Nena, cherishing their time together. On the day of Erika's graduation, Nena passed away peacefully in her sleep. It was as if she had held on just long enough to see Erika achieve her dream. Though Erika walked across the stage with a diploma in her hand, her heart was heavy with loss.

Years later, Erika still feels Nena's presence. She keeps Nena's favorite toy, a worn-out tennis ball, on her bedside table and a framed photo of them together on her desk. Sometimes, when Erika sees a wolf-like dog in the park, she smiles, remembering Nena's fierce loyalty and gentle heart. Nena may be gone, but her love remains a part of Erika's life—a reminder that true friendship never ends.

## *Comprehending, Learning and Improving*

- a) Ask students to read the story and complete the plot story map with details from the text.



## *Comprehending, Learning and Improving*

**b) Climax reflection questions. Ask students to answer the following questions**

- 1. Why is Nena's passing on Erika's graduation day the climax of the story?**

---

---

---

- 2. How does this moment change Erika's life?**

---

---

---

- 3. What emotions does this moment evoke, and why?**

---

---

---

**c) Write the Resolution:**

**Ask students to imagine a different ending for the story. For example:**

- 1. What if Nena had not passed away? How would the story change?**
- 2. What if Erika had adopted another dog after Nena? How would that affect her memories of Nena?**

---

---

---

---

---

## **Topic 2: Luna: The Dog Who Taught Me Courage**

### **Activities:**

- ⓐ Fill in the theme map
- ⓐ Multiple Choice Questions.
- ⓐ Sentence Completion

### **Procedure:**

#### **1. Provide a Theme Map Template:**

- Give students a theme map with the following sections:
- Central Theme: What is the main message of the story?
- Supporting Details: How is the theme shown in the story?
- Personal Connection: How does the theme relate to your life?

#### **2. Multiple Choice Questions:**

- Provide students with simple multiple-choice questions.

#### **3. Sentence Completion:**

- Provide students with incomplete sentences.

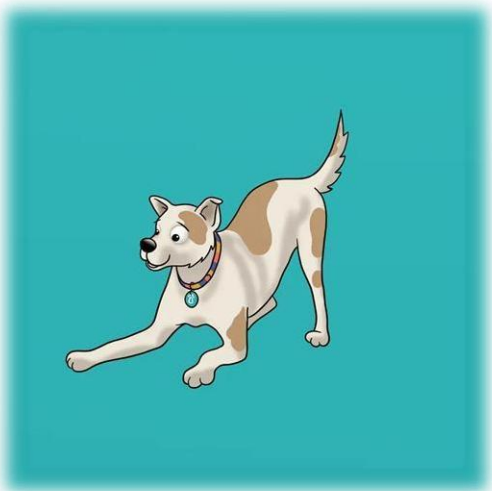
### **Luna: The Dog Who Taught Me Courage**

When Carlos was a child, he was very shy and found it hard to make friends. He often felt alone at school and spent most of his time by himself. Everything changed one summer when his parents gave him a small, happy puppy named Luna. She was a mix of different dogs, with floppy ears and a tail that always wagged. From the moment Luna came into his life, Carlos felt a special connection.

Luna was more than just a dog; she was Carlos's best friend and made him feel brave. When Carlos was nervous about speaking in front of his class, Luna would sit next to him as he practiced, her calm presence giving him confidence. When he felt lonely, Luna would push his hand with her nose, reminding him that he was not alone.

As Carlos grew older, Luna grew older too. Her energy began to fade, and she walked more slowly. When Luna passed away during Carlos's last year of high school, he was very sad. But he realized that Luna had given him something important: the courage to face the world with confidence.

Years later, Carlos became a teacher, and he often told his students about Luna. He kept a photo of her on his desk, a reminder of the little dog who had changed his life. Luna's love and loyalty taught him that even small things can have a big impact.



## *Comprehending, Learning and Improving*

### a) Fill in Theme Map:

- Ask students to complete the theme map based on the story.

**Central Theme**



**Supporting Details**

**Personal Connection**

## *Comprehending, Learning and Improving*

### **b) Multiple Choice and completion**

#### **1. What is the main theme of the story?**

- Making friends at school
- How pets can help us
- Learning to play with dogs
- Going to high school

#### **2. How Does Luna help Carlos?**

- By barking at his classmates
- By sitting with him when he practices
- By eating his homework
- By sleeping all day

#### **3. What does Carlos learn from Luna?**

- To be brave
- To be quiet
- To avoid school
- To forget his problems

## *Comprehending, Learning and Improving*

### c) Sentence Completion:

- The story shows that pets can teach us \_\_\_\_\_ and \_\_\_\_\_.
- Carlos feels more confident because Luna \_\_\_\_\_.
- Carlos keeps Luna's memory alive by \_\_\_\_\_.

### Evaluation:

- + The teacher will evaluate student's active participation during the activities by observing how they use the theme map organizer.
- + The teacher will collect the worksheets and evaluate student's understanding of the story through Activity 2 and 3.

**Topic 3 :**

**Bella: The cat who made every Day special**

**Activities:**

- ④ Fill in the setting map.
- ④ Match the sentences and answer questions
- ④ Answer selection Questions

**Procedure:**

1. Give students a setting map with the following sections:
  - Where: Places in the story.
  - When: Time or period of the story.
  - Details: Important details about the setting.
2. Match the sentences
3. Answer the questions

## Comprehending, Learning and Improving

a) Read the text and ask students to complete the setting map based on the story.

Bella: The Cat Who Made Every Day Special



When Ana was eight years old, her family moved to a new town. She felt lonely because she didn't know anyone, and she missed her old friends. One sunny afternoon, as she played in the backyard, she heard a soft meow coming from a tree. She looked up and saw a small, gray cat with bright green eyes perched on a branch. The cat seemed curious but hesitant, so Ana gently coaxed her down with a piece of bread. She named her Bella.

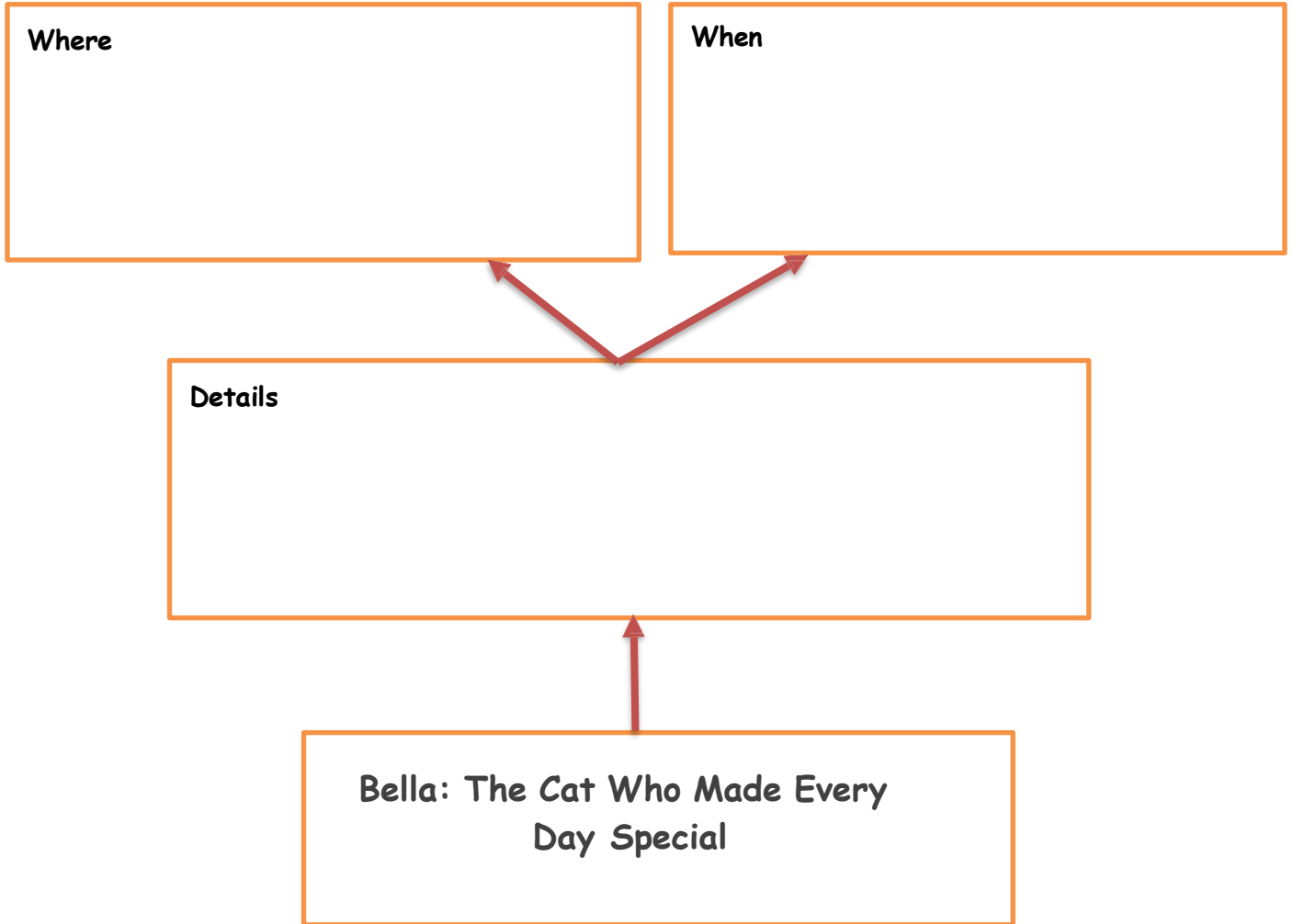
Bella quickly became Ana's best friend. She followed Ana everywhere, even sitting next to her while she did her homework. When Ana felt sad or lonely, Bella would curl up in her lap and purr, making her feel better. Bella loved to play with string and would chase it around the house, making Ana laugh.

One of Ana's happiest memories with Bella was on her tenth birthday. Ana's parents had planned a small party, but Ana was nervous because she didn't have many friends in the new town. When the day came, Bella surprised her by "helping" unwrap the presents. She pounced on the wrapping paper, batting it around and making everyone laugh. Then, as Ana blew out the candles on her cake, Bella sat right beside her, as if she were part of the celebration.

That day became one of Ana's favorite memories. Bella's playful antics and loving presence turned what could have been a lonely day into a joyful one. From then on, Ana knew that no matter where life took her, Bella would always be there to make her smile.

# *Comprehending, Learning and Improving*

## Setting Map Template



## Comprehending, Learning and Improving

### b) Match the Sentences:

- Provide students with two columns of sentences to match.

#### Column A

Ana moved to a new town

Bella was found in a tree

Bella played with wrapping paper

#### Collum B

She felt lonely at first

She made everyone laugh at the party

Ana coaxed her down with bread

### c) Answer selection questions

- **Why was Ana lonely at first?**
  - a. She didn't like her new house.
  - b. She missed her old friends.
  - c. She didn't like cats.
- **How did Ana get Bella down from the tree?**
  - a. She used a ladder.
  - b. She coaxed her down with bread.
  - c. She asked her parents for help.
- **What did Bella do at Ana's birthday party?**
  - a. She slept all day.
  - b. She played with wrapping paper.
  - c. She ate the cake.




### Evaluation:

- ✚ The teacher evaluates students' understanding of the main ideas and purpose of the reading through their completion of the Setting Map (Activity 1) and their answers to the selection questions (Activity 2).

## Unit 3: Wonders of the world




In this unit, we will explore topics centered around three wonders of the world: the Great Wall of China, the Taj Mahal, and Machu Picchu. Through texts suited to the students' level, they will learn about the history, significance, and enduring legacy of these remarkable achievements. The unit will inspire reflection on human creativity, perseverance, and the ability to overcome challenges, drawing inspiration from these iconic landmarks.

### Objectives

-  To know what the students know about the topic history.
-  To learn about the history, purpose, and cultural importance.
-  To reflect on how these wonders symbolize human creativity, determination, and problem-solving, drawing inspiration to apply these qualities in their own lives.

### Topic 1: The Great Wall Of China

#### Activities:

-  Story Map
-  Order the sentences
-  Match the words

#### Procedure

1. Organize the main events and details of the story
2. Fill in the story map with the correct information
3. Practice sequencing events in the story.
4. Match the words

## The Great Wall of China



Long ago, in China, there was a big problem. Many enemies wanted to attack the country. The emperor of China had an idea. He said, "We will build a big wall to protect our people." Thousands of workers worked for many years. They used stones, bricks, and earth to build the wall. The wall was very long—over 20,000 kilometers! It went over mountains, through deserts, and across rivers.

The Great Wall of China was not just a wall. It had towers where soldiers could watch for enemies. They used smoke signals during the day and fire at night to send messages. Today, the Great Wall is very old, but it is still strong. People from all over the world visit it. They walk on the wall and take pictures. It is one of the most famous places in the world.

The Great Wall of China is a symbol of strength and hard work. It shows that when people work together, they can do amazing things.

## Comprehending, Learning and Improving

a) Story Map: Fill in the story map with the correct information.

- Setting: Where and when did the story happen?
- Problem: What was the big problem in China?
- Solution: What did the emperor decide to do?
- Key Details: How long is the wall? What did the soldiers use to send messages?
- Conclusion: Why is the Great Wall important today?

**SETTING**

**PROBLEM**

**SOLUTION**

**KEY DETAILS**

**CONCLUSION**

## Comprehending, Learning and Improving

b) Put the sentences in the correct order to retell the story:

- The emperor decided to build a big wall. ( )
- The wall went over mountains, through deserts, and across rivers. ( )
- Soldiers used smoke and fire to send messages. ( )
- Today, people visit the Great Wall and take pictures. ( )
- Enemies wanted to attack China. ( )

c) Match the words on the left with their meanings on the right:

- |                  |                                       |
|------------------|---------------------------------------|
| 1. Emperor       | a. A very long wall in China          |
| 2. Soldiers      | b. The leader of a country            |
| 3. Great Wall    | c. People who protect a country       |
| 4. Smoke signals | d. A way to send messages using smoke |
| 5. Symbol        | e. Something that represents an idea  |

**Topic 2: The Taj Mahal**

**Activities:**

- ⓐ Multiple choice questions
- ⓐ Fill in the gaps
- ⓐ Sequence the events

**Procedure**

1. Organize the main events and details of the story.
2. Fill in the blanks with the correct words
3. Put the events in the correct order

## The Taj Mahal



Many years ago, in the country of India, there was a ruler named Shah Jahan. He adored his queen, Mumtaz Mahal, deeply. They shared a life full of joy and companionship. Sadly, Mumtaz Mahal fell ill and passed away. Shah Jahan was heartbroken. He wished to create something extraordinary to honor her memory.

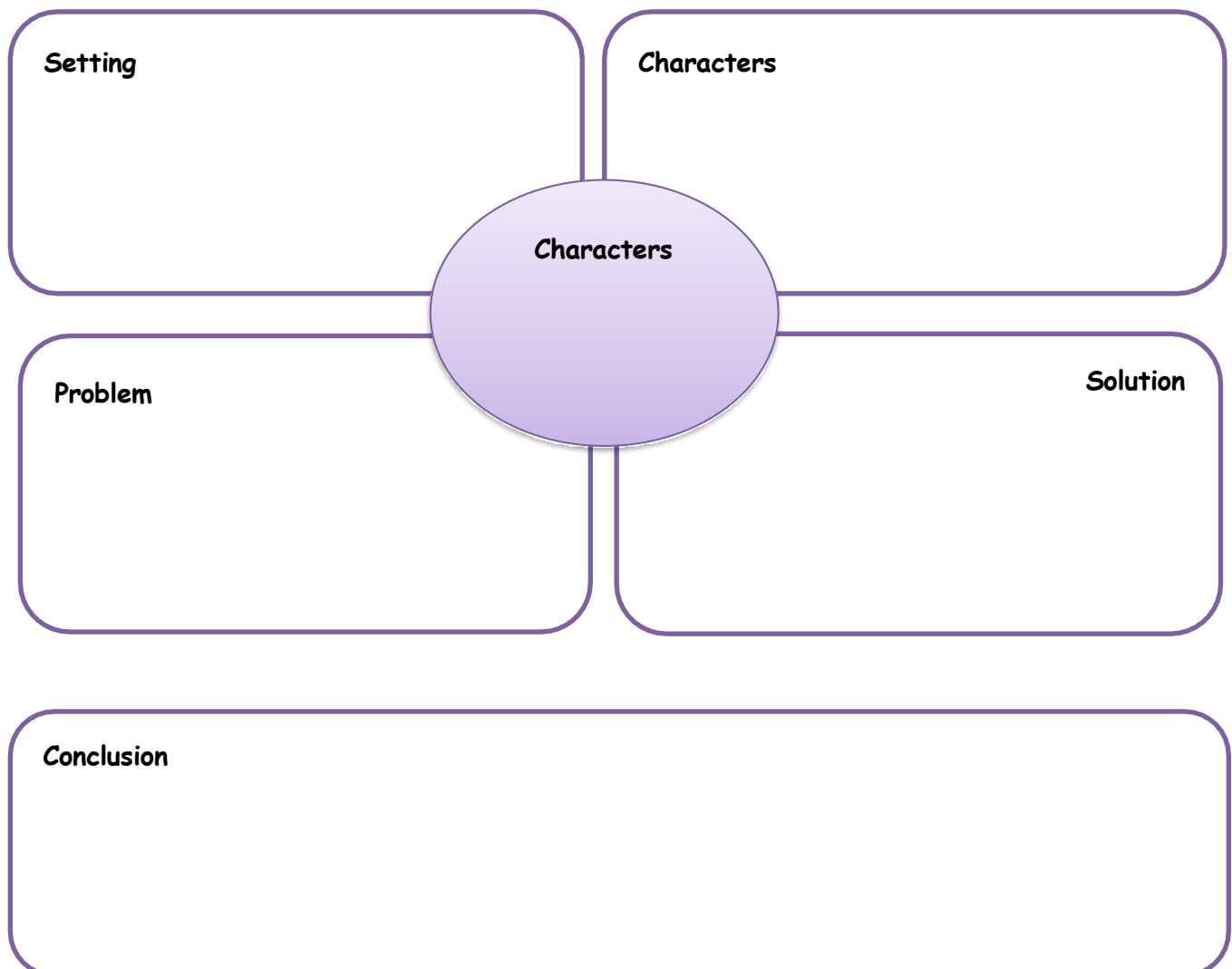
He envisioned a stunning structure made of pure white marble. Over 20,000 workers labored for more than two decades to complete it. The result was the Taj Mahal, a breathtaking masterpiece. It features four tall minarets, a grand central dome, and lush gardens with flowing water channels. Inside, intricate designs and sparkling gemstones decorate the walls.

Now, the Taj Mahal stands as one of the most iconic landmarks on Earth. Visitors from around the globe come to admire its beauty and learn about its touching history. It is a timeless symbol of devotion and remembrance.

## Comprehending, Learning and Improving

a) Fill in the story map with the correct information:

- Setting: Where and when did the story happen?
- Characters: Who are the main people in the story?
- Problem: What happened to Mumtaz Mahal?
- Solution: What did Shah Jahan decide to do?
- Key Details: What are the main features of the Taj Mahal?
- Conclusion: Why is the Taj Mahal important today?



## Comprehending, Learning and Improving

### b) Choose the correct answer:

1. Who was Shah Jahan?
  - a) A worker
  - b) A ruler
  - c) A painter
2. What material was used to build the Taj Mahal?
  - a) Wood
  - b) White marble
  - c) Gold
3. How long did it take to build the Taj Mahal?
  - a) 5 years
  - b) 10 years
  - c) Over 20 years
4. What surrounds the Taj Mahal?
  - a) A desert
  - b) Gardens with water channels
  - c) A forest
5. What does the Taj Mahal symbolize?
  - a) Wealth
  - b) Devotion and remembrance
  - c) Power

### c) Put the events in the correct order:

1. Shah Jahan became heartbroken after Mumtaz Mahal's death. ( )
2. The Taj Mahal was completed after more than 20 years. ( )
3. Shah Jahan decided to build a stunning structure. ( )
4. Over 20,000 workers labored to create the Taj Mahal. ( )
5. People from around the world visit the Taj Mahal today. ( )

### **Topic 3: Machu Pichu**

#### **Activities:**

- Ⓢ Story Map
- Ⓢ True or False
- Ⓢ Crossword Puzzle

#### **Procedure**

1. Fill in the story map with the correct information:
2. Read the sentences and write True or False.
3. Complete the crossword puzzle using the clues below

## **Machu Picchu**



High in the Peruvian Andes is an ancient city called Machu Picchu. It was built by the Incas more than 500 years ago. The Incas were a powerful civilization that lived in South America. They built Machu Picchu on top of a mountain, surrounded by clouds and green valleys. It was a special place, but no one knows exactly why they built it. Some think it was a royal palace, while others believe it was a religious site.

The city is made of stone, and the Inca did not use any glue or cement to hold the stones together. Instead, they cut the stones so perfectly that they fit together like a puzzle. Machu Picchu has temples, houses, and terraces where the Inca grew food. There is also a famous stone called the Intihuatana, which means "the place where the sun is tied." The Inca used it to study the sun and the stars.

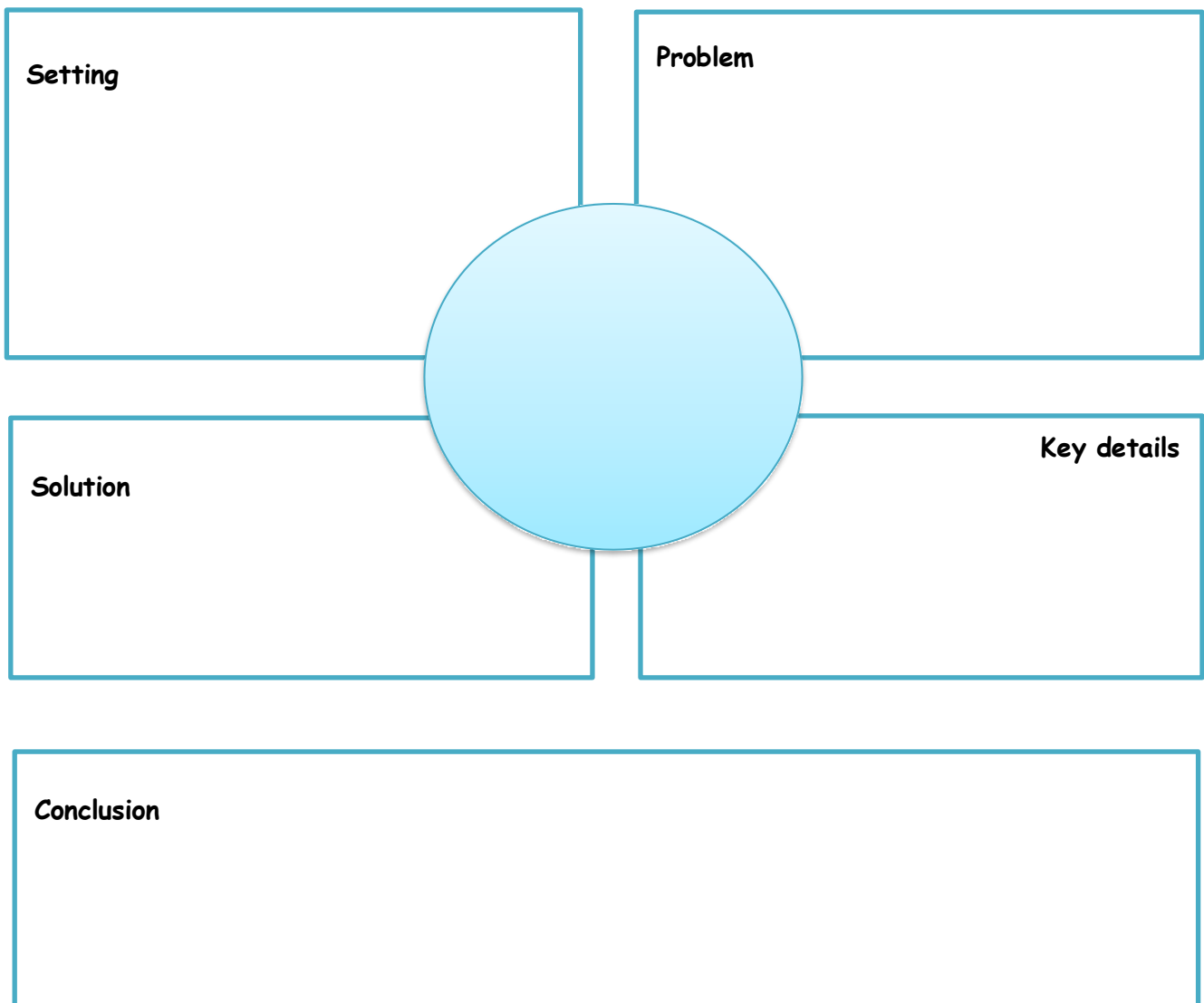
For hundreds of years, Machu Picchu was hidden in the mountains. The Spanish conquistadors never found it, and it was forgotten by the world. In 1911, an explorer named Hiram Bingham discovered it again. Today, Machu Picchu is one of the most famous archaeological sites in the world. Thousands of visitors hike up the mountain every year to see its beauty and learn about the Inca civilization.

Machu Picchu is a mystery and a wonder. It shows how clever and skilled the Inca people were. It also reminds us of the importance of protecting our history and culture.

## *Comprehending, Learning and Improving*

a) Fill in the story map with the following information:

- Setting: Where and when is Machu Picchu located?
- Characters: Who built Machu Picchu?
- Problem: Why is Machu Picchu a mystery?
- Solution: How was Machu Picchu discovered again?
- Key Details: What are some features of Machu Picchu?
- Conclusion: Why is Machu Picchu important today?



## Comprehending, Learning and Improving

b) Read the sentences and write True or False:

- Machu Picchu was built by the Aztecs. ( )
- The Inca used glue to hold the stones together. ( )
- Machu Picchu was hidden for hundreds of years. ( )
- Hiram Bingham discovered Machu Picchu in 1911. ( )
- The Intihuatana was used to study the sun and stars. ( )

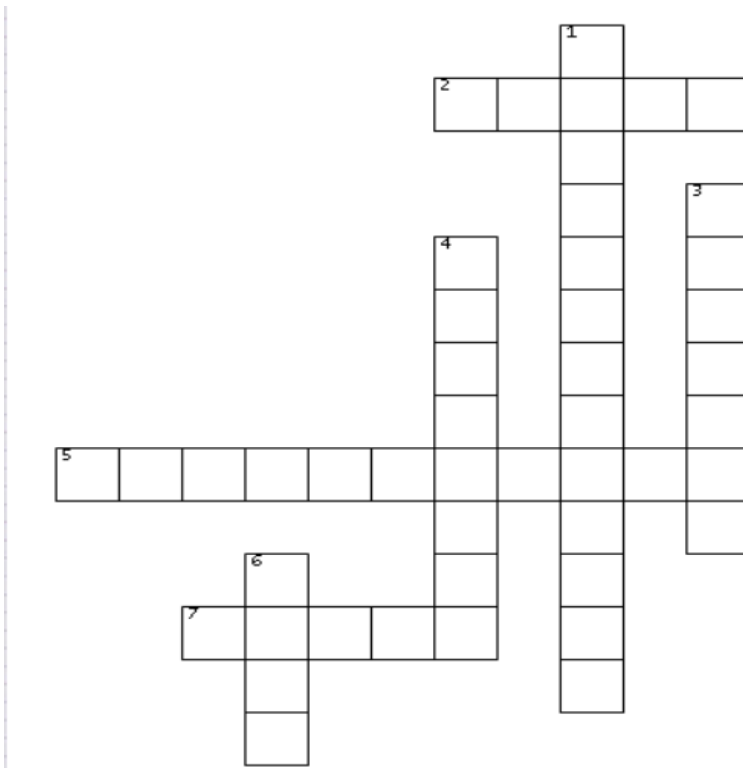
c) Complete the crossword puzzle using the clues below.

### ACROSS

2. The material used to build Machu Picchu.
5. The famous stone used to study the sun and stars.
7. The mountain range where Machu Picchu is located.

### DOWN




1. The Spanish conquerors who never found Machu Picchu.
3. The explorer who rediscovered Machu Picchu in 1911.
4. The terraces where the Inca grew food.
6. The civilization that built Machu Picchu.



## Unit 4: Let's save the planet




Nowadays, global warming is a major problem we are facing. However, most people are not aware of it. On the contrary, every day pollution is increasing all over the world. This problem is not only the fault of big companies because we can see that there are many places that are polluted such as rivers, oceans, parks and so on.

### Objetivos:

-  To evaluate the comprehension level through the Reading.
-  To raise students' awareness of global warming.
-  To identify important ideas from the reading.

### Topic 1: The importance of recycling

#### Activities:

-  Complete a theme map
-  Fill in the blanks
-  Answer the questions

#### Procedure:

1. Complete the story map according to the questions.
2. Identify the words and complete the fill in blanks.
3. Students are going to demonstrate how much they understood the reading through activity c .

### Emma and Jake Learn About Recycling



One sunny afternoon, Emma and Jake were walking home from school. They saw a big bin with the word "Recycling" on it. Emma stopped and pointed to the bin. "Do you know what recycling is, Jake?" Emma asked.

"I think so," Jake said. "It's when we take old things and make them into new things, right?"

"Yes!" Emma said with a smile. "We can recycle paper, plastic, glass, and metal. For example, old paper can become new notebooks or books."

"That's cool!" Jake said. "What about plastic bottles? Can they be recycled too?"

"Of course!" Emma replied. "Plastic bottles can turn into toys or even clothes. Glass can be melted and used again, and metal can be reused to make cars or bikes."

Jake looked surprised. "Wow, recycling is amazing! Does it help the environment?"

"Yes, it does," Emma explained. "Recycling reduces waste and saves energy. It also helps protect forests and reduces pollution."

"What happens if we don't recycle?" Jake asked.

"If we don't recycle, too much trash goes to landfills," Emma said. "This can harm animals and nature."

Jake frowned. "That's bad. How can we help?"

"We can separate trash into different bins at home," Emma said. "At school, we can use recycling bins for paper and plastic. Small actions can make a big difference!"

Jake smiled. "I'll start recycling today. Thanks, Emma!"

From that day on, Jake and Emma recycled every day. They knew they were helping the planet, and they felt proud.

## *Comprehending, Learning and Improving*

a) Fill in the theme map with information from the reading. Use the words in the theme map to help you.

<b>What we can recycle:</b>	<b>Benefits</b>
<b>How to help</b>	<b>Why it is important</b>

## Comprehending, Learning and Improving

b) Complete the sentences with the correct words from the box.

recycle, pollution, plastic, energy, landfills, environment

- When we recycle, we save \_\_\_\_\_ and reduce waste.
- \_\_\_\_\_ bottles can be turned into toys or clothes.
- Recycling helps protect the \_\_\_\_\_ and reduce \_\_\_\_\_.
- If we don't recycle, too much trash goes to \_\_\_\_\_.
- Everyone can help \_\_\_\_\_ at home and at school.

c) Answer the questions in full sentences.

- What can old paper become after recycling?

---

---

---

---

---

- Why is recycling good for the environment?

---

---

---

---

---

## *Comprehending, Learning and Improving*

- **What can we do at home to help recycle?**

---

---

---

---

---

- **What happens if we don't recycle?**

---

---

---

---

---

## **Topic 2: Volunteers in the Galapagos islands**

### **Activities:**

- Ⓢ Complete a theme map
- Ⓢ Order the sentences
- Ⓢ True or false
- Ⓢ Write a summary

### **Procedure**

- 1.- Fill in the theme map with information from the story.
2. - Order the sentences according to the reading
3. - Choose true or false.
4. - With your own words write a summary

### **Volunteers in the Galapagos Islands**



Last summer, a group of volunteers traveled to the Galapagos Islands. The Galapagos is a beautiful place with unique animals like giant tortoises, blue-footed boobies, and marine iguanas. But the volunteers noticed something sad: there was a lot of pollution on the beaches and in the water.

One morning, the group gathered to clean the beach. Maria, one of the volunteers, picked up a plastic bottle and said, "Look at this! Plastic is everywhere. It's hurting the animals here."

"I know," said Carlos, another volunteer. "Yesterday, I saw a sea turtle with plastic around its neck. It was so sad. We need to do something."

Maria nodded. "Plastic doesn't disappear. It stays in the ocean for hundreds of years. Fish and birds think it's food, and they eat it. This makes them very sick."

Carlos pointed to the water. "Look over there. There's more plastic floating in the sea. It's not just plastic bottles. There are also bags, straws, and even old fishing nets."

The group worked hard all morning. They filled many bags with trash. Afterward, they sat down to rest. Maria said, "We cleaned this beach, but there's still so much to do. People need to stop throwing trash into the ocean."

Carlos agreed. "We should tell everyone about this problem. If people use less plastic and recycle more, we can protect the Galapagos and its animals."

The volunteers felt tired but happy. They knew their work was important. They promised to keep helping the environment, even after they left the islands.

*Comprehending, Learning and Improving*

a) Fill in the theme map with information from the story. Use the words in the box to help you.

**Problems**

**Causes**

**Pollution in Galapagos  
Islands**

**Solutions**

**Animals affected**

## Comprehending, Learning and Improving

### b) Put the sentences in the correct order to retell the story.

- The group worked hard to clean the beach and filled many bags with trash. ( )
- Carlos saw a sea turtle with plastic around its neck. ( )
- The volunteers saw a lot of pollution on the beaches and in the water. ( )
- Maria picked up a plastic bottle and said it was hurting the animals. ( )
- The volunteers felt happy because they knew their work was important. ( )
- Maria and Carlos agreed that people should use less plastic and recycle more. ( )

### c) Read the sentences and write True or False.

- The Galapagos Islands have no pollution ( )
- Maria saw a sea turtle with plastic around its neck. ( )
- Plastic stays in the ocean for hundreds of years. ( )
- The volunteers did not clean the beach. ( )
- Carlos and Maria think people should use less plastic. ( )

*Comprehending, Learning and Improving*

c) Write a summary with the correct dates from the last task.

**Pollution in Galapagos Islands**

.....

.....

.....

.....

.....

.....

.....

.....

.....

### Topic 3: A Holiday at the Beach

#### Activities:

- ⊙ Setting map
- ⊙ Fill in the blanks
- ⊙ Match the sentences

#### Procedure:

1. - Describe the setting of the story using the following prompts.

- Place: Where does the story happen?
- Environment: What does the beach look like at the beginning? What does it look like at the end?
- Characters: Who is in the story?
- Problem: What is the main problem in the story?
- Solution: How do the characters solve the problem?

2. - Fill in the blanks according to the reading

3. - Match the sentences

## A Holiday at the Beach



Last summer, Sofia and her family went on holiday to a beautiful beach. They were excited to swim in the clear blue water and relax on the soft sand. But when they arrived, they saw something shocking.

The beach was full of trash. There were plastic bottles, food wrappers, and even old shoes everywhere. Sofia's little brother, Lucas, pointed to a seagull trying to eat a plastic bag. "Look! That bird thinks the bag is food," he said.

Sofia felt sad. "This is terrible. The trash is hurting the animals and ruining the beach."

Her dad agreed. "People don't take care of nature. They leave their trash here, and it doesn't disappear. It stays for years and years."

The next morning, Sofia and her family decided to help. They brought gloves and bags and started cleaning the beach. Other tourists saw them and joined in. Together, they filled many bags with trash.

After a few hours, the beach looked much better. Sofia felt proud. "We did a good job," she said. "But we need to tell people to stop throwing trash. If everyone helps, we can keep the beaches clean."

Lucas smiled. "Next time, I'll bring a reusable water bottle. No more plastic!"

Sofia's family enjoyed the rest of their holiday. The water was cleaner, and the sand was free of trash. They knew they had made a difference.

## *Comprehending, Learning and Improving*

a) Draw or describe the setting of the story using the following prompts:

**Place**



**Environment**



**Characters**



**Problem**



**Solution**



## Comprehending, Learning and Improving

b) Complete the sentences with the correct words from the box.

trash, reusable, plastic, beach, seagull, clean

- Sofia and her family went to the \_\_\_\_\_ for their holiday.
- They saw a lot of \_\_\_\_\_ on the sand, like bottles and wrappers.
- Lucas saw a \_\_\_\_\_ trying to eat a plastic bag.
- Sofia's family decided to \_\_\_\_\_ the beach.
- Lucas promised to bring a \_\_\_\_\_ water bottle next time.
- After cleaning, the beach looked \_\_\_\_\_ and beautiful.

c) Match the beginning of each sentence (1-6) with the correct ending (a-f).

- |  |                                       |
|--|---------------------------------------|
| 1. Sofia and her family went on holiday... | a. trying to eat a plastic bag.       |
| 2. The beach was full of...                | b. a reusable water bottle next time. |
| 3. Lucas saw a seagull...                  | c. to a beautiful beach.              |
| 4. Sofia's dad said trash...               | d. stays for years and years.         |
| 5. The family and other tourists...        | e. cleaned the beach together.        |
| 6. Lucas promised to use...                | f. trash like bottles and wrappers.   |

## Annex 5: Didactic Guide-Unit 1 Completed

### *Comprehending, Learning and Improving*

#### Unit 1: English classroom

This unit consists of readings that aim to help students view English as a second language and explore alternatives to motivate them in the e-learning process.

#### Activities:

- Underlining
- Plot map
- Identification of correct information.

#### Procedure:

##### **Initial reading:**

- Read the text for general comprehension.

##### **Underline ideas:**

- Use a blue marker to underline main ideas.
- Use a yellow marker to underline secondary ideas.

##### **Plot map:**

- Complete a graphic organizer (plot map) with the structure of the text: introduction, development, climax, and ending.

##### **Identify correct information:**

- Review underlining and complete a table with key information from the text.

## Comprehending, Learning and Improving

### Topic 1: English is so difficult

#### English is so difficult

One day, Victor asked Leonela how her first day of English classes had been. With a sigh of frustration, she confessed that it had been a terrible experience. The teacher, who was teaching an A2 level course, spoke at a speed that was incomprehensible to her. Leonela could just catch a few single words. She remembered with sadness her previous school, where she attended an A1 level course, which, although basic, allowed her to follow the lessons without so much effort.

One day, the teacher asked Leonela if she had any questions about the class. With shyness, she admitted that she had understood almost nothing of what had been explained. The professor, trying to calm her down, told her not to worry too much, because if she didn't pass on the first try, she would always have the opportunity to repeat the course. However, Leonela did not want to resign herself to failing on her first attempt.

From the very first day, the teacher gave them difficult tasks. One of them was to write a 200-word essay in English. Leonela told Victor that, in Spanish, she would have no problem writing a text of that length, but in English she felt completely lost. To complicate things, she showed Victor the textbook they were using. The writing was tiny, and after reading just a few pages, Leonela already felt an intolerable headache.

In addition, every page of the book was full of new vocabulary and expressions she had never heard before. "I'm going to lose the level," she said to Victor, her voice trembling and her eyes full of tears. Victor, trying to cheer her up, replied with a smile, "Don't worry, I'm good at English. I will help you."

**Introduction** It begins with two kids talking about their first English class. Leonela said with a frustrated sigh that it was a terrible experience because the teacher spoke English very quickly, and that she missed her previous English School.

**Development** = The teacher asked Leonela if she had any questions about the class, with shyness she admitted that she had understood almost nothing. The teacher, trying to calm her and said, If she didn't pass on the first try, she would always have the opportunity.

**From a Climax** = The first day, the teacher gave them ~~difficult~~ tasks. One of them was a 200-word essay in English but, Leonela was so hard, she already felt an intolerable headache.

**Ending** = Leonela was going to lose the level, she was with eyes full of tears, and Victor trying to cheer her up, and Victor said that he is going to help to Leonela.

a) Who said that? Write the correct person in each sentence.

The Teacher    Leonela    Victor

My English class was terrible.	Leonela
I didn't understand everything. He spoke too fast.	Leonela
You could take the class for a second time.	The Teacher
I like the English, I could help you.	Victor
I could write the task in my language.	Victor

b) Which of these positive aspects you can find in your English class.

## Comprehending, Learning and Improving

- Creativity
- organization
- attention
- dynamism
- fluency
- grammar structure
- new vocabulary
- concentration
- answer questions
- security
- Reading comprehension.
- Goode environment

### Evaluation:

- ↓ The teacher receives the worksheets, and it evaluates the first task through the correct selection of the articles.
- ↓ The professor will evaluate the correct underlined of the main and secondary ideas.
- ↓ Finally, the understanding of the reading trough out the location of the important events are evaluated in the map
- ↓ The last task is utile for the teacher to identify the positive aspects of its class.

## Comprehending, Learning and Improving

### Topic 2 : Advices for language learners

#### Activities:

- ⓐ Look for new words
- ⓑ Frayer Model
- ⓒ Identification the correct information
- ⓓ Select the words.
- ⓔ Write a paragraph.

#### Procedure:

1. List the new words of the text to read.
2. Complete the Frayer Model using the new words
3. The students read the complete text again and identify the information.
4. Explain the task c and to give them enough time to carry out it.
5. Ask to the students that carry out the task d in 5 minutes.
6. Give the instruction of the last task clearly.

## Comprehending, Learning and Improving

### Tips for language learners



When you speak a foreign language, it is completely normal to have an accent. Don't worry, most people will be able to understand you without any problems. To improve your pronunciation, it is recommended that you listen to audios, such as CDs or podcasts, and practice speaking with native speakers. This will help you become familiar with the sounds and rhythms of the language.

If you encounter a new word and don't know its meaning, try to deduce it from the context or look up synonyms using words you already know. If that doesn't work, turn to a dictionary to clarify its definition and usage.

It is normal to make mistakes when learning a language. When your teacher corrects you, either in a text or in a conversation, take a moment to reflect on the error and understand why it is wrong. However, remember that the main goal is to communicate. Don't let the fear of making a mistake stop you from speaking. «Constant practice is the key to improvement.»

• However  
sin embargo

## Comprehending, Learning and Improving

New words:
such rhythms turn mistakes either goal - meta fear - miedo

Definition: Semejante	Characteristics: It's use to express feelings or opinions.
Examples: My brother such my father	Non-examples: I cook such in the house.

Definition: ritmos	Characteristics: Its use in the music, or also in the language
Examples: I dance to the rhythms of the music	Non-examples: They are writing a rhythms

Definition: recurrir	Characteristics: It's use to express the action of seeking help.
Examples: I turn to a doctor	Non-examples: The dictionary turn to me.

Definition: errores	Characteristics: are used to refer to incorrect words
Examples: My homework have a mistakes	Non-examples: This street is a mistakes

Definition: meta	Characteristics: It is used to refer to a desired end result
Examples: I have some Goals	Non-examples: In goal, I can find information

## Comprehending, Learning and Improving

a) Read the whole text, with the new words. And identify which of these advice were in the reading.

1. Read and listen a lot.
2. Exchange emails o letters with native speakers
3. Think of ideas to test yourself when you are learning new words.
4. Listen to CDs and imitate the pronunciation.
5. Make friends and practice speaking with people who speaks English.
6. Try not to make mistakes, but don't worry about them.

## Comprehending, Learning and Improving

b) Fill in the blanks using the words provided in the box.

imitate    be afraid    guess    mistake    mean

1. When I speak English, I occasionally make mistake in grammar.
2. If you want to share your thoughts, don't be afraid, just go ahead!
3. Sorry, could you tell me what this word mean?
4. To improve my pronunciation, I listen to CDs and imitate the speakers.
5. When I'm unsure of a word, I attempt to guess its meaning.

c) Which piece of advice from the reading do you find most helpful, and why?

In my view, the most useful advice is listen to CDs  
and imitate the pronunciation  
because I "learn" more. Also I can  
learn the pronunciation.

### Evaluation:

- ✦ The teacher collects the worksheets and checks whether the words have been placed correctly in the reading.
- ✦ Teacher assesses the students' comprehension through task c.
- ✦ The teacher reviews the proper placement of the words, which helps determine if the students have grasped the new vocabulary.
- ✦ Finally, she evaluates the responses in task d, paying special attention to the pairs' opinions.

## Comprehending, Learning and Improving

### Topic 3 : Let's speak English

#### Activities:

- ① Problem-Solution Story Map Template
- ② Fill in the Story Map
- ③ True/False identification

#### Procedure:

1. Provide a Problem-Solution Story Map Template:
  - Give students a story map with the following sections:
  - Characters: Who are the main characters?
  - Problem: What is the main conflict or issue in the story? *as a*
  - Solution: How is the problem resolved?
  - Outcome: What happens as a result of the solution?
2. The students Fill in the Story Map:
  - Ask students to read the text and complete the story map
3. True/False Identification:
  - Provide students with a list of statements about the story, some true and some false.
4. Class Discussion

## Comprehending, Learning and Improving

### Let's Speak English



It was the first day of class. Two of Maria's new EFL classmates, both from Argentina, were curious about where she was from. Since Maria looked Argentine, one of them asked her in English if she was from Argentina. Maria replied, "No, I'm not." The other woman then asked if she was from Chile, Uruguay, or Argentina. Each time, Maria simply answered, "No." Amused, one woman joked to the other, "She's not from anywhere!" The two then walked to their desks, chatting in Spanish.

The next day, the teacher divided the class into small groups of four for introductions. A student in Maria's group asked her, "Where are you from?" Maria replied that she was from Argentina. The two women who had questioned her the previous day were sitting nearby and overheard her answer. "Aha!" they exclaimed. "You are from Argentina!" Maria smiled and admitted it, then apologized for lying the day before. She explained that she hadn't wanted to engage in a Spanish conversation with them.

Many EFL students tended to speak their native language in class, but Maria hadn't joined the class to practice Spanish. In her view, EFL students should make an effort to speak only English.

"I agree," said Sofia.

"You're absolutely right," added Camila. "Sofia and I should stop speaking Spanish to each other." Over the next four months, Maria became good friends with both women, and she never spoke a word of Spanish to them during class or breaks.

## Comprehending, Learning and Improving

a) Read the text twice, and then fill in the story map

**Topic:** Let's speak English

### Characters

Maria  
Teacher  
Sofia  
Camila

**Problem:** Many EFL students were speaking in their native language (Spanish) instead of English.

Maria later admitted the truth and  
**Solution:** explained why she had lied - she wanted to practice English.

Maria became good friends with both Sofia and Camila. Over the  
**Outcome:** next four months, the three of them only spoke English to teach other, helping each other improve their language skills.

### Comprehending, Learning and Improving

b) Choose True or False according to the reading

- A) Maria's classmates were from Chile. (F)
- B) Maria lied about her nationality to avoid speaking Spanish. (T)
- C) The teacher divided the class into groups on the second day. (T)
- D) Sofia and Camila continued speaking Spanish during breaks. (F)
- E) Maria's goal was to practice only English in class. (F)

#### Evaluación:

- The teacher will check the story maps in order to verify if the information included was correct
- Also, the True/False section help to identify if the students comprehend the reading.

**Annex 6: Lesson Plan- Unit 1**

**UNIT 1- ENGLISH CLASSROOM**

**GENERAL INFORMATION**

**AREA:** English as a foreign language

**LEVEL:** A2

**TEACHER'S NAME:** Joselyn Maroto

**LEARNING MODE:** Face-to-face

**METHOD:** Task-based learning method

<b>N° Students:</b> 25	<b>TIME:</b> 2 hours	<b>TOPIC 1:</b> English is so difficult	
<p><b>Learning outcome:</b> By the end of the lesson, students will be able to identify and relate to common problems in learning English by analyzing a narrative text and discussing their own experiences.</p>			
<p><b>Anticipated problems:</b></p>	<p>-Students may find new vocabulary demotivating, mirroring the text's theme. -Students might struggle to distinguish main from secondary ideas.</p>	<p><b>Solutions:</b></p>	<p>- Pre-teach only 3-4 key words (e.g., frustration, incomprehensible, effort). Focus on overall message. -The teacher will model the underlining process with a think-aloud strategy on the first paragraph.</p>
<b>Timing</b>	<b>Teacher's Activity</b>	<b>Student's activity</b>	<b>Success Indicators</b>
15'	<p><b>Warm-up activity:</b> -T asks: "Show me thumbs up, sideways, or down: How was your first day in an English class?" - T writes 2-3 reasons on the board. Introduces today's text: "We will read about Leonela. Her first day was terrible."</p>	<p><b>Warm-up activity:</b> -Ss respond with gestures and volunteer simple words like "nervous," "happy," "fast," "difficult."</p>	<ul style="list-style-type: none"> <li>- Learners identify the text's gist.</li> <li>- Learners discriminate between core ideas and supporting details.</li> <li>- Learners deconstruct narrative structure.</li> <li>- Learners can produce oral summaries based on textual evidence.</li> </ul>

25'	<p><b>Pre-task:</b></p> <ol style="list-style-type: none"> <li>1. Initial Reading: T distributes text. Instructions: "Read silently. What is Leonela's biggest problem?"</li> <li>2. Underlining Ideas: T models on board: "Main ideas (blue) answer WHAT the problem is. Secondary ideas (yellow) are the DETAILS and EXAMPLES." Models with first paragraph.</li> <li>3. Plot Map Intro: T introduces Plot Map (Exposition, Development, Climax, Ending). Completes "Exposition" as a class.</li> </ol>	<p><b>Pre-task:</b></p> <ol style="list-style-type: none"> <li>1. Ss read individually for gist.</li> <li>2. Ss underline ideas with colored pencils/pens as instructed.</li> <li>3. Ss work in pairs to complete the Plot Map graphic organizer.</li> </ol>	
30'	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>- T divides Ss into groups of 3.</li> <li>- Task: "You are school counselors. Create a 'Problem Report' for Leonela. List her 4 main problems from the text and find the evidence (a sentence) for each."</li> <li>- T monitors, ensures groups are using the text and their underlining to find evidence.</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>-Ss collaborate to find problems (e.g., teacher's speed, difficult homework, textbook issues, emotional distress).</li> <li>-Ss write a simple list with evidence. <i>"Problem: The teacher talks too fast. Evidence: 'The teacher... spoke at a speed that was incomprehensible to her.'"</i></li> <li>- Ss complete the activity who said that</li> </ul>	
20'	BREAK		
30'	<p><b>Post-task:</b></p> <ol style="list-style-type: none"> <li>1. Group Report: Each group shares</li> </ol>	<p><b>Post-task</b></p> <ol style="list-style-type: none"> <li>1. Groups present their findings.</li> </ol>	

	<p>one problem they identified. T lists them on the board.</p> <p>2. Class Poll: T asks: "Which problem is the most common for YOU in this class?" Ss vote by show of hands.</p> <p>3. Discussion: T asks: "Leonela says 'I'm going to lose the level.' What can we tell her? What is one positive thing in your English class?" (Links to Activity b)</p>	<p>2. Ss vote and discuss the results.</p> <p>3. Ss refer to the list of positive aspects (from Activity b) and share their own.</p>	
<b>Materials:</b>	Didactic Guide, Plot Map worksheet, blue and yellow markers, board.		
<b>Assessment evaluation:</b>	Formative: Checking Plot Maps for completion and understanding.		
<b>Homework/Further work:</b>	Write one paragraph: Which positive aspect from the list (Activity b) is most important for you? Why?"		

**GENERAL INFORMATION**

**AREA:** English as a foreign language

**LEVEL:** A2

**TEACHER'S NAME:** Joselyn Maroto

**LEARNING MODE:** Face-to-face

**METHOD:** Task-based learning method

<b>N° Students:</b> 25		<b>TIME:</b> 2 hours		<b>TOPIC 2:</b> Advice for language learners	
<p><b>Learning outcome:</b> By the end of the lesson, students will be able to extract advice from a text, comprehend and use new vocabulary related to learning, and express their opinion on the most useful strategies.</p>					
<b>Anticipated problems:</b>		<p>-The Frayer Model might be a new, complex concept. - Students may struggle to articulate why they find a piece of advice helpful.</p>		<b>Solutions:</b>	
				<p>-Use the Frayer Model to give clear definitions, examples, and non-examples. Use gestures (e.g., for imitate). -Connect each advice to a problem from Lesson 1 (Leonela's problems).</p>	
<b>Timing</b>	<b>Teacher's Activity</b>		<b>Student's activity</b>		<b>Success Indicators</b>
15'	<p><b>Warm-up activity:</b> - T writes "GOOD ADVICE FOR LEARNING ENGLISH" in a circle on the board. - T asks Ss to brainstorm words or short phrases. T writes them around the circle, creating a word cloud.</p>		<p><b>Warm-up activity:</b> -Ss call out words they know: "<i>practice,</i>" "<i>listen,</i>" "<i>music,</i>" "<i>don't be shy,</i>" "<i>YouTube.</i>"</p>		<ul style="list-style-type: none"> <li>- Learners achieve a deeper understanding of key vocabulary beyond translation.</li> <li>- Learners see the words used in an authentic context.</li> <li>- Learners produce oral output justifying an opinion.</li> <li>- Learners demonstrate vocabulary recall.</li> </ul>
25'	<p><b>Pre-task:</b> - New Words: T pre-teaches 4 key verbs from the text: guess (v), imitate</p>		<p><b>Pre-task:</b> - Ss repeat the words and definitions.</p>		

	<p>(v), be afraid (phr.v), make a mistake (n.phr). Uses gestures and simple definitions.</p> <ul style="list-style-type: none"> <li>- Frayer Model: T introduces the Frayer Model template. Completes one word (imitate) with the whole class, eliciting examples (imitating a singer, a teacher's pronunciation).</li> <li>- Guided Reading: T reads the text aloud. Ss follow and circle the new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss work in pairs to complete Frayer Models for 2 of the remaining words.</li> <li>- Ss read along, identifying the target vocabulary in context.</li> </ul>	
30'	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>- T divides Ss into groups of 3.</li> <li>- Task: "Read the text again. Find all the pieces of advice. As a group, agree on a Top 3 ranking. The #1 piece of advice is the most important. You must use at least two of our new words to explain your choice."</li> <li>- T provides a handout with Activity a) (Identify the advice) to guide them.</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>-Ss scan the text to find the advice listed in Activity a).</li> <li>-Ss debate and negotiate their ranking.</li> <li>-Ss prepare to present, e.g., "We chose 'Don't be afraid to make a mistake' as number one because..."</li> </ul>	
20'	BREAK		
30'	<p><b>Post-task:</b></p> <ul style="list-style-type: none"> <li>- Group Presentations: Each group presents their #1 piece of advice and their reason. T lists advice on the board.</li> </ul>	<p><b>Post-task</b></p> <ul style="list-style-type: none"> <li>- Ss complete the fill-in-the-blank activity to reinforce vocabulary.</li> <li>- Ss share personal opinions, using the language from the lesson.</li> </ul>	

	<p>- Class Activity: T distributes Activity b) (Fill in the blanks). Ss complete it individually.</p> <p>- Discussion: T asks the question from Activity c): "<i>Which piece of advice is most helpful for you, and why?</i>"</p>		
<b>Materials:</b>	Frayer Model templates, Didactic guide, vocabulary matching activity worksheet, board.		
<b>Assessment evaluation:</b>	Formative: Checking completion and accuracy of the fill-in-the-blank activity (Activity b).		
<b>Homework/Further work:</b>	Write 5 original sentences, each using one of our new vocabulary words. 2. Write a short answer to Activity c): 'Which piece of advice... and why?'"		

**GENERAL INFORMATION**

**AREA:** English as a foreign language

**LEVEL:** A2

**TEACHER'S NAME:** Joselyn Maroto

**LEARNING MODE:** Face-to-face

**METHOD:** Task-based learning method

<b>N° Students:</b> 25		<b>TIME:</b> 2 hours		<b>TOPIC 3:</b> Let's speak English	
<b>Learning outcome:</b> By the end of the lesson, students will be able to analyze a story's conflict and resolution using a problem-solution map, evaluate character actions, and collaboratively create a set of class language rules.					
<b>Anticipated problems:</b>		<ul style="list-style-type: none"> <li>- Students may find the moral dilemma (lying about nationality) confusing.</li> <li>- Creating a class agreement might be challenging.</li> </ul>		<b>Solutions:</b>	
				<ul style="list-style-type: none"> <li>- Focus the discussion on the result (speaking more English) rather than the action (the lie).</li> <li>- Provide a scaffolded template with sentence starters for the agreement.</li> </ul>	
<b>Timing</b>	<b>Teacher's Activity</b>		<b>Student's activity</b>		<b>Success Indicators</b>
15'	<b>Warm-up activity:</b> <ul style="list-style-type: none"> <li>- T asks: "What is the most important rule in our English class?"</li> <li>- T writes rules on the board. Then asks: "Is 'Speak only English' a good rule? Is it easy to follow? Why/Why not?"</li> </ul>		<b>Warm-up activity:</b> <ul style="list-style-type: none"> <li>-Ss suggest rules ("do homework," "participate," "listen").</li> <li>-Ss discuss the "English only" rule in pairs, then share opinions.</li> </ul>		<ul style="list-style-type: none"> <li>- Learners can collaborate to propose solutions to a real-class problem.</li> <li>- Learners can synthesize ideas from a text into a new product.</li> <li>- Learners can present and justify their ideas.</li> <li>- Learners create a tangible product (a class agreement) from the lesson's theme.</li> </ul>
25'	<b>Pre-task:</b> <ul style="list-style-type: none"> <li>- Reading: T distributes the text "Let's Speak English". T reads it aloud with drama.</li> <li>- Story Mapping: T introduces the</li> </ul>		<b>Pre-task:</b> <ul style="list-style-type: none"> <li>-Ss follow along.</li> <li>- Ss work in pairs to complete the Story Map based on the text.</li> <li>- Ss identify the core conflict</li> </ul>		

	<p>Problem-Solution Story Map (Characters, Setting, Problem, Solution, Outcome).</p> <ul style="list-style-type: none"> <li>- Guided Practice: T models how to complete the "Problem" section. "The problem isn't just the lie; it's the reason behind it."</li> </ul>	(desire to practice English vs. temptation to speak L1).	
30'	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>- T divides Ss into groups of 3.</li> <li>- Task: "Your group is a 'committee.' Create a poster with 3 positive and practical rules to help our class speak more English. Think about Maria's problem. Your rules must be encouraging, not punishing."</li> <li>- T provides poster paper and markers. Monitors and encourages creativity.</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>-Ss brainstorm rules (e.g., <i>"Try to ask 3 questions in English today," "Use 'How do you say...?' instead of Spanish," "English for the first 5 minutes of break"</i>).</li> <li>-Ss create a clear, colorful poster with their 3 rules.</li> </ul>	
20'	BREAK		
30'	<p><b>Post-task:</b></p> <ul style="list-style-type: none"> <li>- Gallery Walk: Groups display posters around the room. Ss walk around and read them.</li> <li>- Presentation: Each group briefly presents their favorite rule.</li> <li>- Class Constitution: T leads a vote on the top 3 rules from all posters. These become the "Class Language</li> </ul>	<p><b>Post-task</b></p> <ul style="list-style-type: none"> <li>- Ss view all posters.</li> <li>- Groups present.</li> <li>- Ss vote and then sign the constitution, making a personal commitment.</li> <li>- Ss complete the True/False activity to check comprehension.</li> </ul>	

	Constitution." Ss sign a final copy. - True/False: T distributes Activity b) for quick individual completion.		
<b>Materials:</b>	Frayer Model templates, Didactic guide, vocabulary matching activity worksheet, board.		
<b>Assessment evaluation:</b>	Formative: Analysis of Story Maps for comprehension.		
<b>Homework/Further work:</b>	Write a diary entry from Maria's perspective on the second day of class. How did she feel after telling the truth?		